Course Description

Surveys human development across the life-span with emphasis on psychosocial, physical, emotional, and cognitive changes.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Describe the impact genetics and the environment play on patterns of development.
2. Identify healthy patterns of physical development and potential sources of impact from prenatal development through later adulthood.
3. Explain cognitive changes that occur from birth through late adulthood, including intelligence and language development.
4. Summarize the emotional and social changes that occur from birth through late adulthood.
5. Describe key theories of moral development across the lifespan.
6. Discuss how different parenting styles influence future outcomes for children.
7. Explain the impact of life responsibilities (such as work and career) on emotional development and relationships.
8. Describe the impact of death and dying on spouses and families.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Study Guide**: Each unit contains a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. **Learning Outcomes**: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. **Unit Lesson**: Each unit contains a Unit Lesson, which discusses lesson material.
4. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbook and/or outside resources.
5. **Learning Activities (Non-Graded)**: These non-graded Learning Activities are provided to aid students in their course of study.
6. **Discussion Boards**: Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
7. **Unit Assessments**: This course contains three Unit Assessments, one to be completed at the end of Units V, VI, and VIII. Assessments are composed of written-response questions.
8. **Unit Assignments**: Students are required to submit for grading Unit Assignments in Units I-IV and Unit VII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.
9. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

10. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

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**Unit Assignments**

**Unit I Reflection Paper**

**Why Did I Go to College?**

Suppose that someone has told you that after reviewing both your genetic background and environmental experiences (childhood until your current age), he or she has concluded that your environment had very little influence on your decision to go to college. Basically, you inherited the most reproductively advantageous genes, which led you to enroll in your degree program.

Reflect on your decision to enroll in college. Choose one reason why you feel that you are enrolled in college today. Examples might include the following:

- **Intelligence:** Do you consider yourself smart? Why? Did you participate in certain “smart kid” activities? Was that your choice?
- **Personality traits:** Have you always been told you were “extroverted” or “shy” or “ambitious?” How did that influence you?
- **Family history:** Has everyone in your family always gone to college? Did you grow up engaging in activities that were different than people whose families did not go to college?

Then, use the concepts of passive, evocative, and active genotype-environment correlations to refute or support the claim that the environment had little to do with your college career. Your assignment should include the following:

- an opening narrative of your decision to attend college,
- a definition of each correlation,
- an analysis of each correlation in relation to your chosen reason, and
- a summary statement of your support or criticism of a gene-only lens to lifespan development.

Your reflection paper should be at least two pages in length.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit II Article Critique**

**Influence of Parenting on Eating Behaviors**

Reflecting again on your own development, did you have a mom who regularly commented on how you needed to eat more, or did your parent comment on how you really should be watching your weight? Historically, keepers of the kitchen
and grocery shoppers—mothers anecdotally—have a lot of influence on what (and how much) their children eat. The article for Unit II examines whether mothers attempt to exert the same kind of influence over male versus female children.

Click here to access a PDF of the article referenced below:


For this assignment, you will need to summarize the article, discuss the strengths or limitations you observe in the methodology, and answer the following questions:

- The article suggests differential control for males versus females. What might be some of the long-term physical consequences for these differences in parental influence?
- How might maternal influence on weight control impact female children who become mothers themselves and will be responsible for prenatal nutrition?
- This research was conducted in Europe. Using your experiential knowledge, information from the article, and your assigned textbook readings from this course so far, would you expect similar findings if the research were conducted in the United States? Why, or why not?

Your article critique should be at least two pages in length. You must use at least one source from the CSU Online Library, in addition to the provided article, and any quoted or paraphrased material should be cited and referenced using APA format.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit III PowerPoint Presentation**

**First Words: Early Language Development Presentation**

Mama. Dada. Fido. Everyone hopes that he or she will be amongst those precious first words of a baby.

As a result of this unit, you will have a much better understanding of how early cognitive development influences language development. You understand the rules of language, how it develops, and how nature (biology) and nurture (environment) can impact this development. Now, you have an opportunity to describe your knowledge in a PowerPoint presentation.

For this presentation, you should include the following:

- key points of cognitive development in infancy,
- the nature of language and how it develops in infancy, and
- methodologies researchers use to assess perceptual development in infancy.

