

PSYC510

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : PSYC510 **Title :** Lifespan Development

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course reviews social, emotional, cultural, cognitive, biological, and learning theories and research related to human development. Emphasis is on both healthy development and challenges experienced by individuals and groups across the human life cycle. Cultural differences and commonality noted in the developmental process are examined.

Course Scope:

This course focuses on the human lifespan, from birth to death. It covers 24 theorists' perspectives on human development, and includes viewpoints ranging from ethological to psychoanalytic to behavioral to humanistic.

Objectives

After successful completion of PSYC510 students will have:

1. Appraised seminal and contemporary constructs of biological, cognitive, social and emotional development across the human lifespan
 2. Examined how family, peers, environment, and culture influence and are influenced by individual development
 3. Evaluated strategies for facilitation of optimum development across the lifespan
 4. Examined models of abnormal development across the lifespan
 5. Compared individual and cultural influences on aging, dying, death, grief and loss
 6. Applied APA style formatting and writing skills appropriate for graduate level written work
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Outline

Week 1:

Learning Objectives

Critique, compare and contrast the early theories of Locke and Rousseau, the Maturational Theory of Gesell, the Ethological Theories of Darwin, Lorenz, and Tinbergen, and the Attachment Theories of Bowlby and Ainsworth.

Required Readings

Crain: Read Chapters 1-3

Assignments

Discussion Forum 1 – Pt. 1 Introductions, Pt. 2 Locke/Rousseau & “No Child Left Behind”

Week One Reflection Paper Due

Week 2:

Learning Objectives

Investigate Maria Montessori’s Educational Philosophy and Werner’s Organismic and Comparative Theory.

Required Readings

Crain: Read Chapters 4 & 5

Assignments

Discussion Forum 2 – Pros and Cons of Montessori Education

Week 3:

Learning Objectives

Articulate Piaget’s Theory of Cognitive Development and Kohlberg’s Stages of Moral Development.

Required Readings

Crain: Read Chapters 6 & 7

Assignments

Discussion Forum 4 – Terri Schiavo Case/Ethical Discussion

Short Essay #1

Week 4:

Learning Objectives

Critique and apply concepts of Learning/Behavioral Theory and Bandura’s Social Learning Theory.

Required Readings

Crain: Read Chapters 8 & 9

Assignments

Discussion Forum 4 – Media & Violence/Bandura

Week 5:

Learning Objectives

Critique and apply concepts of Vygotsky's Theory of Cognitive Development and Freud's Psychoanalytic Theory.

Required Readings

Crain: Read Chapters 10 & 11

Assignments

Discussion Forum 5—Vygotsky's Place in History

Short Essay #2

Week 6:

Learning Objectives

Critique and apply concepts of Erikson's Stages of Life, Mahler's Separation/Individuation Theory, and Bettelheim's views on Autism.

Required Readings

Crain: Read Chapters 12-14

Assignments

Discussion Forum 6 – Criticisms of Bettelheim

Applied Developmental Project Due

Week 7:

Learning Objectives

Critique and apply concepts of Schachtel's view of childhood experiences, Jung's Theory of Adulthood, and Chomsky's Theory of Language Development.

Readings

Crain: Read Chapters 15-17

Assignments

Discussion Forum 7 – Critical Periods for Language Development/Case Studies

Week 8:

Learning Objectives

Characterize Humanistic Psychology and the Standards Movement of Education.

Readings

Crain: Read Chapter 18 & Epilogue

Assignments

Discussion Forum 8 – Death and Dying/“The Last Lecture”

Short Essay #3

Evaluation

COURSE ASSIGNMENTS

Forum Discussions:

Due Weeks 1 through 8

Weekly course relevant dialogs with classmates and the course instructor will be based on engagement with assigned course readings and/or related multi-media and will take place in the online classroom on designated discussion forums. A set of instructions for each dialog will be posted by the course instructor. While designed to promote lively discourse within a community of fellow learners, the dialogs are academic in nature, graded and require a scholarly orientation. Replying to classmates' posts is required in order to ensure dialog within an interactive learning setting.

ASSIGNMENTS:

Due Weeks 1, 3, 5 and 8

During Week One, students will complete a brief paper outlining their previous experience with developmental psychology and their goals for the course. In Weeks 3, 5, and 8, students will complete worksheets demonstrating their knowledge regarding their understanding of course material (five brief essay questions per worksheet). Instructions and details for these assignments are located on the classroom Assignments page.

Applied developmental project:

Due Week 6

Students will develop a Power Point presentation, narrated slideshow, or video diary (e.g., “vlog”) discussing their own original proposed experimental study in developmental psychology. Students will choose a topic of interest related to social psychology, identify the population to be studied, discuss the method proposed to recruit subjects, outline their hypotheses to be tested, and explain the methodology used to test hypotheses. Instructions and details for this assignment are located on the classroom Assignments page.

Grading:

Name	Grade %
Forums	32.00 %
Forum One	4.00 %
Forum Two	4.00 %
Forum Three	4.00 %
Forum Four	4.00 %
Forum Five	4.00 %
Forum Six	4.00 %
Forum Seven	4.00 %
Forum Eight	4.00 %
Short Essays	36.00 %
Short Essay #1	12.00 %
Short Essay #2	12.00 %

Short Essay #3	12.00 %
Week One Reflection Paper	12.00 %
Week One Reflection Paper	12.00 %
Applied Developmental Project	20.00 %
Applied Developmental Project	20.00 %

Materials

Book Title: Theories of Development, 6th ed.

Author: Crain, William

Publication Info: Taylor & Francis

ISBN: 9780205810468

Course Guidelines

Citation and Reference Style

- Students will follow APA format as the sole citation and reference style used in written assignments submitted as part of coursework in the Psychology Department.
- Please note that no formal citation style is graded on forum assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

Tutoring

[Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, we understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact your instructor before the due date so you can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes/tests, and assignments. Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes/tests, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.

Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically

processed through the assignments area of the course when you submit your work.

Academic Dishonesty

Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc.) and submission file type (such as .docx, .pdf, etc.). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.
- It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, you are strongly discouraged from waiting until the due date to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- "Substantive" means comments that contribute something new and important to the discussion. Thus a message that simply says "I agree", even if wordy and thus, meets the length requirement, is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each other as colleagues. Hateful, aggressive, or hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.

Quizzes and Exams

Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your assessments.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)

- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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