

### Basic Course Information

Semester	<b>Fall 2015</b>	Instructor Name	<b>Diana Melissa Navarro-Barrios</b>
Course Title & #	<b>Psychology 204</b>	Email	<b>Diana.barrios@imperial.edu</b>
CRN #	<b>10630</b>	Webpage (optional)	
Room	<b>412</b>	Office	<b>Room 809</b>
Class Dates	<b>August 17-December 11, 2015</b>	Office Hours	<b>By appointment only</b>
Class Days	<b>Tuesday</b>	Office Phone #	<b>760-355-6144 or 760-693-7052</b>
Class Times	<b>6:30-9:40pm</b>	Office contact if student will be out or emergency	<b>Department Secretary is an option or email instructor</b>
Units	<b>3</b>		

### Course Description

A study of human development from conception to death, including genetics, conception, prenatal development, infancy, toddlerhood, pre-school years, middle childhood, adolescence, early adulthood, middle adulthood, later adulthood, and death. Theories and research of physical, cognitive, personality, and social development are examined, as well as attention to developmental problems. (CSU) (UC credit limited, see a counselor)

### Student Learning Outcomes

**Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:**

1. Identify and demonstrate understanding of the physical milestones from conception to death. (ILO1, ILO2, ILO3, ILO5)
2. Identify and demonstrate understanding of the cognitive development patterns from conception to death. (ILO1, ILO2, ILO3, ILO5)
3. Identify and demonstrate understanding of Erikson's stages of psychosocial development. (ILO1, ILO2, ILO3, ILO5)

### Course Objectives

**Upon satisfactory completion of the course, students will be able to:**

1. Contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them)
2. Analyze elements of a scientific approach to understanding human development in a biopsychosocial context
3. Identify biological, psychological, and sociocultural influences on lifespan development
4. Describe the ways in which psychological principles and research apply to real world problems and issues across the lifespan
5. Describe the sequences of physical, social, and cognitive development across the lifespan, using the

constructs and conceptual framework provided by psychological perspectives

6. Identify and describe the techniques and methods used by developmental psychologists to study human development
7. Identify and describe classic and contemporary theories and research in lifespan psychology
8. Describe the developing person at different periods of the lifespan Imperial Valley College Course Syllabus –Developmental Psychology 204
9. Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process Use from CurricUNET

### Textbooks & Other Resources or Links

Invitation to the Life Span (2nd Edition) Kathleen Stassen Berger

### Course Requirements and Instructional Methods

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

#### Class Participation

Attending every class session is expected. Arriving tardy, leaving early or stepping outside during lecture will be noted and count against class participation. Please schedule all appointments outside of class time. At the instructor's discretion, a student may be dropped after 3 absences. However, if you decide not to continue with this course, you are responsible for dropping the class by the drop date. In-class assignments will count toward class participation points.

#### Late Work

**Late work will not be accepted.**

Assignments will not be accepted viae-mail and computer related issues are not considered an excuse for late work.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

### Course Grading Based on Course Objectives

90-100% = A	Exams	4@	100 pts. 400pts.
80-89% = B	Quizzes	4@	25 pts. 100pts.
70-79% = C	Thought Paper	4@	25 pts. 100pts.
60-69% = D	Participation		100 pts. 100pts.
0-59% = F			
	<b>TOTAL=</b>		<b>700 pts.</b>

### Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

### Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### Academic Honesty

#### Required Language

- Plagiarism is to take and present as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to correctly 'cite a source', you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to the following: (a) plagiarism;(b) copying or attempting to copy from others during an examination or on an assignment;(c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment, (e) use of a commercial term paper service

### Additional Help – Discretionary Section and Language

- Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- Learning Labs: There are several 'labs' on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Learning Services (library). Please speak to the instructor about labs unique to your specific program
- Library Services: There is more to our library than just books. You have access to tutors in the learning center, study rooms for small groups, and online access to a wealth of resources.

### Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313 if you feel you need to be evaluated for educational accommodations.

### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid StudentHealth Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at [http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

### Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

### Anticipated Class Schedule / Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1	<b>Syllabus &amp; Introduction</b>	<b>Buy Book</b>
Week 2	Chapter 1-The Science of Human Development Chapter 2-From Conception to Birth	Discussion Questions in class activity
<b>Week 3</b>	Chapter 3 -The First Two Years: Body and Mind Chapter 4- The First Two Years: Psychosocial Development	Lecture/Activity
Week 4	<b>Exam 1 Thought Paper &amp; Quiz #1</b>	<b>Chapter 1-4</b>
Week 5	Chapter 5- Early Childhood-Body and Mind Chapter 6-Early Childhood-Psychosocial Development	Lecture/Activity
<b>Week 6</b>	Chapter 7- Middle Childhood-Body and Mind Chapter 8- Middle Childhood-Psychosocial Development	Lecture/Activity
Week 7	<b>Exam #2 Thought Paper &amp; Quiz #2</b>	<b>Chapters 5-8</b>
Week 8	Chapter 9-Adolescence Body and Mind	Lecture/Activity
<b>Week 9</b>	Chapter 10-Adolescence Psychosocial Development	Lecture/Activity

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Week 10	Chapter 11- Emerging Adulthood-Body, Mind & Social World	Lecture/Activity
Week 11	Chapter 12-Adulthood Body and Mind	Lecture/Activity
<b>Week 12</b>	<b>Exam #3 Thought Paper &amp; Quiz #3</b>	<b>Chapters 9-12</b>
<b>Week 13</b>	Chapter 13-Adulthood Psychosocial Development	Lecture/ Activity
Week 14	<b>Happy Thanksgiving</b>	
Week 15	Chapter 14-Late Adulthood Body and Mind	Lecture/ Activity
Week 16	Chapter 15-Late Adulthood Psychosocial Development Epilogue Death and Dying	Lecture/Class Discussion
<b>Week 17</b>	<b>Final Thought Paper &amp; Quiz #4</b>	<b>Chapter 13-Epilogue Death and Dying</b>
<b>Notes</b>	<b>This calendar is a tentative course outline. The instructor reserves the right to modify scheduling of lectures, assignments and exam as needed.</b>	<b>Holidays:</b> September 7 & November 11 <b>Last Day to Drop with a W:</b> November 7 <b>Fall Break:</b> Nov. 23-28