

Psychology 204

Developmental Psychology – Conception to Death

Mary Lofgren, Instructor

Building 100

(760) 355-6247

mary.lofgren@imperial.edu

Berger, Kathleen S. Invitation to the Life Span, 2010. 2nd Edition, New York: Worth Publishers.

Course Description:

This course is designed to introduce you to the main concepts and theories of developmental psychology, from conception to death. This course surveys psychology as both a science and an applied discipline. Topics to be covered include conception, prenatal development, infancy, toddlerhood, preschool years, middle childhood, adolescence, early adulthood, middle adulthood, late adulthood and death and looks at physical, mental and social development in each of the above mentioned stages.

Course Objectives:

The objectives of this course are: **1)** To critically think about and gain knowledge of the main theories and concepts of developmental psychology; and **2)** To leave this course with a basic understanding of developmental psychology, not only in the academic sense, but also an understanding of the everyday or practical nature of developmental psychology and how it applies to your physical, mental and social development.

Course Format:

This course will consist of a combination of lectures, class discussion, assigned readings, videos, group and individual projects and performance on quizzes and exams.

Course Requirements:

Attendance and Class Participation You are expected to attend class and stay for the entire period. You will be expected to demonstrate an understanding of the assigned reading by actively participating in class discussions. If you miss a class, it is your responsibility to get class notes from a fellow student. If you are going to miss a class, please call me **before** class to let me know. The drop date for the semester is **July 15th 2014**. If you want to drop the class, it is your responsibility to do so, don't expect me to drop you.

Thought Papers There will be 2 one to two page papers during the summer session. For the paper, you can read an article regarding developmental psychology. This article can be in a newspaper, magazine, psychology journal, off the internet or even be an issue mentioned in a television program; **OR** you may write a thought paper about a topic of your choice related to developmental psychology from the book or class discussion. The thought paper is a chance for you to give your opinions, viewpoints and personal experiences. Each thought paper will be 1-2 pages and will be worth 25 points. **No late thought papers will be accepted.**

Exams 6 exams will be given. Exams may consist of multiple choice; fill in the blank, short answer and essay questions from the textbook, lectures and videos. **No make-up exams** will be given unless you have called me **PRIOR** to the exam and let me know you will not be able to take the exam. If you contact me prior to the exam, you will have one week to make-up the exam. Each exam will be worth 75 points. **Please bring a scantron and a #2 pencil to each examination.**

Student Learning Outcomes:

SLO # 1 Student will identify and demonstrate understanding of the physical milestones from conception to death. (ILO1, ILO2, ILO3, ILO5)

SLO # 2 Students will identify and demonstrate understanding of the cognitive development patterns from conception to death. (ILO1, ILO2, ILO3, ILO5)

SLO # 3 Students will identify and demonstrate understanding of Erikson's stages of psychosocial development from conception to death. (ILO1, ILO2, ILO3, ILO5)

Grading System:

90-100% = A	Thought Papers	2@	25 pts.	50 pts.
80-89% = B				
70-79% = C	Exams	6@	75 pts.	450 pts.
60-69% = D				
0-59% = F				

TOTAL: 500 points

Special Accommodation:

Should a student enrolled in the course require a special accommodation due to a disability in order to complete the requirements of the course, please advise the instructor immediately or contact the Disabled Student Programs and Services at (760) 355-6312.

Academic Dishonesty:

Please read and understand this section fully. Academic dishonesty (cheating) of any type will not be tolerated in my classroom. If a student is caught committing any type of academic dishonesty he or she will be given a 0 for the assignment/exam and will be reported to Student Affairs for further handling of the matter. In addition, unless you have made prior arrangements with the instructor, leaving during the class period or while watching a movie will be counted as an absence. If you get up and leave during class, please do not return. Coming in and out is disruptive to the other students as well as to me. No cell phones should be answered during class or examinations.

TENTATIVE COURSE SCHEDULE

Date	Topic	Reading Assignment
06/16/14	Introduction to Class	
06/17/14	Genes & Prenatal Development	Chapter 2
06/18/14	First Two Years-Body & Brain	Chapter 3
06/19/14	EXAM #1	
06/23/14	First Two Years-Psychosocial Development	Chapter 4
06/24/14	Early Childhood – Body & Mind	Chapter 5
06/25/14	Early Childhood-Psychosocial Development	Chapter 6
06/26/14	EXAM #2	
06/30/14	Middle Childhood-Body & Mind	Chapter 7
07/01/14	Middle Childhood-Psychosocial Development	Chapter 8
07/02/14	Adolescence – Body & Mind	Chapter 9
07/03/14	EXAM # 3 / Thought Paper # 1	
07/07/14	Adolescence-Psychosocial Development	Chapter 10
07/08/14	Emerging Adulthood-Body, Mind, Social World	Chapter 11
07/09/14	Adulthood- Body, Mind	Chapter 12
07/10/14	EXAM # 4	
07/14/14	Adulthood- Psychosocial Development	Chapter 13
07/15/14	Late Adulthood- Body, Mind	Chapter 14
07/16/14		
07/17/14	EXAM # 5 / Thought Paper # 2	
07/21/14	Late Adulthood- Psychosocial Development	Chapter 15
07/22/14	Death and Dying	Epilogue
07/23/14	Exam # 6	

This instructor reserves the right to make announced modifications to this course outline.

