



El Camino College  
COURSE OUTLINE OF RECORD – Official

<b>Subject:</b>	PSYC
<b>Course Number:</b>	116H
<b>Descriptive Title:</b>	Honors Lifespan Development
<b>Division:</b>	Behavioral and Social Sciences
<b>Department:</b>	Psychology
<b>Course Disciplines:</b>	Psychology
<b>Catalog Description:</b>	<p>This honors course, intended for students in the Honors Transfer Program, is a survey of the concepts, theories, and functions of psychosocial development. This course examines physical, cognitive and psychosocial development throughout the human lifespan from conception to death. Special emphasis is placed on culture, family relationships, and the interplay of genes and environment. Attention is also devoted to the practical application of research findings to ongoing developmental issues. This course is enriched through extensive, rigorous reading, writing, and research assignments.</p> <p><i>Note: Students may either take Psychology 116 or Psychology 116H. Duplicate credit will not be awarded.</i></p>
<b>Prerequisite:</b>	Psychology 101 or Psychology 101H with a minimum grade of C
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	Eligibility for English 1A
<b>Enrollment Limitation:</b>	
<b>Hours Lecture (per week):</b>	3
<b>Hours Laboratory (per week):</b>	0
<b>Outside Study Hours:</b>	6
<b>Total Course Hours:</b>	54
<b>Course Units:</b>	3
<b>Grading Method:</b>	Letter Grade only
<b>Credit Status:</b>	Credit, degree applicable
<b>Transfer CSU:</b>	Yes
<b>Effective Date:</b>	Fall 2024
<b>Transfer UC:</b>	Yes
<b>Effective Date:</b>	Fall 2024
<b>General Education ECC:</b>	Area 2C - Social and Behavioral Science, Area 5 - Health and Physical Education
<b>Term:</b>	
<b>Other:</b>	
<b>CSU GE:</b>	Area D - Social Sciences, Area E - Lifelong Understanding and Self-Development
<b>Term:</b>	Fall 2002

<b>Other:</b>	
<b>IGETC:</b>	Area 4 - Social and Behavioral Sciences
<b>Term:</b>	Fall 2002
<b>Other:</b>	
<b>Student Learning Outcomes:</b>	<p><b>SLO #1 Logic of the Scientific Method</b></p> <p>On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to describe and contrast specific research methods in the study of lifespan development (e.g., longitudinal, cross-sectional, sequential designs) as well as assess the strengths and weaknesses of each.</p> <p><b>SLO #2 Fundamental Principles</b></p> <p>On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify, explain, and compare these aspects of the major theoretical perspectives of lifespan development: main focus, key concepts, and basic assumptions.</p> <p><b>SLO #3 Everyday Application</b></p> <p>On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental lifespan principles (e.g., temperament, attachment, personality, parental style, milestones, interpersonal and familial relationships) in their efforts to understand everyday life experiences (e.g., child rearing, bereavement).</p>
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. Compare and contrast the main focus, key concepts, and basic assumptions of the major theories of lifespan development.</li> <li>2. Describe the steps of the scientific method and explain specific research methods used in the study of lifespan development.</li> <li>3. Evaluate the bidirectional influences of genetic and environmental factors on various aspects of development.</li> <li>4. Identify and appraise the influence of multiple contexts such as history, culture, and socioeconomic status on lifespan development.</li> <li>5. Discuss the major developmental milestones of the prenatal periods and distinguish the specific effect of teratogens on each.</li> <li>6. Discuss normative cognitive changes across the lifespan suggested by Piaget and other developmental psychologists.</li> <li>7. Outline the sequence of and influences on language development throughout the lifespan.</li> <li>8. Describe gains and losses in intellectual functioning across the lifespan and explain factors that contribute to decline and thriving at each stage.</li> <li>9. Trace the development of the brain from conception through the end of life, noting genetic and environment influences at different ages.</li> <li>10. Assess the role of relationships with family and friends on the development of the individual.</li> <li>11. Explain how research on temperament, personality, attachment illustrate both stability and change in development.</li> <li>12. Differentiate typical and atypical development across the lifespan.</li> <li>13. Recognize how the physical, cognitive, and psychosocial domains, of development interrelate.</li> <li>14. Analyze the major psychological challenges of death, dying, and bereavement.</li> </ol>