Use the following as a guide to format your presentation:

- A title slide
- A minimum of 12 informational slides
  - Ideally, a slide should have less than 25 words to prevent the slide from looking cluttered
  - Additional text should be included in the notes section at the bottom of the slide
- A minimum of four images
- A reference slide
- Bonus: Feel free to include anecdotes such as your first words (or those of children, friends, or family) to help further illustrate your academic knowledge.

Remember to keep the text on the slides minimal. Your presentation should be a total of 15 slides, not including the title and reference slides. All sources used should be cited and referenced in APA format.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit IV Case Study

School is an important and common experience where socioemotional and moral development play out. For this assignment, you will compose a written analysis of two case studies.

Read the two case studies below. Once you have read each case study, complete the questions below it, and create one Word document that answers the questions from Case Study 1 and Case Study 2. You may answer each question individually (200 word minimum), or you can combine the questions from Case Study 1 and Case Study 2 into a two-page minimum essay. Any sources used, including the textbook, must be cited and referenced according to APA guidelines.

Case Study 1:

Angela is 10 years old. Her parents divorced when she was about eight-months old, and she spent a lot of time with her grandmother until she was about five. Her mother was working, and her father no longer lived in the area.

Angela has recently moved to a new location with her mom (farther from her grandma and into a new school district). Imagine that you are Angela’s guidance counselor. Her teacher came to you recently and said, “Angela is really quite intelligent and super creative, but I have noticed she is having a difficult time making friends. Do you think you could help her?”

Of course you are willing to help one of your students, and you begin by observing Angela on the playground.

You have decided to have a couple of meetings with Angela to get to know her and then hope to bring her mom into the conversation. Using your developmental psychology background (e.g., attachment, temperament, self-esteem), determine the following:

1. What type of attachment would you predict that Angela has with her caregivers? How would you predict that this has impacted her adjustment?
2. In psychology, we know that labels can be dangerous. How would you have a conversation with Angela’s mother about how Angela’s temperament and peer status might be impacting her adjustment without giving Angela a negative label?
3. You have the impression after meeting with Angela and her mother that they are on-board with being proactive in creating positive change for Angela. What three steps would you suggest Angela and her mother take that would improve Angela’s self-esteem and emotional maturity?

Case Study 2:

Thanks to your work as her guidance counselor, Angela has made a successful transition and has friends at her new school.

Furthermore, she has been asked to participate in a program as a peer mentor. Angela’s school has a great deal of socioeconomic, racial, and cultural diversity. Unfortunately, there has been a significant amount of bullying due to perceptions regarding differences. Angela’s role is to help other kids in her elementary school make prosocial decisions around the issue of bullying.

1. How may the role of Angela’s peers in her life be changing as she is in middle childhood?
2. What important factors have researchers discovered that increase the likelihood of bullying?
3. Given what you have learned about moral development in this unit, how would Kohlberg approach Angela and her peers given his theory of moral development? What if Angela is to create a plan for much younger students—such as kindergarteners?
4. If Angela was working with her female peers, would you recommend a different strategy? Would that align with Gilligan’s perspective?

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VII PowerPoint Presentation

Imagine that you are using your psychology degree from CSU in the non-profit world. You work for a community center and have recently been given some resources to develop a series of outreach programs. You have to present your rationale for your programs to the community center’s board of directors. You have identified three groups that you would like to reach out to, which include the following:
The board has asked that you give a PowerPoint presentation to present your case. Your assignment is to create five slides for each group you hope to reach out to. These slides should include key information to describe the group, their socioemotional needs, and your proposed outreach series topic.

Remember to keep the text on the slides minimal and to use the slide notes section below each slide to provide additional information.

Your presentation should be a total of 15 slides, not including the title and reference slides. All sources used should be cited and referenced in APA format.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assignments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

*Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.*

**Communication Forums**

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.](#)
Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

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<tr>
<td>Discussion Boards (8 @ 2%)</td>
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<td>Unit I Reflection Paper</td>
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<td>Unit II Article Critique</td>
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<td>PowerPoint Presentations (2 @ 10%)</td>
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Course Schedule/Checklist *(PLEASE PRINT)*

