



**Thank you for choosing IVC! We are so happy to join you in your educational journey.**

### Basic Course Information

Semester:	<b>Spring 2024</b>	Instructor Name:	<b>Monica S. Minor</b>
Course Title & #:	<b>Developmental PSY/PSY204</b>	Email:	<b>Monica.Minor@imperial.edu</b>
CRN #:	<b>20320</b>	Webpage (optional):	
Classroom:	<b>Online (Canvas)</b>	Office #:	<b>Online - Calendly</b>
Class Dates:	<b>02/26/24 – 06/07/24</b>	Office Hours:	<b>Tue/Fri: 1:00-2:00pm</b>
Class Days:	<b>Online</b>	Office Phone #:	<b>760-355-5716 (text or call)</b>
Class Times:	Online	Emergency Contact:	
Units:	3	Class Format:	Online

### Course Description

A study of human development from conception to death, including genetics, conception, prenatal development, infancy, toddler hood, pre-school years, middle childhood, adolescence, early adulthood, middle adulthood, later adulthood, and death. The course covers theories of development, current research, and major developmental tasks. (CSU) (UC credit limited, see a counselor)

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

**Recommended:** 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 cognitive development patterns from conception to death. (ILO1, ILO2, ILO3, ILO5)
2. 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. describe, using appropriate terms, the processes leading to conception, including factors inhibiting it.
2. describe the major stages and issues, including teratogens, occurring during prenatal development and birth.
3. identify the major physical, cognitive, and psychosocial stages and issues occurring during the preschool years
4. identify the major physical, cognitive, and psychosocial stages and issues occurring during the school years.
5. describe the physical, cognitive, psychosocial, and cultural changes leading to, and developing in, adolescence
6. explain the cognitive, psychosocial, and relational issues occurring during young adulthood.

7. identify the cognitive, physical, and psychosocial issues occurring during midlife.
8. describe the cognitive, physical, and social changes occurring during later adulthood
9. describe the physical and social changes relating to death and the dying processes.

### Textbooks & Other Resources or Links

**Required:** OpenStax – Developmental Psychology. Book will be provided free online through Canvas.

### Course Requirements and Instructional Methods

**Method of evaluation:** Class activities, attendance, homework, quizzes, problem solving exercise, and written assignments.

**Instructional Methodology:** Audio, visual, demonstration, discussion, group activity, and lecture.

**Quizzes:** There will be 13 short quizzes. More details about the quizzes are posted in Canvas. The quizzes will cover chapters and course material throughout the semester. No makeups for exams will be given without prior notification and/or documentation of an emergency.

**Discussions:** Each module has a discussion board. Students must participate in each discussion in the form of one original post, and one response post per module. Original posts must contain at least 5 – 10 full sentences and response posts must contain 5 full sentences for full credit. Discussion posts are due at each module’s due date. Initial discussion post is due by every Friday and reply posts due by every Monday at 11:59 pm. The class week is from Monday to Monday. Late posts may be considered for partial credit.

**Research Thought Paper:** Students will be required to submit a 2-3 page APA format thought paper (not including the title and reference page). Details in Canvas modules.

**Assignments:** There will be 3 various assignments due. More details will be posted in the Canvas modules.

**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		
Discussion Boards:	13 @ 20 points	260 points
Research Thought Paper	1 @ 50 points each	50 points
Quizzes	13 @ 10 points	130 points
Assignments:	3 @ 20 points	60 points
<b>Total Points:</b>	<b>Grade:</b>	
500 - 450	A	
449 – 400	B	
399 – 350	C	
349 – 300	D	
299 and below	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.
- 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.

### 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 (!!!!)].

## Other Course Information

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.



## 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.

### How do I access services now that we are mostly online?

- CANVAS LMS. Canvas is Imperial Valley College's Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.

## Anticipated Class Schedule/Calendar

Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1	Module 1: Syllabus <ul style="list-style-type: none"> <li>• Acquire course materials, become familiar with Canvas and the course.</li> <li>• Review Module 0</li> </ul>	Review Module 0 and Canvas
Week 2	Module 2: Introduction to Lifespan, Growth, and Development <ul style="list-style-type: none"> <li>• Quiz and Discussion Post Due</li> </ul>	Quiz 1 and Discussion 1 Monday @ 11:59 pm
Week 3	Module 3: <ul style="list-style-type: none"> <li>• Chapter 2 – Developmental Theories</li> <li>• Quiz and Discussion Post Due</li> </ul>	Quiz 2 and Discussion 2 Monday @11:59pm
Week 4	Module 4: Prenatal Development <ul style="list-style-type: none"> <li>• Chapter 3 – Prenatal Development</li> </ul>	Quiz 3 and Discussion 3 Monday @ 11:59 pm
Week 5	Module 5: <ul style="list-style-type: none"> <li>• Chapter 4- Infancy and Toddlerhood</li> <li>• Quiz and Discussion Post</li> </ul>	Quiz 4 and Discussion 4 Monday @ 11:59 pm
Week 6	Module 6: <ul style="list-style-type: none"> <li>• Chapter 5 – Early Childhood</li> <li>• Quiz and Discussion Post</li> </ul>	Quiz 5 and Discussion 5 Monday @ 11:59 pm
Week 7	Module 7: <ul style="list-style-type: none"> <li>• Chapter 6 – Middle Childhood</li> <li>• Quiz and Discussion Post</li> </ul>	Quiz 6 and Discussion 6 Monday @ 11:59 pm
Week 8	Module 8: <ul style="list-style-type: none"> <li>• Chapter 7– Adolescence</li> <li>• Quiz and Discussion Post</li> </ul>	Quiz 7 and Discussion 7 Monday @ 11:59 pm
Week 9	Module 9: <ul style="list-style-type: none"> <li>• Chapter 8 – Emerging Adulthood</li> <li>• Quiz and Discussion Post</li> </ul>	Quiz 8 and Discussion 8 Monday @ 11:59 pm
Week 10	Module 10: <ul style="list-style-type: none"> <li>• Chapter 9 – Early Adulthood</li> <li>• Quiz and Discussion Post</li> </ul>	Quiz 9 and Discussion 9 Monday @ 11:59 pm



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<b>Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Week 11	Module 11: <ul style="list-style-type: none"><li>• Chapter 10 –Middle Adulthood</li><li>• Quiz and Discussion post</li></ul>	Quiz 10 and Discussion 10 Monday @ 11:59 pm
Week 12	Module 12: <ul style="list-style-type: none"><li>• Chapter 11- Late Adulthood</li><li>• Quiz and Discussion Post</li></ul>	Quiz 11 and Discussion 11 Monday @ 11:59 pm
Week 13	Module 13: <ul style="list-style-type: none"><li>• Chapter 12 – Death and Dying</li><li>• Quiz and Discussion</li></ul>	Quiz 12 and Discussion 12 Monday @ 11:59 pm
Week 14	Module 14: <ul style="list-style-type: none"><li>• Final Project Due (more details in Canvas)</li><li>• Quiz 13</li></ul>	

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