Basic Course Information

Semester:	**Spring 23**	Instructor Name:	**Christina Aguilera**
Course Title & #:	**PSY 204** **Developmental Psychology**	Email:	**Christina.aguilera@imperial.edu**
CRN #:	**20323**	Webpage (optional):	**Www.Imperial.edu**
Classroom:	**2734**	Office #:	**Zoom (by appointment)** **/text/email** **/Inbox**
Class Dates:	**Feb 13- April 8**	Office Hours:	**Tuesdays 11 am- 2 pm**
Class Days:	**ONLINE**	Office Phone #:	**(760) 457-5077 Text ONLY**
Class Times:	ONLINE	Emergency Contact:	**(760) 352- 8230**
Units:	3.0	Class Format:	Asynchronous

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) (CSU) (UC credit limited, see a

counselor)

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

Twelfth grade reading level is highly recommended.

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

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

Core content to be covered in all areas: Genetics & conception, Prenatal development & birthing, Infancy &Toddlers, School age, Adolescence, Young adults, Middle age, Old age and Death & dying
Method of Evaluation: Essay(s), Mid-term/Final Exam(s), Objective, Oral Assignments, Problem Solving Exercise, Quizzes, Written Assignments and/or Participation Activities
Instructional Methodology: Audio/Visual,Demonstration, Discussion, Group Activity, Lecture and/or Simulation/Case Study

Textbooks & Other Resources or Links

Berger, K.S. Invitation to the Lifespan (4th/e). NY Worth. ISBN: 9781319140649

Course Requirements and Instructional Methods

This is a HYBRID course. This means we will meet face-to-face on campus AND you will do work online.

This class will have multiple forms of instruction, including: lecture/video, interactive video/activities, group activities, activities and exercises on Canvas

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.

Internet access: Homework or other information will be posted on the class Canvas site. To get the information, you need to have internet access. If you do not have a computer or internet access at home, you can use the computers at school. Computers are located in the library and in the Language Lab.

Course Grading Based on Course Objectives

All course work will result in a letter grade. Letter grades will be calculated according to a point system. There are 100 points available for this course. Your final amount of points earned will equal a percentage that calculates into a letter grade.

Essay   10 points

Discussions/Assignments   40 points

Quizzes   30 points

Midterm/Final   20 points

subject to change without notice

Grading Scale:

A= 90-100 points

B= 80- 89 points

C= 70- 79 points

D= 60-69 points

F= 59 points and below

Course Policies

Be honest in all that you do! If you use a source that is not your work, make sure you cite each and every one. Everyone deserves credit for their work. Cheating will not be tolerated in any capacity.

Course Drop Policy:

During the first week of this course, you are required to participate, or you may be dropped from the course. Please post your introduction and complete any activities required for Module O.. These activities are very important so you won't be dropped from the course for non-participation during this first week. If you have any challenges with these tasks during the first week, please notify me as soon as possible so we can get you started!

Throughout the course, I will review your participation and assignments. If you fail to complete the required activities for two consecutive weeks, this may be considered excessive absences and may be grounds for being dropped. It's your responsibility to notify me if you have any challenges as soon as possible. It is also your responsibility to drop the course if you feel you can no longer participate and complete the course.

Please refer to the General Catalog for details of drop and withdrawal "W" deadlines. If you don't drop the course before the end of the course, you will, unfortunately, earn a failing grade for the course. After the final withdrawal deadline, you will receive a grade regardless of whether you completed the work or not, potentially resulting in a failing grade on your permanent academic record.

Late Work Policy: In this online course, you are required to submit tests/quizzes, discussions and activities/ assignments by the due date via Canvas. Once a module/discussion closes, you won't be able to post or respond so please set a reminder for those due dates. Check the calendar in Canvas for due dates and reminders. A handy tip is to set a calendar item or alarm on your phone to remind yourself of the due dates.

Copyright and Fair Use: 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.

