

## Basic Course Information

Semester:	<b>Spring 2021</b>	Instructor Name:	<b>Veronica Landeros</b>
Course Title & #:	<b>Psy 204, Developmental Psychology</b>	Email:	<b>veronica.landeros@imperial.edu</b>
CRN #:	<b>21407</b>	Webpage (optional):	
Classroom:	<b>N/A</b>	Office #:	<b>Online</b>
Class Dates:	<b>N/A</b>	Office Hours:	<b>By Appointment</b>
Class Days:	<b>N/A</b>	Office Phone #:	<b>N/A</b>
Class Times:	<b>N/A</b>	Emergency Contact:	<b>N/A</b>
Units:	<b>3</b>	Class Format:	<b>Online</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. (C-ID PSY 180) (UC credit limited, see a counselor) (CSU/UC)

## Course Prerequisite(s) and/or Corequisite(s)

*No prerequisites.*

## 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
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 3rd Ed, Worth Publishing Company: New York ISBN: 9781319015886

## Course Requirements and Instructional Methods

Method of Evaluation: Attendance, Homework, Quizzes, Final, Problem Solving Exercises, Written Assignments.

Instructional Methodology: Audio visual, Demonstration, Discussion, Lecture

### Out of Class Assignments:

Students are given discussion prompts and homework to ensure chapters are being reviewed. Students will submit assigned homework via Canvas. There will also be periodic Thought Papers assigned throughout the semester.

### Reading and Writing:

Reading assignments include assigned text readings. Thought Papers throughout the semester.

### Quizzes and Finals:

Quizzes are given every 2 chapters, once the lectures are completed. The Final is cumulative and will cover all 16 chapters. It consists of 50 multiple choice questions.

## Course Grading Based on Course Objectives

All assignments are mandatory and there is no late accepted, NO EXCEPTIONS!!

How much you learn in the course, as well as your final grade, depends on the effort you put into the readings, assignments, class preparation, and class participation. Grades will be assigned on the basis of the following weights:

100-90 A

89-80 B

79-70 C

69-60 D

59> F

## Course Policies

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.

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. **Plagiarism will not be tolerated.**
- **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. Cheating includes, but is not limited to: looking at another student's papers, speaking out answers or questions, the use of open books or notes, use of cell phones, finger spelling in sign language or by notes written on the skin. Baseball caps may not be worn during quizzes or tests. Do not use iPods or such music-providing devices during lectures or tests.

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.

## IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

## Anticipated Class Schedule/Calendar

*[Provide a tentative overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format as in the example below may be used for this purpose.]*

Date or Week	Activity, Assignment, and/or Topic
Week 1 2/15	Syllabus & Introduction
Week 2 2/22	Chapter 1
Week 3 3/1	Chapter 2
Week 4 3/8	Chapter 3



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<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>
Week 5 3/15	Chapter 4
Week 6 3/22	Chapter 5
Week 7 3/29	Chapter 6
Week 8 4/5	Spring Break
Week 9 4/12	Chapter 7 & 8
Week 10 4/19	Chapter 9
Week 11 4/26	Chapter 10
Week 12 5/3	Chapter 11
Week 13 5/10	Chapter 12 & 13
Week 14 5/17	Chapter 14 & 15
Week 15 5/24	Epilogue
Week 16 5/31	Final Review
Week 17 6/7	Final

**\*\*\*Subject to change without prior notice\*\*\***