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

### Unit I  
**The Life-Span Perspective and Beginnings**

**Review:**
- Unit Study Guide
- **Learning Activities (Non Graded):** See Study Guide

**Read:**
- Chapter 1: Introduction, pp. 3-26
- Chapter 2: Biological Beginnings, pp. 47-58; 64-71

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Reflection Paper** by Tuesday, 11:59 p.m. (Central Time)

### Unit II  
**Prenatal Development and Birth, and Physical Development in Infancy**

**Review:**
- Unit Study Guide
- **Learning Activities (Non Graded):** See Study Guide

**Read:**
- Chapter 3: Prenatal Development and Birth, pp. 73-94
- Chapter 4: Physical Development in Infancy, pp. 103-122
- Chapter 7: Physical and Cognitive Development in Early Childhood, pp. 198-200, 202-205
- Chapter 9: Physical and Cognitive Development in Middle and Late Childhood, pp. 267-272

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Article Critique** by Tuesday, 11:59 p.m. (Central Time)

### Unit III  
**Physical and Cognitive Development in Infancy**

**Review:**
- Unit Study Guide

**Read:**
- Chapter 4: Physical Development in Infancy, pp. 122-132
- Chapter 5: Cognitive Development in Infancy, pp. 136-162

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **PowerPoint Presentation** by Tuesday, 11:59 p.m. (Central Time)
<table>
<thead>
<tr>
<th>Unit IV</th>
<th>Socioemotional Development in Infancy, Middle, and Late Childhood</th>
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<tbody>
<tr>
<td>Review:</td>
<td>□ Unit Study Guide</td>
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| Read:   | □ Chapter 6: Socioemotional Development in Infancy, pp. 168-176; 180-185  
|         | □ Chapter 10: Socioemotional Development in Middle and Late Childhood, pp. 305-315 |
| Discuss:| □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
|         | □ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| Submit: | □ Case Study by Tuesday, 11:59 p.m. (Central Time) |

Notes/Goals:

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<thead>
<tr>
<th>Unit V</th>
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|         | □ Chapter 13: Physical and Cognitive Development in Early Adulthood, pp. 402-411  
|         | □ Chapter 15: Physical and Cognitive Development in Middle Adulthood, pp. 458-470  
|         | □ Chapter 17: Physical Development in Late Adulthood, pp. 518-535 |
| Discuss:| □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
|         | □ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| Submit: | □ Assessment by Tuesday, 11:59 p.m. (Central Time) |

Notes/Goals:

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<th>Unit VI</th>
<th>Cognitive Development in Adolescence and Adulthood</th>
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<td>Review:</td>
<td>□ Unit Study Guide</td>
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| Read:   | □ Chapter 11: Physical and Cognitive Development in Adolescence, pp. 344-345; 358-362  
|         | □ Chapter 13: Physical and Cognitive Development in Early Adulthood, pp. 401-404; 419-422 |
| Discuss:| □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
|         | □ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| Submit: | □ Assessment by Tuesday, 11:59 p.m. (Central Time) |

Notes/Goals:
## PSY 3150, Developmental Psychology

### Course Schedule

#### Unit VII: Socioemotional Development in Adolescence and Early Adulthood

**Review:**
- [ ] Unit Study Guide
- [ ] Learning Activities (Non Graded): See Study Guide

**Read:**
- [ ] Chapter 10: Socioemotional Development in Middle and Late Childhood, pp. 320-322
- [ ] Chapter 12: Socioemotional Development in Adolescence, pp. 377-387
- [ ] Chapter 14: Socioemotional Development in Early Adulthood, pp. 432-435; 438-441; 449-452

**Discuss:**
- [ ] Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- [ ] Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- [ ] PowerPoint Presentation by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

#### Unit VIII: Physical, Cognitive, and Socioemotional Development in Middle and Late Adulthood

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Chapter 15: Physical and Cognitive Development in Middle Adulthood, pp. 461-470; 473-474; 477-480
- [ ] Chapter 16: Socioemotional Development in Middle Adulthood, pp. 497-504
- [ ] Chapter 17: Physical Development in Late Adulthood, pp. 526-535
- [ ] Chapter 18: Cognitive Development in Late Adulthood, pp. 549-551; 559-561
- [ ] Chapter 19: Socioemotional Development in Late Adulthood, pp. 580-585
- [ ] Chapter 20: Death, Dying, and Grieving, pp. 600-612

**Discuss:**
- [ ] Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- [ ] Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- [ ] Assessment by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**