Attendance:

• Regular participation is required. Participation includes: posting and responding in weekly discussions. completing weekly work on Canvas, submitting your work on time, if there is a problem with completing your work (such as being in the hospital or being sick), please let me know. I am willing to help you, but you need to make sure you communicate with me.

Participation:

To ensure your success, plan to participate in all class activities! There are many ways that we can participate, collaborate, and share ideas in an online environment. Here are a few:

Any student who does not complete the orientation unit the first day of class will be dropped. If you want to add the class, there must be space in the class. I do not drop students at any other time during the semester.

• Contribute and share ideas in group discussion boards.

• Reading information from the instructor as well as classmates.

• Be prepared and complete homework before due dates.

• Turning in assignments, quizzes, homework on-time

Netiquette and Respectful Use: identify yourself, include a subject line, avoid sarcasm, respect others' opinions and privacy, acknowledge and return messages promptly, copy with caution, do not spam or junk mail, be concise, use appropriate language, use appropriate emoticons (emotional icons) to help convey meaning and use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)

I expect all students to be treated with respect. If someone disagrees with an opinion, it is not an opportunity for name calling or belittling. It is a time to respectfully listen, contemplate, and learn. We do not have to agree in the discussion boards, but we do have to be respectful and kind. Any instances of disrespect in a discussion or group collaboration should be brought to the instructor's attention and may result in the disrespectful student losing points or being reported to the campus disciplinary officer.

IVC Student Resources and Modality

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.

This is a hybrid course, meaning there are online and face-to-face components.

This course will use Zoom for class/ appointments. Visit Zoom.com for further information you may need to reference to download and use Zoom.

If you choose to contact me via text please include the following information or there will be no reply: Your full name (first and last), your class and crn, and your concern/communication.

Office Hours: Office hours are Tuesdays from 11 am -2 pm. You may contact me all week to get a response within 24-48 hours. If you have a pressing matter do not hesitate to email/text me outside of office hours. As soon as I am able to, I will get back to you. You will be contacted by me via Inbox if needed or in any fashion that you have established communication (text, email, inbox, etc.)

Special Programs and Services for the Disabled
Your experience in this class is important to me; it is the policy and practice of Imperial Valley College, to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers or are qualified for accommodations, please contact the Disabled Student Programs and Services (Links to an external site.) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313.

Anticipated Class Schedule/Calendar

Date or Week	Topic	Assignments
Week 1 2/13-2/18	Syllabus & Orientation Chapter 1 The Science of Human Development Chapter 2 From Conception to Birth	Chapters 1 and 2: Quizzes (Qzs), Discussions (Disc), Assignments (As), etc.
Week 2 2/20- 2/25	Chapter 3 The First Two Years Body and Mind Chapter 4 The First Two Years Psychosocial	Chapters 3 and 4: Qzs, Disc, As, etc.
Week 3 2/27- 3/4	Chapter 5 Early Childhood Body and Mind Chapter 6 Early Childhood Psychosocial Development	Chapters 5 and 6: Qzs, Disc, As, etc.
Week 4 3/6- 3/11	Chapter 7 Middle Childhood Mind and Body Chapter 8 Middle Childhood Psychosocial Development	Chapters 7 and 8: Qzs, Disc, As, etc.
Week 5 3/13- 3/18	Chapter 9 Adolescence Body and Mind Chapter 10 Adolescence Psychosocial Development	Chapters 9 and 10: Qzs, Disc, As, etc. Midterm Exam (Chapters 1-8)
Week 6 3/20- 3/25	Chapter 11 Adulthood Emerging Adulthood Chapter 12 Adulthood Body and Mind Chapter 13 Adulthood Psychosocial Development	Chapters 11, 12 and 13: Qzs, Disc, As, etc.
Week 7 3/27- 4/1	Chapter 14 Late Adulthood Body and Mind Chapter 15 Late Adulthood Psychosocial Development	Chapters 14 and 15: Qzs, Disc, As, etc. Essay

Date or Week	Topic	Assignments
Week 8 4/3- 4/8	Finals Week	Final Exam (Chapters 9-15) Extra Credit

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