

MASTER COURSE OUTLINE

A. PSYC 1241 Honors Developmental Psychology

B. COURSE DESCRIPTION:

This honors section of Developmental Psychology is an enriched exploration of human growth and development from the prenatal through adult life stages, including aging and death. Students will examine the interaction between genetics and environment on the individual's physical, cognitive, and socioemotional development. In addition, family, culture and cohort influences will be explored. This class will also include active interactions with members of various developmental groups.

MnTC (Goal 5/SS and Goal 9/EC); (3 Cr – 3 lect, 0 lab)

C. *MnTC Discipline: History and the Social and Behavioral Sciences

**Core Theme: Ethical and Civic Responsibility

D. RIVERLAND INSTITUTIONAL LEARNING OUTCOMES:

This course addresses the following Riverland Institutional Learning Outcome(s):

- ILO 1: critical thinking (*Core Theme Goal 2*)
- ILO 2: awareness of the larger global community (*Core Theme Goal 7 or 8*)
- ILO 3: ethical, engaged citizenship (*Core Theme Goal 9 or Goal 10*)
- ILO 4: communication and collaboration (*Discipline Goal 1 and by any learning outcome(s) involving communication or collaboration*)

E. MAJOR CONTENT AREAS:

- Overview of the Study of Human Development
 - Definition of Developmental Psychology as a science
 - Basic principles and theories of development
 - Theory and research in the study of human development
 - The scientific method
 - Experimental and non-experimental research
 - Cross-sectional, longitudinal and cross-sequential designs
- Genetics and Prenatal Development
 - Mechanisms of heredity
 - Genetic and chromosomal disorders
 - Interplay of heredity and environment
- Physical, Cognitive and Socioemotional Development During:
 - Prenatal development
 - Newborn and early Infancy
 - Early childhood

- Middle childhood – school age child
- Adolescence
- Young adulthood
- Middle adulthood
- Late adulthood
- Death, dying, grief and mourning

F. GOAL TYPE, OBJECTIVES, AND OUTCOMES:

<u>GOAL TYPE</u>	<u>OBJECTIVES</u> Students will be able to	<u>OUTCOMES</u> The student will successfully
<u>MnTC Goal 5a</u>	employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.	<ol style="list-style-type: none"> 1. demonstrate familiarity with the scientific method and research methodology used by developmental psychologists. 2. discuss the quality of developmental psychology information from multiple sources.
<u>MnTC Goal 5c</u>	use and critique alternative explanatory systems or theories.	<ol style="list-style-type: none"> 1. describe and explain psychological research techniques related to developmental processes and data used in classic and contemporary developmental research studies.
<u>MnTC Goal 5d</u>	develop and communicate alternative explanations or solutions for contemporary social issues.	<ol style="list-style-type: none"> 1. discuss application of developmental theories and research results to contemporary developmental issues. 2. discuss contemporary issues related to aging (e.g., during an interview with an older adult).
<u>MnTC Goal 9a</u>	examine, articulate and apply their own ethical views.	<ol style="list-style-type: none"> 1. describe personal ethical view in relation to human developmental issues.
<u>MnTC Goal 9c</u>	analyze and reflect on the ethical dimensions of legal, social, and scientific issues.	<ol style="list-style-type: none"> 1. analyze ethical perspectives related to legal, social and scientific issues in relation to human development.
<u>MnTC Goal 9e</u>	identify ways to exercise the rights and responsibilities of citizenship.	<ol style="list-style-type: none"> 1. describe ways in which the rights and responsibilities of citizenship can be demonstrated from a human developmental perspective.
<u>CS</u>	implement the terminology used to describe developmental processes present throughout and across the lifespan.	<ol style="list-style-type: none"> 1. define the terminology used to describe developmental processes present throughout and across the lifespan. 2. illustrate how developmental psychological principles apply to daily life.
<u>CS</u>	become conversant with the major theorists and theories concerning the biological, neurological, cognitive, cultural and socio-emotional development of individuals throughout the lifespan.	<ol style="list-style-type: none"> 1. compare and contrast the main theories and issues of human lifespan development. 2. define and describe the major theorists and theories concerning the biological, neurological, cognitive, cultural and socio-emotional development of individuals throughout the lifespan. 3. compare developmental theories related to cognition and social development to real experiences (e.g.,

		during interactions with pre-school aged children.) 4. compare developmental theories related to cognition and social development to the real life experiences of a young or middle aged adult college student (e.g. through the interview process or through other interactions).
<u>CS</u>	discuss developmental changes across the lifespan as well as the influences and consequences of those changes.	1. identify the biological, neurological, cognitive, cultural and socio-emotional processes associated with each developmental period. 2. analyze how biological, neurological, cognitive, cultural and socio-emotional influences interact with each other in a developmental context. 3. describe the developmental challenges and psychopathologies that may occur throughout the lifespan.

G. SPECIAL INFORMATION:

This course may require use of the Internet, the submission of electronically prepared documents and the use of a course management software program. Students who have a disability and need accommodations should contact Accessibility Services at the beginning of the semester. This information will be made available in alternative format, such as Braille, large print, or current media, upon request.

H. COURSE CODING INFORMATION: Course Code A/Class Maximum 48; Letter Grade

Revision date: 9/16/22

AASC Approval date: 1/23/18; 10/18/22

*Riverland Community College Disciplines	MnTC Goal Number
Communication (CM)	1
Natural Sciences (NS)	3
Mathematics/Logical Reasoning (MA)	4
History and the Social & Behavioral Sciences (SS)	5
Humanities and Fine Arts (HU)	6

**Riverland Community College Core Themes	MnTC Goal Number
Critical Thinking (CT)	2
Human Diversity (HD)	7
Global Perspective GP)	8
Ethical and Civic Responsibility (EC)	9
People and the Environment PE)	10

*These five MnTC Goals have been identified as Riverland Community College Disciplines.

** These five MnTC Goals have been identified as Riverland Community College Core Themes.

NOTE: The Minnesota Transfer Curriculum “10 Goal Areas of Emphasis” are reflected in the five required discipline areas and five core themes noted in the Riverland Community College program of study guide and/or college catalog.

Riverland