

Basic Course Information

Semester:	FALL 2018	Instructor Name:	ROXANNE NUNEZ
Course Title & #:	PSY 204 Developmental Psychology: Conception to Death	Email:	roxanne.nunez@imperial.edu
CRN #:	10630	Webpage (optional):	Imperial.edu
Classroom:	412	Office #:	3114
Class Dates:	August 13th-December 8th 2018	Office Hours:	By appointment only
Class Days:	Tuesday	Office Phone #:	760-355-6136
Class Times:	6:30 PM -9:40 PM	Emergency Contact:	roxanne.nunez@imperial.edu
Units:	3.0		

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

Course Objectives

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
9. Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process

Textbooks & Other Resources or Links

Berger, K.S. (2016). Invitation to the Lifespan DSM V, NY Worth: ISBN-10: 1-319-01588-3; ISBN- 13: 978-1-319-01588-6; Format: Paper Text, 752 pages

This book is available at our bookstore on campus or online at: <http://www.efollett.com>, (Links to an external site.)Links to an external site.and/or may be available for download (entire e-book or by e-chapter) on your tablet or computer from Cengage.com.

Course Requirements and Instructional Methods

Mid-Term and Final Exam: Exam will cover chapters and course material throughout the semester. The Midterm and Final exams are entirely multiple-choice. Some chapters listed may not be covered in class, but you are still responsible for the material, unless otherwise specified. No makeups for exams will be given without prior notification and/or documentation of an emergency.

Discussions: Discussions will be based on a topic that is relevant to the chapter of the week. Students will reply to the post providing their relevant and appropriate response. Students will also reply to two of their classmates providing further information and/or opinion on the subject.

Quizzes: Quizzes will Quizzes may include any or all of the following types of questions: multiple choice, true-false, matching, fill-in-the-blank, and short answer/essay. If you are late to class or absent, you will not be allowed to take the quizzes or exams. No makeups for exams or quizzes will be given without prior notification and/or documentation of an emergency. No work will be accepted over email without prior approval.

Course Requirements and Instructional Methods

Thought Papers: Students will be required to submit a 1-2 page thought paper (not including a reference page) comparing and contrasting a psychological perspective or phenomenon that was covered in the lesson and featured in news article, television show, movie, song etc. No personal situations or concerns should be addressed in the thought papers whatsoever. Example of an acceptable thought paper will be posted for review.

Weekly journals: Journals will be a resource for the student to be able to analyze and reflect on the dialogue and content discussed. Weekly journals also count as your participation grade.

Culture Research Paper: Students will research any culture of their choosing and discuss the significance of each psychosocial crisis stage within that culture as compared with Erikson's

psychosocial crisis stages. Paper must be in APA format and at least 5 pages in length.

Students are expected to read all assigned chapters as noted in syllabus. Although, we may or may not cover all of the material shown and the dates are approximations, students will however be required to know all the material assigned in reading and other material given in class.

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

Weekly Journals	14@10 points ea.	140 points
Thought Papers	4@25 points ea.	100 points
Exam 1	10 points	10 points
Midterm	50 points	50 points
Final	100 points	100 points
Group Presentation	100 points	100 points

Total Points 500

450-500

400-449

350-399

300-349

299 and below

Grade
A
B
C
D
F

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 by the instructor.
- 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.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting 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 "cite a source" correctly, 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 that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing 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 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) using a commercial term paper service.

Additional Student Services

- **Canvas Support: Can be found online and/or at the Canvas Hotline: (877) 893-9853**

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. Please contact them 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 Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District and El Centro Regional Center provide basic health services for

students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 for more information.

- **Mental Health Counseling Services.** Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

Veteran's Center

- The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355- 5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student

Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Date	Activity/Assignment/Topic	Chapter/Due Dates/Exams
WEEK 1	Syllabus & Introduction	PP 3-87 Exam 1
WEEK 2	Part I: The Science of Human Development Part II: Body & Mind	PP 89-163 Journal 1
WEEK 3	Part III: Psychosocial Development Part III: Early Childhood: Body and Mind	PP 165-203 Journal 2
WEEK 4	Part III: Early Childhood: Psychosocial Development	PP 205-239 Journal 3
WEEK 5	Part IV: Middle Childhood	PP 241-281

Imperial Valley College Course Syllabus – PSY 204 Developmental Psychology: Conception to Death

	Part IV: Middle Childhood: Body and Mind	Journal 4
WEEK 6	Part IV: Middle Childhood: Psychosocial Development	PP 283-315 Journal 5
WEEK 7	Part V: Adolescence: Body and Mind	PP 317-353 Journal 6 Thought Paper 1
WEEK 8	Midterm	PP 355-389 Journal 7
WEEK 9	Part VI: Emerging Adulthood: Body, Mind and Social World Part VI: Adulthood: Body and Mind	Journal 8 Thought Paper 2
WEEK 10	Part VI: Adulthood: Psychosocial Development	PP 391-425 Journal 9
WEEK 11	Group Assignment Preparation	PP 427-495 Journal 10
WEEK 12	Part VII: Late Adulthood: Body and Mind Part VII: Late Adulthood: Psychosocial Development	PP 497-533 Journal 11 Thought Paper 3
WEEK 13	Group Assignment Preparation	
WEEK 14	Epilogue: Death and Dying	Journal 12
WEEK 15	HOLIDAY	NO CLASS
WEEK 16	Group Presentations	Journal 13 Thought Paper 4
WEEK 17	Group Presentations Cont.	Journal 14
WEEK 18	Final	Extra Credit Journal All extra-credit and Make-up assignments due

Tentative, subject to change without prior notice