



Instructor Name:	R. Wyatt
Semester:	Spring 2019
Course Title:	Developmental Psychology
Classroom:	Centinela State Prison
Class Dates:	February 11 – June 7
Class Times:	05:15pm – 08:35pm
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)

Course Prerequisite(s)

Due to the nature of the readings that are going to be assigned, a 12th grade reading level is required.

Student Learning Outcomes

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

Identify and demonstrate understanding of the physical milestones from conception to death.
(ILO1, ILO2, ILO3, ILO5)

Identify and demonstrate understanding of the cognitive development patterns from conception to death. (ILO1, ILO2, ILO3, ILO5)

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

Textbooks & Other Resources or Links

Berger KS (2016) Invitation to the Lifespan (3rd/e), NY Worth publishers ISBN-13:978-1-319-01588-6

Course Requirements and Instructional Methods

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

Thought Papers (2 @ 25pts): There will be two thought papers throughout the semester. This is a 1-2 page paper based on the readings and class material. Thought papers should address an interesting idea regarding a learned behavior from the text and/or class discussion. The idea you choose to write about should be compared to an article, movie, song **or** television show from your point of view to measure how they correlate. Please do not provide a review of the assigned reading but your own thoughts regarding the topic of choice. The main focus of this assignment is for you to think critically about psychology and to begin exploring your own ideas. You do not have to write what you think I would agree with, you just need to justify your ideas and statements with explanations. No late papers will be accepted.

Tests (2 @ 50pts): There will be two tests given throughout the semester. The first test will be true or false only and the Final will be multiple choice only. Please have a pencil or pen with you when you come to class. No make-up exams will be given.

A make-up exam will only be allowed with a 48-hour prior notification and/or a documented proof of emergency, jury duty or medical appointment unable to be scheduled at a different time. All make-up exams must be completed the week prior to finals.

In-Class/Homework Assignments (10 @ 5pts): There will be a number of assignments given to complete in class. This will be discussed further in class as it may vary.

GRADING

Thought Papers:	50pts
Tests:	100pts
<u>Homework:</u>	<u>50pts</u>
Total:	200pts

200-180pts = A

179-160pts = B

159-140pts = C

139-120pts = D

119-000pts = 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

- 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.

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.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or Eduardo Pesqueira as soon as possible.

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.

Anticipated Class Schedule/Calendar

This is a tentative, provisional overview of the readings, assignments, tests, and/or other activities for the duration of the course.

Date or Week	Activity, Assignment, and/or Topic	HW: Chapter/Test
Week 1 Feb. 11 - 15	Syllabus & Introduction "What to Expect"	Chapter 1
Week 2 Feb. 18 - 22	Holiday President's Day	Chapter 1
Week 3 Feb. 25- March 01	Chapter 1 Introduction to the Lifespan	Chapter 2
Week 4 March 11 - 15	Chapter 2 Introduction to the Lifespan	Chapter 3
Week 5 March 18 - 22	Chapter 3 Infancy and Toddlerhood	Chapter 4
Week 6 March 25 - 29	Chapter 4 Early Childhood	Chapter 5
Week 7 April 1 - 5	Chapter 5 Middle and Late Childhood	Study for Test
Week 8 April 8 - 12	Test 1 and Thought Paper #1	Chapter 6
Week 9 April 15 - 19	Chapter 6 Adolescence	Enjoy Your Break
Week 10 April 22 - 26	Spring Break	Chapter 7
Week 11 April 29 – May 3	Chapter 7 Emerging and Early Adulthood	Chapter 8
Week 12 May 6 - 10	Chapter 8 Middle Adulthood	Chapter 9
Week 13 May 13 - 17	Chapter 9 Late Adulthood	Chapter 10
Week 14 May 20 - 24	Chapter 10 Death and Dying	Enjoy Your Holiday
Week 15 May 27 - 31	Holiday Memorial Day	Study for Final
Week 16 June 3 - 7	Final and Thought Paper #2	Good Luck!

*****Tentative, subject to change without prior notice*****