

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

PSYC 210

DEVELOPMENTAL PSYCHOLOGY

COURSE DESCRIPTION

An overview of the human life span from conception through senescence. Continuity of development as well as critical periods faced by the maturing human will be emphasized using contemporary theories and research as foundation materials.

RATIONALE

An understanding of human development is integral to the ability for Christ-centered men and women to impact tomorrow's world, regardless of their future careers. The values, knowledge, and skills gained in the study of developmental psychology offer the student an opportunity to examine human behavior with the intent of helping people of any age to cope with the many problems they face in life. By exposing the student to the cognitive, psychosocial, physical, and spiritual domains, it is hoped he or she will attain a better understanding of the complexities of human existence.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Please note, technical skills for this course include:
 - Creating, modifying, and submitting files in Microsoft Office 365
 - Downloading and modifying Adobe PDF files
 - Basic Blackboard navigation skills

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Describe the major concepts in developmental psychology.
- B. Illustrate specific issues related to development over the lifespan.

- C. Discover differences and similarities between types of people including how gender, race, ethnicity, culture, and class affect human perspectives and experiences.
- D. Demonstrate basic technological competence.
- E. Apply psychological concepts, methods, and findings to his or her experiences.
- F. Apply a biblical perspective to the study of developmental psychology.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations

- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (5)

Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for each forum. In addition to the thread, the student is required to reply to the threads of at least 2 classmates. Most Discussion Board Forum posts will require at least 1 citation and reference in current APA format. (MLO: A, B, C, D, E, F)

- D. Theories and Worldview Assignment

In a PowerPoint presentation or Word document, the student will identify the important elements of developmental theories as they relate to worldview questions. The student will write a brief summary of at least 350 words which identifies 1 theory, tells why it is compatible with his or her worldview, and provides a rationale for this belief. (MLO: A, B, C, D, E, F)

- E. Prenatal Development Article Exploration

The student will use the Jerry Falwell Library to locate, download, read, and identify important elements from a scholarly article. The student will then write a 250–400-word reaction to 1 of the articles on the Prenatal Development Reading List. (MLO: A, B, C, D, E, F)

F. Quizzes (8)

Each quiz will cover the Reading & Study material for the assigned module/week. Each quiz will be open-book/open-notes; will contain 25 true/false, multiple-choice, and matching questions. Quizzes 1- 7 will also contain 2 short answer questions (worth 5 points each). The time limit for each quiz is 1 hour and 30 minutes. (MLO: A, B, C, D)

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (5 at 75 pts ea)	375
Theories and Worldview Assignment	80
Prenatal Development Article Exploration	75
Quizzes 1 - 7 (7 at 60 pts ea)	420
Quiz 8 (50 pts.)	50
Total	1010

B. Scale

A = 900–1010 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

PSYC 210

Textbook: Cashion et al., *Lifespan 360: Christian Perspectives on Human Development* (2016).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Cashion et al.: chs. 1–2 4 presentations 1 website	Course Requirements Checklist Class Introductions Theories and Worldview Assignment Quiz 1	10 0 80 60
2	Cashion et al.: ch. 3 1 video	Prenatal Development Article Exploration Quiz 2	75 60
3	Cashion et al.: ch. 4 1 presentation 2 videos	DB Forum 1 Quiz 3	75 60
4	Cashion et al.: ch. 5 2 presentations 2 articles 2 websites	DB Forum 2 Quiz 4	75 60
5	Cashion et al.: ch. 6 Additional Reading 1 presentation 1 website	DB Forum 3 Quiz 5	75 60
6	Cashion et al.: ch. 7 1 presentation 3 videos 1 website	DB Forum 4 Quiz 6	75 60
7	Cashion et al.: ch. 8 2 presentations 3 articles	DB Forum 5 Quiz 7	75 60
8	Cashion et al.: ch. 9 1 video 1 study guide 1 website	Quiz 8	50
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.