

TITLES	EXPLANATIONS
<b>Title of Course</b>	Developmental Psychology I
<b>Code of Course</b>	PSK 241
<b>Type of Course</b>	Compulsory
<b>Level of Course</b>	Undergraduate
<b>Year of Study</b>	2
<b>Semester/Trimester</b>	3
<b>Number of ECTS</b>	4
<b>Name of Lecturer(s)</b>	Assist. Prof. Nilay Pekel Uludağlı
<b>Course Learning Outcomes</b>	At the end of this course students are expected to; LO1. Explain basic concepts, research methods in developmental psychology and main development theories, LO2. Express prenatal development and its importance in development, LO3. Differentiate age appropriate physical, cognitive and socio-emotional characteristics in infancy, early childhood and middle childhood.
<b>Mode of Delivery</b>	The style of teaching is face-to-face interaction.
<b>Prerequisites and Co-requisites</b>	There is no prerequisite or co-requisite for this course.
<b>Recommended Optional Programme Component</b>	None
<b>Course Contents</b>	<ol style="list-style-type: none"> <li>1. Introduction to Developmental Psychology (History, Basic Concepts and Research Methods)</li> <li>2. Theories of Developmental Psychology</li> <li>3. Biological Foundations of Development</li> <li>4. Environmental Foundations of Development</li> <li>5. Prenatal Development and Birth</li> <li>6. Physical Development in Infancy</li> <li>7. Cognitive Development in Infancy</li> <li>8. Social and Emotional Development in Infancy</li> <li>9. Physical and Language Development in Early Childhood</li> <li>10. Cognitive Development in Early Childhood</li> <li>11. Social and Emotional Development in Early Childhood</li> <li>12. Physical and Cognitive Development in Middle Childhood</li> <li>13. Social and Emotional Development in Middle Childhood</li> <li>14. General Evaluation</li> </ol>
<b>Recommended or Required Reading</b>	<p>(Primary Textbook)</p> <p>Santrock, J. W. (2011). <i>Life-span development (13<sup>th</sup> Ed.)</i>. NY: Mc Graw Hill.</p> <p>(Suggested References)</p> <p>Berk, L. E. (2009). <i>Development through the lifespan</i>. Boston: Allyn &amp; Bacon.</p> <p>* The primary textbook for this course is renewed every year.</p>
<b>Planned Learning Activities and Teaching Methods</b>	This course is conducted through discussions on the material presented in class and over the compulsory reading material. With this aim in mind, (a) regular lectures supported by visual presentations and (b) class discussions are used. These class discussions are designed in such a way to help students develop critical thinking skills and apply the different psychological perspectives to the material being presented.
<b>Assessment Methods and Criteria</b>	1 Midterm, 1 Final Exam
<b>Language of Instruction</b>	Turkish
<b>Practicum</b>	None

<b>Program Outcomes</b>	<b>Course Learning Outcomes</b>	LO1	LO2	LO3
Analyze problems with the scientific method and appropriate scientific tools.				
Think critically and creatively, ask questions, make comments using the knowledge and skills they have acquired.	X	X	X	
Develop a positive attitude toward life-long education.				
Use the library, scientific databases, internet and other sources effectively.	X	X	X	
Have the skills to find out, analyze, evaluate, decide about, and apply the alternative solutions to problems.				
Be open-minded to use knowledge stemming from different disciplines and/or areas of psychology.	X	X	X	
Develop a positive attitude toward critical thinking.	X	X	X	
Have advanced theoretical and applied knowledge of psychology supported by contemporary course material.	X	X	X	
Have the necessary knowledge and skills to analyze and synthesize the main areas of psychology.	X	X	X	
Be competent in English and Turkish.				
Use effective methods to present, share and discuss scientific information.				
Be able to write scientific papers by using international manuals such as APA.				
Show courage and use the necessary skills to propose solutions to the problems of the world they live in.	X	X	X	
Show courage and have necessary skills to propose solutions to the problems of their own life.				
Have a positive attitude to statistics and be able to use common statistical software packages.				
Be able to plan and conduct research independently.				
Apply qualitative and/or quantitative methods depending on the nature and the scope of a given problem.				
Know the research methods and statistical procedures used in behavioral sciences.				
Use tools such as questionnaires, inventories, scales, and tests.				
Apply psychological knowledge to other problem areas for community welfare.				
Use theoretical and applied knowledge in accordance with ethical standards.				