

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: PSYC263

Year: 2024-2025

Course Title: Development across the Lifespan

Credit Hours: 3

I. Course Description: This course provides an examination of human development across the lifespan, with focus on physical, cognitive, and psychosocial aspects of development as a life-long process. Special attention will be given to the major themes, theories, research findings and debates in the field. The impact of ethnic, gender, and cultural factors on development will be explored. PSYC263 fulfills the SUNY General Education Social Sciences Knowledge and Skills Area, Prerequisites: PSYC103; prior completion of, or concurrent enrollment in, ENGL101. 3 Cr. (3 Lec.) Fall and spring semesters.

II. Additional Course Information:

1. This course may serve as a liberal arts, social science, or psychology requirement or as an unrestricted elective. It is appropriate for students expecting to work with individuals of all ages, particularly for those entering professions such as counseling, criminal justice, education, human services, nursing, psychology, and recreation, or, more generally, parenting.
2. Students must check their Tompkins Cortland email accounts regularly for messages from the instructor. Failure to read email may result in missed class information.
3. Required readings may be from the assigned textbook, supplemental articles, or web resources.
4. Students will need basic computer skills and access to a reliable computer with high speed internet access. Mobile devices typically are not compatible with uploading assignments and viewing materials such as videos in various formats.
5. This course may be offered using various teaching modalities (in-class, hybrid, asynchronous, etc.).
6. PSYC263 is required for the Human Services A.S. degree.

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate understanding of how major psychological theories apply to human development throughout the lifespan.
2. Demonstrate understanding of research methods used in developmental psychology.
3. Evaluate and apply peer-reviewed research information relevant to developmental psychology.
4. Demonstrate understanding of how privilege and inequality shape psychological processes of human development.
5. Demonstrate understanding of the typical trajectory of human development in the following areas: physical, cognitive, social and emotional from conception to death.
6. Demonstrate understanding of the influence of culture on human development.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs

Complete this section for “service” courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- ☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- ☐ Use technology appropriate to their discipline.
- ☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes- N/A

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Liberal Arts- Social Science A.S.: SLO 2 maps to PLO 3: Investigate a question using the research process of at least one Social Science discipline. SLO 3 maps to PLO 2: Locate, evaluate & apply relevant information. SLO 4 maps to PLO 4: Use evidence to describe (1) how privilege & inequality are socially and/or historically constructed and (2) how these shape [students'] lives.

SUNY General Education Competencies

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING & REASONING- Students will:

- a. clearly articulate an issue or problem;
- b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
- c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

☐ INFORMATION LITERACY - Students will:

- a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

☒ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): **Social Sciences**

For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

SUNY SLO: Students will

- describe major concepts and theories of at least one discipline in the social sciences;

Course SLO(s):

1. Demonstrate understanding of how major psychological theories apply to human development throughout the lifespan.
5. Demonstrate understanding of the typical trajectory of human development in the following areas: physical, cognitive, social and emotional from conception to death.
6. Demonstrate understanding of the influence of culture on human development.

SUNY SLO: Students will

- demonstrate an understanding of the methods social scientists use to explore social phenomena.

Course SLO:

2. Demonstrate understanding of research methods used in developmental psychology.

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1. Orientation to lifespan development including key debates, theoretical perspectives, research methods used, and cohort effects.
2. Genetic, prenatal development, and birth.
3. Physical, cognitive, social, and emotional growth across the lifespan.
4. Death and dying.
5. The influence of culture on human behavior.

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Attendance and participation	0-30%
2. Written assignments (in-class writing, article analyses, research papers, reaction papers, journals, special projects, on-line discussions, movie evaluations, etc.)	20-100%
3. Quizzes, Tests, and/or Exams	0-60%

VII. Texts – ☐ Required ☒ Recommended ☐ Used for more than one course (list courses)

High school instructors may consult with staff in the CollegeNow office for additional information and guidance.

	OER
1. <i>Human Development: A Cultural Approach</i> . Arnett, Jeffrey J. and Lene A. Jensen. (3 rd ed.), 2019. Pearson.	<input type="checkbox"/>
2. <i>Life-Span Development</i> . Santrock, John W. (18 th ed.), 2021. McGraw-Hill.	<input type="checkbox"/>
3. <i>Development Across the Lifespan</i> . Feldman, Robert S. (8 th ed.), 2016. Pearson.	<input type="checkbox"/>

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials – all new

1. <i>Lifespan Development</i> . Clegg Kraynok, Megan, Kelvin L. Seifert, Robert J. Hoffnung, and Michele Hoffnung. (3 rd ed., 2017. Academic Media Solutions.
2. <i>Lifespan Development</i> . Whitbourne, Krauss and Cynthia R. Davis. 2018. Cognella Academic Publishing.
3. <i>Human Development: A Life-Span View</i> . Kail. Robert. (7 th ed.), 2016. Cengage Learning.
4. <i>Life-span Human Development</i> . Sigelman, Carol K. (10 th ed.), 2022. Cengage Learning.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: Some videos are owned and housed in the TC3 Media collection, others are available through BOCES loan library, or rental is possible. A list of videos is available through the Media Desk.

Electronic:

- American Psychological Association (APA): <http://www.apa.org>
The largest psychology-related organization in the world, with links to many resources.
- American Psychological Society (APS): <http://www.psychologicalscience.org/>
A society dedicated to research-oriented psychology, with lists of psychology resources, tutorials, and more.

Other: Perhaps collaboration with other classrooms around the world.

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of their academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be their own. If the student uses the words or ideas of someone else, they must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.