	<p>15. Conduct scholarly research independently to enrich multiple reading and writing tasks.</p>
<p><b>Major Topics:</b></p>	<p><b>I. Introduction (9 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Studying Lifespan Development</li> <li>B. Theories of Development</li> <li>C. Genetics, Prenatal Development and Birth</li> </ul> <p><b>II. The First Two Years of Life (6 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Physical Development</li> <li>B. Motor Development</li> <li>C. Cognitive Development</li> <li>D. Language Acquisition</li> <li>E. Psychosocial Development</li> </ul> <p><b>III. Early Childhood (6 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Physical Development</li> <li>B. Motor Skill Development</li> <li>C. Cognitive Development</li> <li>D. Early Childhood Education</li> <li>E. Psychosocial Development</li> <li>F. Gender Development</li> </ul> <p><b>IV. Middle Childhood (6 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Physical Development</li> <li>B. Cognitive Development</li> <li>C. Language Development</li> <li>D. Intelligence</li> <li>E. Family and Peer Relationships</li> </ul> <p><b>V. Adolescence (6 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Puberty</li> <li>B. Health</li> <li>C. Cognitive Development</li> <li>D. Moral Development</li> <li>E. Identity Development</li> <li>F. Social Relationships</li> <li>G. Sexuality</li> </ul> <p><b>VI. Early Adulthood (6 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Physical Functioning</li> <li>B. Sexuality and Reproduction</li> <li>C. Cognitive Development</li> <li>D. Marriage, Divorce, and Remarriage</li> <li>E. Alternative Lifestyles</li> </ul>

	<p>F. Parenthood</p> <p><b>VII. Middle Adulthood (6 hours, lecture)</b></p> <p>A. Physical Functioning  B. Reproductive Change and Sexuality  C. Intelligence  D. Working  E. Marriage and Divorce</p> <p><b>VIII. Late Adulthood (6 hours, lecture)</b></p> <p>A. Physical Functioning  B. Health Behaviors  C. Mental Health  D. Relationships with Family and Friends</p> <p><b>IX. Dying, Death, and Bereavement (3 hours, lecture)</b></p> <p>A. Attitudes Toward Death  B. Caring for the Dying  C. Bereavement</p>
<b>Total Lecture Hours:</b>	54
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	54
<b>Primary Method of Evaluation:</b>	1) Substantial writing assignments
<b>Typical Assignment Using Primary Method of Evaluation:</b>	Observe children and their parents interacting together in their own homes or at a playground, a mall, or a community event. (Ensure that you can remain unobtrusive.) In a three-page paper, record the interactions as well as the independent behaviors of the child for a specific period of time, In addition, analyze these behaviors in terms of one theory of development presented in class.
<b>Critical Thinking Assignment 1:</b>	<p>Documentary Film Analysis</p> <p>Watch one of the documentary films on the list provided in class. Each of these films features real individuals managing the challenges of development. In addition, each film addresses the environments in which the featured individuals are developing. In a paper of four to six double-spaced pages in length, identify some of the main challenges and/or triumphs of the individuals in the film you have chosen, and analyze them using (1) at least one concept/theory from physical development, (2) at least one concept/theory from cognitive development, and (3) at least one concept/theory from socioemotional development. Along the way, consider to what extent the developmental challenges and/or triumphs demonstrated in this film are normative, and which cultural or contextual factors you think have had the strongest influence on the individuals in the film. Dive deep in your analysis: Synthesize information from the film with details about the course concepts that help us understand what the individuals are going through. You are not expected to describe all of the events depicted in the documentary; however, you should integrate examples from the film that support your analysis throughout the paper. The introduction of your paper should contain a very brief summary of the documentary</p>

