



Basic Course Information

Semester:	SPRING 2023	Instructor Name:	Brenda Estrada
Course Title & #:	PSY 204 – Dev. Psychology	Email:	Brenda.estrada@imperial.edu
CRN #:	20322	Webpage (optional):	www.imperial.edu
Classroom:	ONLINE	ONLINE	203 E
Class Dates:	February 13- June 9th	Office Hours:	Mon: 11:00- 12:00 pm (Online) Tues: 11:00- 1:00 pm. Thurs:10:00-11:00 am
Class Days:	ONLINE	Office Phone #:	Cellphone: (760)997-6048
Class Times:	ONLINE	Emergency Contact:	760)997-6048
Units:	3.0	Class Format:	ONLINE

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)

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, 2, 3, 5)
2. Identify and demonstrate understanding of the cognitive development patterns from conception to death. (ILO1, 2, 3, 5)
3. Identify and demonstrate understanding of Erikson's stages of psychosocial development. (ILO1, 2, 3, 5)

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

Textbooks & Other Resources or Links

Berg, Kathleen Stassen. Invitation to the Lifespan 4th edition. Worth Publishing. Macmillian Learning.

Course Requirements and Instructional Methods

This class is strictly online via CANVAS

The syllabus serves as a chronological guide to the class and may change without notice.

Method of evaluation: Exams, Research assignment, and group assignment.

Instructional Methodology: Audio, visual, demonstration and discussion.

Modules Section in CANVAS: You will find all the information. I have broken it up by chapters. In the section, you will see Power-point slides, videos, and possibly additional information to help you understand the material.

Weekly Assignments: Weekly assignments are worth 10-points. Assignments are due every Sunday at 11:59 pm.

Weekly Discussions: Students will be required to respond to a weekly discussion and reply to 1-classmate. Discussions are worth 10-points. Discussions are due every Sunday at 11:59 pm.

Exams: There will be 2 exams, each with 25 multiple-choice and true/false questions. Each question is worth 2-points. The exams will cover 1-3 chapters at a time and course material throughout the semester. A study guide will be provided 1-week before the exam.

Mid-term Exam : There will be a mid-term exam. The exam will be composed of 50-questions (Each question is worth 2-points). A study guide will be provided prior to the mid-term.

Final Exam: The final exam will be composed of 60-questions (Chapters 1-15). A study guide will be provided prior to the final.

- **Students will have the opportunity to submit an extra credit assignment at the end of the course.**

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, 80-89%= B, 70-79%=C, 60-69%= D, 0-59%=F

Weekly assignments (14) *10 points each	140 points
Weekly discussions-Canvas (15 weeks) *10 points each	150 points
Exams (2) *50 points each	100 points
Mid-Term Exam(1)	100 points
Final exam	120 points

Total points : 610 points

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 absence 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.

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.

How do I show academic honesty and integrity in an online “classroom”?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**

- ✓ You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.

- **COMPLETE YOUR OWN COURSEWORK.**

o When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

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.

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support



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available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.

- Learning Services. There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.

- Library Services. There is more to our library than just books. You have access to tutors in the Study Skills Center, study rooms for small groups, and online access to a wealth of resources.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing 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 about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website www.imperial.edu/students/eops for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

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.



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 provide basic health services for students, such as first aid and care for minor illnesses.
 1. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

Anticipated Class Schedule/Calendar

Date & Module		Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Module 0 February 13 th - 19 th	Week 1	Syllabus & Introduction	-Meet and Greet Discussion due on 2/19 - become familiar with Canvas
Module 1 Feb 20 th - 26 th	Week 2	Chapter 1 The Science of Human Development	Weekly discussion & Weekly assignment due on 2/26
Module 2 Feb 27 th - March 5 th	Week 3	Chapter 2: The Beginnings from conception to Birth	Weekly discussion & Weekly assignment due on 3/5
Module 3 March 6 th -12 th	Week 4	Chapter 3: The first 2 years – Body & Mind	Weekly discussion & Weekly assignment due on 3/12



Date & Module		Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Module 4 March 13 th -19 th	Week 5	Chapter 4: The first 2 years- Psychological Development	Exam (Chapters, 1, 2, 3) Weekly discussion & Weekly assignment due on 3/19
Module 5 March 20 th -26 th	Week 6	Chapter 5: Early Childhood-Body and Mind	Weekly discussion & Weekly assignment due on 3/26
Module 6 March 27 th - April 2 nd	Week 7	Chapter 6: Early Childhood- Psychological Development	Weekly discussion & Weekly assignment due on 4/2
Module 7 April 3 rd – 9 th	Week 8	Chapter 7: Middle Childhood- Body and Mind Chapter 8: Middle Childhood – Psychosocial Dev.	Weekly discussion & Weekly assignment due on 4/9
	Week 9	SPRING BREAK/ no classes (April 10th- 16th)	
Module 8 April 17 th -23 rd	Week 10	Mid-Term Exam Chapter 9: Adolescence: Body and Mind	Mid-Term Exam (Chapters 4-8) Weekly discussion & Weekly assignment due on 4/23
Module 9 April 24 th - 30 th	Week 11	Chapter 10: Adolescence- Psychological Development	Weekly discussion & Weekly assignment due on 4/30
Module 10 May 1 st -7 th	Week 12	Chapter 11: Adulthood- Emerging Adulthood	Weekly discussion & Weekly assignment due on 5/7
Module 11 May 8 th - 14 th	Week 13	Chapter 12: Adulthood- Body and Mind	Weekly discussion & Weekly assignment due on 5/14



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Date & Module		Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Module 12 May 15 th -21 st	Week 14	Chapter 13: Adulthood-Psychological Development	Exam (Chapters 9-12) Weekly discussion & Weekly assignment due on 5/21
Module 13 May 22 nd -28 th	Week 15	Chapter 14: Late Adulthood- Body and Mind	Weekly discussion & Weekly assignment due on 5/28
Module 14 May 29 th - June 4 th	Week 16	Chapter 15: Late Adulthood: Psychosocial Develop.	Weekly discussion & Weekly assignment due on 6/4
Module 15 June 5 th -9 th	Week 17	FINAL EXAM	Weekly discussion & Final due on 6/9 Final Exam *Extra credit due

Subject to change without prior notice