

## Tamkang University Academic Year 103, 1st Semester Course Syllabus

Course Title	PRINCIPAL OF DEVELOPMENTAL PSYCHOLOGY	Instructor	HUNG-YEN ANGELA SUNG
Course Class	TLFXB1A DEPARTMENT OF INTERNATIONAL BUSINESS, 1A	Details	<ul style="list-style-type: none"> <li>◆ Required</li> <li>◆ One Semester</li> <li>◆ 2 Credits</li> </ul>
Academic Aim of Education			
<p>I. To guide students to practice the methods and concepts learned from the courses of social science to their social life.</p> <p>II. To Enhance students' ability of self-understanding, psychological adaptation, and interpersonal communication.</p> <p>III. To promote students' ability of analyzing social phenomena and penetrating social problems through the design of courses; thus, motivating students to be more concerned about others and assume the corresponding social responsibilities.</p>			
Schoolwide essential virtues			
<p>A. A global perspective.</p> <p>B. Information literacy.</p> <p>C. A vision for the future.</p> <p>D. Moral integrity.</p> <p>E. Independent thinking.</p> <p>F. A cheerful attitude and healthy lifestyle.</p> <p>G. A spirit of teamwork and dedication.</p> <p>H. A sense of aesthetic appreciation.</p>			
Course Introduction	<p>This course will focus our attention on the major domains of developmental psychology with an emphasis on the disciplinary in social and personality development. Contemporary research findings and applications to daily life will be discussed according to the themes of biological, cognitive, and social development. It is also expected to assist the learners to apply the acquired knowledge bases to satisfy their needs of continuing self-understanding and self-enhancement.</p>		

## The Relevance among Teaching Objectives, Objective Levels and Schoolwide essential virtues

I. Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Applying,  
C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation,  
P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing,  
A4-Organizing, A5-Characterizing, A6-Implementing

II. The Relevance among Teaching Objectives, Objective Levels and Schoolwide essential virtues :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Schoolwide essential virtues that correspond to each teaching objective. Each objective may correspond to one or more Schoolwide essential virtues at a time. (For example, if one objective corresponds to three Schoolwide essential virtues: A, AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Schoolwide essential virtues
1	Students will gain an understanding in principles and concepts of developmental psychology.	C2	E
2	Students will be able to respond to the problems in real-life settings.	A2	D
3	Students will be actively engaged in group activity.	P3	G
4	Students will be able to think ahead human development in the future.	C3	C

### Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Students will gain an understanding in principles and concepts of developmental psychology.	Lecture, Discussion	Written test, Participation
2	Students will be able to respond to the problems in real-life settings.	Lecture, Problem solving	Report, Participation
3	Students will be actively engaged in group activity.	Discussion, Problem solving	Report
4	Students will be able to think ahead human development in the future.	Lecture, Discussion	Written test

### Course Schedule

Week	Date	Subject/Topics	Note

1	103/09/15 ~ 103/09/21	What is developmental psychology? (Chapter 1)	
2	103/09/22 ~ 103/09/28	Hereditary influences on development (Chapter 2)	
3	103/09/29 ~ 103/10/05	Put developmental psychology into cultures	
4	103/10/06 ~ 103/10/12	Cognitive development: Vygotsky's sociocultural viewpoint (Chapter 6)	
5	103/10/13 ~ 103/10/19	Intelligence: Measuring mental performance (Chapter 8)	
6	103/10/20 ~ 103/10/26	Emotional development (Chapter 10)	
7	103/10/27 ~ 103/11/02	Attachment (Chapter 10)	
8	103/11/03 ~ 103/11/09	Development of the self-concept (Chapter 11)	
9	103/11/10 ~ 103/11/16	Achievement motivation (Chapter 11)	
10	103/11/17 ~ 103/11/23	Midterm Exam Week	
11	103/11/24 ~ 103/11/30	The psychosocial development of college students	
12	103/12/01 ~ 103/12/07	Sex differences and gender-role development (Chapter 12)	
13	103/12/08 ~ 103/12/14	Aggression and crime (Chapter 13)	
14	103/12/15 ~ 103/12/21	Altruism and moral development (Chapter 14)	
15	103/12/22 ~ 103/12/28	The context of development: The family (Chapter 15)	
16	103/12/29 ~ 104/01/04	The context of development: Peers, schools, and technology (Chapter 15)	
17	104/01/05 ~ 104/01/11	Closing notes	
18	104/01/12 ~ 104/01/18	Final Exam Week	
Requirement	Class attendance and participation is required. Quizzes will be given randomly in class. Midterm and Final exams are written tests.		
Teaching Facility	Computer		
Textbook(s)	Shaffer, D. R., & Kipp, K. (2014). Developmental Psychology: Childhood and Adolescence, International Edition (9th Edition). Wadsworth Press.		

Reference(s)	<p>Chen, S. H., Hua, M., Zhou, Q., Tao, A., Lee, E. H., Ly, J., &amp; Main, A. (2014). Parent-child cultural orientations and child adjustment in Chinese American immigrant families. <i>Developmental Psychology</i>, 50, 189-201</p> <p>Eisenberg, N., Hofer, C., Sulik, M. J., &amp; Liew. J. (2014). The development of prosocial moral reasoning and a prosocial orientation in young adulthood: Concurrent and longitudinal correlates. <i>Developmental Psychology</i>, 50, 58-70.</p> <p>Ng, F. F., Pomerantz, E. M., &amp; Deng, C. (2014). Why are Chinese mothers more controlling than American mothers? "My child is my report card." <i>Child Development</i>, 85, 355-369.</p> <p>Obsuth, I., Hennighausen, K., Brumariu, L. E., &amp; Lyons-Ruth, K. (2014). Disorganized behavior in adolescent-parent interaction: Relations to attachment state of mind, partner abuse, and psychopathology. <i>Child Development</i>, 85, 370-387.</p> <p>Rivas-Drake, D., Syed, M., Umaña-Taylor, A., Maskstrom, C., French, S., Schwartz, S. J., Lee, R., &amp; Ethnic and Racial Identity in the 21st Century Study Group. (2014). Feeling good, happy, and proud: A meta-analysis of positive ethnic-racial affect and adjustment. <i>Child Development</i>, 85, 77-102.</p>
Number of Assignment(s)	3 (Filled in by assignment instructor only)
Grading Policy	<p>◆ Attendance : 30.0 %    ◆ Mark of Usual :        %    ◆ Midterm Exam : 30.0 %</p> <p>◆ Final Exam : 40.0 %</p> <p>◆ Other ( ) :        %</p>
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a>.</p> <p><b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b></p>