

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PSYA 2703	SEMESTER	ALL YEARS
COURSE TITLE	INTRODUCTION TO THE TERMINOLOGY OF DEVELOPMENTAL PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
<i>Lectures and the usage of audio-visual material</i>	3	4	
COURSE TYPE	REQUIRED FOREIGN LANGUAGE COURSE		
	ENGLISH FOR SPECIFIC PURPOSES (ESP)		
PREREQUISITE COURSES:	MANDATORY DEPARTMENTAL ENGLISH LANGUAGE PLACEMENT TEST (EVERY SEPTEMBER BEFORE CLASSES START) AND/OR PSYA 1702		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	ENGLISH		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=567		

(2) LEARNING OUTCOMES

Learning outcomes
<p>Upon completion of the course students will have:</p> <ul style="list-style-type: none"> • Better comprehension of course terminology • Better comprehension of basic and essential elements of Developmental Psychology • Better comprehension of scientific literature • Better comprehension of the APA style of writing
General Competences
<p>To enhance students’:</p> <ul style="list-style-type: none"> • Listening comprehension via class lectures and audio-visual material • Reading and screening comprehension via course notes and review of literature course assignment • Speaking comprehension via class lectures, course exercises, and class participation • Criticism and self-criticism

- Decision-making
- Working independently
- Team work

(3) SYLLABUS

The course includes:

- Lectures and usage of audiovisual material (pertaining to Developmental psychology)
- Reading, listening, writing and speaking comprehension
- Terminology enrichment
- Students' group presentations

Course contents:

- Biological Makeup of Men and Women
- Beginnings: Prenatal Development and the Newborn
- Infancy and Childhood: Cognitive Development
- Infancy and Childhood: Social and Emotional Development
- Relationships: Parents and Peers
- Gender Roles
- Adolescence: The Challenge of Change
- Identity and Development of Self
- Abstract Thought and Moral Reasoning
- Adulthood: Physical, Cognitive and Social Changes
- Death and Dying

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	FACE TO FACE: Class lectures and office tutoring		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching. Student teaching support through e-learn.		
TEACHING METHODS	<i>Activity</i>	<i>Semester workload</i>	<i>ECTS credits</i>
	Lectures & videos	39	1,56
	Independent study	60	2,4
	Progress test	1	0,04
	Final exams	3	0,12
	Course total	103	4,12
STUDENT PERFORMANCE EVALUATION	Class attendance is a must I. Written assignment & presentation (30%) II. Terminology mid-term (20%)		

	<p>- Multiple choice questions</p> <p>III. Written final examination (50%)</p> <ul style="list-style-type: none">- Multiple choice questions- short-answer questions <p>Evaluation is in English</p> <p>The evaluation criteria are available to the students via the website of course on UoC e-learn platform.</p>
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(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- Course Notes
- Bernstein, D., Clarke-Steward, A., Roy, E. J., & Wickens, C. D. (1997). *Psychology: Human Development* (4th ed.). New York: Houghton Mifflin Company.
- Fernald, D. (1997). *Psychology: Patterns of Growth: Human Development*. New Jersey: Prentice-Hall Inc.
- Kaplan, S. P. (1998). *The Human Odyssey: Life-Span Development* (3rd ed.). CA: Brooks/Cole Publishing Company.