

**RARITAN VALLEY COMMUNITY COLLEGE
ACADEMIC COURSE OUTLINE**

PSYC 215 – DEVELOPMENTAL PSYCHOLOGY

I. Basic Course Information

- A. Course Number and Title: PSYC 215 – Developmental Psychology
- B. New or Modified Course: Modified
- C. Date of Proposal: Spring 2021
- D. Effective Term: Fall 2021
- E. Sponsoring Department: Humanities, Social Sciences, Social Work, and Education
- F. Semester Credit Hours: 3
- G. Weekly Contact Hours: Lecture: 3
 Laboratory: 0
 Out of class student work per week: 6
- H. Prerequisites/Corequisites: PSYC 103 – Introduction to Psychology
- I. Laboratory Fees: None
- J. Name and Telephone Number or E-Mail Address of Department Chair and Divisional Dean at time of approval:
Department Chair: Dr. Isabel T. Gutierrez-Bergman, isabel.gutierrez@raritanval.edu
Divisional Dean: Dr. Patrice Marks, patrice.marks@raritanval.edu

II. Catalog Description

Prerequisite: PSYC 103 – Introduction to Psychology

This course explores multiple psychological theories about development from conception to death. Attention will be focused on aspects of the individual's physical, cognitive, personality, and social development. Emphasis will be placed on the impact of psychological, biological, and sociocultural factors on development throughout the lifespan. Students will explore what different theories state about development and about the nature of humans, whether existing evidence supports these theories, what the implications are of each theory in terms of optimizing development, and how useful

these theories are in interpreting our world. Topics included, but not limited to: research methods; prenatal development and birth; physical growth, motor development, and perception; cognitive development and information processing; intelligence; emotional development; attachment; identity; temperament and personality; family and peer relationships; culture; death and dying.

III. Statement of Course Need

- A. This course is a standard course offered at virtually all community colleges, and four-year colleges and universities.
- B. This course generally transfers as a psychology elective, social science elective, or free elective.

IV. Place of Course in College Curriculum

- A. Free Elective
- B. This course serves as a social science elective for the Social Sciences, A.A.
- C. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, www.njtransfer.org; b) for all other colleges and universities, go to the individual websites.

V. Outline of Course Content

This course will cover the following topics:

- A. The Life-Span Perspective (i.e., historical perspective, research methods)
- B. Major Developmental Theories
- C. Genetics and Prenatal Development
- D. Birth Process and the Newborn
- E. Physical Development and Biological Aging
- F. Motor, Sensory, and Perceptual Development
- G. Cognitive Developmental Approaches (e.g., Piaget, Vygotsky)
- H. Information Processing
- I. Intelligence
- J. Language Development
- K. Emotional Development
- L. Attachment
- M. The Self and Identity
- N. Temperament and Personality
- O. Moral Development, Values, and Religion
- P. Families and Parenting
- Q. Peers Relations and Friendship

- R. The Sociocultural World
- S. Death and Dying

VI. General Education and Course Learning Outcomes

A. General Education Learning Outcomes:

At the completion of the course, students will be able to:

1. Describe the major fields, theoretical perspectives, and key concepts within the study of human development. (GE- NJ 5, *)
 2. Identify major issues and controversies related to human development. (GE-NJ 3, *)
 3. Demonstrate a basic understanding of research methods and the interpretation of quantitative results (GE-NJ 2, *)
 4. Apply principles of human development to real world situations. (GE-NJ 5, *)
 5. Critically evaluate information from a variety of sources using scientific and psychological principles. (GE-NJ 3, IL, *)
 6. Describe sociocultural influences as these pertain to human development, including the impact of culture, race, ethnicity, gender, religion, and socioeconomic status. (GE-NJ 5, 8, *)
 7. Apply ethical standards to evaluate issues related to the care and development of individuals across the lifespan, including issues related to psychological research (GE-NJ 5, ER&A, *)
- (* Embedded Critical Thinking)

B. Course Learning Outcomes:

At the completion of the course, students will be able to:

1. Compare and contrast classic and contemporary theories of lifespan development.
2. Explain research methods used by developmental psychologists including an analysis of their merits and limitations.
3. Describe the interplay between biological, social, and cognitive factors in shaping human development.
4. Identify major developmental milestones and normative behavior at each stage of development.
5. Differentiate between group and individual differences that shape human development.
6. Discuss how the individual's sociocultural context impacts all aspects of development.

C. Assessment Instruments

1. Lecture/discussion
2. Small-group work
3. Computer-assisted instruction

4. Research papers
5. Student oral presentations
6. Essays
7. Participation activities
8. Student collaboration

VII. Grade Determinants

- A. Essays and/or reflection papers
- B. Research papers
- C. In-class presentations
- D. Quizzes
- E. Exams
- F. Participation

The primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. lecture/discussion
- B. small-group work
- C. computer-assisted instruction
- D. student oral presentations
- E. student collaboration
- F. videos and weblinks that enhance knowledge of course material

VIII. Texts and Materials

A standard lifespan development textbook will be required. The current required textbook for this course is:

Santrock, J.W. (2020). A topical approach to life-span development (10th ed.). New York, NY: McGraw-Hill.

Additional materials may be required by individual instructors such as articles and videos.

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

IX. Resources

- A. Library Databases
- B. Other computer-based resources (e.g., websites, links, and videos)
- C. Various journal and applicable articles