	<p>storyline, and a thesis statement that identifies which broad issues will be the main focus of the paper. The body of your paper (several paragraphs) focuses on the analysis. The conclusion provides a summary and a consideration of the broad implications of the issues raised in the film.</p>
<p><b>Critical Thinking Assignment 2:</b></p>	<p>Literature Review Assignment</p> <p>The Literature Review project includes a series of three assignments. The last of these assignments is a 5-7 double-spaced page review of six empirical research reports related to a topic of your choice in lifespan development. In preparation for the final paper, you will complete three smaller assignments first: (1) a Topic Proposal, (2) Annotated Bibliography. The (3) Literature Review will be the final product of this series.</p> <ol style="list-style-type: none"> <li>1. Topic Proposal - Using the techniques described in class, locate three peer-reviewed research reports related to your topic of choice. Submit a document that contains 1-2 sentence description of your topic. For each research report you located, provide the following information: authors' names, year of publication, title of article, title of journal, and abstract of article. This information should be copied and pasted into your document; in other words, you will not be using your own words. Nevertheless, please take the time to clean up formatting so that the assignment is easy to read.</li> <li>2. Annotated Bibliography - The Annotated Bibliography includes references for six peer-reviewed research reports, each followed by a 200-300 word description and evaluation of the study. Unless grading feedback suggests otherwise, you should include the three sources you used in the Topic Proposal (and, obviously, find three more). Include the following in each annotation: (a) Summarize the study method and results, including strengths and weaknesses, (b) Compare and/or contrast this article with at least one other article you have cited, and (c) Describe how this article advances your understanding of your paper topic. The entire document should be double-spaced, and references should be listed in alphabetical order by the first author's last name. Format the references in APA format, with the second line (and each subsequent line) indented. The annotation begins on the first double-spaced line after the reference.</li> <li>3. Literature Review - The Literature Review will be based the same six research reports that you used for your Annotated Bibliography (unless grading feedback suggests otherwise). Your 5-7-page, double-spaced paper in APA format should be organized by the themes that tie your articles together. There are many possible themes, depending on your topic and the six specific research reports you chose. Some examples of themes include similarities or differences in findings based on study methods, study theories, groups studied (geographical region, culture, ethnicity, gender, etc.), and/or any combination of these.</li> </ol>
<p><b>Other Evaluation Methods:</b></p>	<p>Completion, Essay Exams, Matching Items, Multiple Choice, Objective Exam, Reading Reports, Term or Other Papers, True/False, Written Homework</p>
<p><b>If Other:</b></p>	
<p><b>Instructional Methods:</b></p>	<p>Lecture, Multimedia presentations</p>
<p><b>If other:</b></p>	
<p><b>Work Outside of Class:</b></p>	<p>Answer questions, Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Problem solving activity, Required reading, Study, Written work (such as essay/composition/report/analysis/research)</p>
<p><b>If Other:</b></p>	

<b>Up-To-Date Representative Textbooks:</b>	Denise Boyd, Helen Bee. <u>Lifespan Development</u> . Allyn & Bacon. 2019. (Discipline Standard)  Kathleen Berger. <u>Invitation to the Lifespan</u> . Worth. 2019. (Discipline Standard)
<b>Alternative Textbooks:</b>	
<b>Required Supplementary Readings:</b>	
<b>Other Required Materials:</b>	
<b>Requisite</b>	Prerequisite
<b>Category</b>	sequential
<b>Requisite course:</b>	Psychology 101 or Psychology 101H with a minimum grade of C
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	<p><b>Knowledge of the steps of scientific method.</b></p> <p>PSYC 101 - Outline the steps of the scientific method, identify common research methods, and discuss ethical considerations of psychological research. PSYC 101H - Outline the steps of the scientific method, identify common research methods, and discuss ethical considerations of psychological research.</p> <p><b>Knowledge of basic brain functions.</b></p> <p>PSYC 101 - Explain the basics of genetics and assess the combined influence of genes and environment on a variety of human characteristics. PSYC 101H - Explain the basics of genetics and assess the combined influence of genes and environment on a variety of human characteristics.</p> <p>PSYC 101 - Differentiate between sensation and perception and identify the porcesses by which organisms recognize, organize, and make sense of stimuli in their environment. PSYC 101H - Differentiate between sensation and perception and identify the porcesses by which organisms recognize, organize, and make sense of stimuli in their environment.</p> <p><b>Knowledge of human cognition.</b></p> <p>PSYC 101 - Examine human cognition, focusing on memory, intelligence, and language, as well as the common errors of human thought processes. PSYC 101H - Examine human cognition, focusing on memory, intelligence, and language, as well as the common errors of human thought processes.</p> <p>PSYC 101 - Describe the forces that motivate human behavior, such as instincts, drives, and needs. PSYC 101H - Describe the forces that motivate human behavior, such as instincts, drives, and needs.</p> <p><b>Knowledge of personality theories.</b></p> <p>PSYC 101 - Compare and contrast the major theories of personality and describe and explain methods of assessing personality. PSYC 101H - Compare and contrast the major theories of personality and describe and explain methods of assessing personality.</p>

<b>Requisite Skill:</b>	
<b>Requisite Skill and Matching skill(s): Bold the requisite skill(s). if applicable</b>	
<b>Requisite course:</b>	
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
<b>Requisite Skill:</b>	Eligibility for English 1A
<b>Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable</b>	<p><b>Students need to be able to read and effectively analyze college level texts, and they need to be able to write a paper that persuasively proves an original thesis.</b></p> <p>Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion.</p> <p>Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support.</p> <p>Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.</p> <p>Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.</p>
<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	Amy Himsel
<b>Date:</b>	03/16/2023
<b>Original Board Approval Date:</b>	07/17/2023