

Imperial Valley College PSY 204

Developmental Psychology-Conception to Death

Spring 2013

Instructor: Lillian Finnell
Class Time: Tuesday/Thursday, 10:15-11:40 a.m. (CRN#20087)
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Office Hours: By Appointment

Required Textbook:

Berger, K., *Invitation to the Life Span*. Worth Publishers.

Course Description (IVC Catalog 2011-2012)

A study of human development from conception to death, including conception, prenatal development, infancy, toddlerhood, preschool years, middle childhood, adolescence, early adulthood, middle adulthood, later adulthood, and death. The course covers psychodynamic theories of development, current research, and major developmental tasks.

Course Goals:

The course will survey the process of the developing person at different periods in the lifespan. Instruction will include an overview of theories and research used to describe and explain this ongoing biosocial, cognitive and psychosocial development. At the end of the course, students should have an understanding of the various influences on human development and be able to analyze different developmental events from the perspectives of the major theories of development.

Course Student Learning Outcomes (SLOs) are written statements that represent faculty and departmental learning goals for students. During this course, students will:

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 Requirements:

Class Participation

Attending every class session is expected. Arriving tardy, leaving early or stepping outside during lecture will be noted and count against class participation.

Please schedule all appointments outside of class time.

***At the instructor's discretion, a student may be dropped after 3 absences. However, if you decide not to continue with this course, you are responsible for dropping the class by the drop date.**

Exams (300 points):

A total of 4 exams will be based on textbook readings, lectures, class discussions, and multimedia presentations. The lowest exam score will be dropped; therefore, **make-up exams will not be given.** Exam format will be multiple choice, please bring a #2 pencil and scantron form on days of the exam. Test answer forms can be purchased in the bookstore.

Date	Reading Topic	Assignment Due
January 15 17	Syllabus & Introduction Chapter 1- <i>Science of Development</i>	
22 24	Chapter 1 Chapter 2 - <i>Biology of Mind</i>	
29 31	Chapter 3- <i>First Two Years, Body & Brain</i> Chapter 3	
February 5 7	Chapter 4 - <i>First Two Years, Psychosocial</i> Lecture/Video	*Exam #1 (C.1-4)
12 14	Chapter 5- <i>Early Childhood, Body & Brain</i> Chapter 5	Reflection #1
19 21	Chapter 6- <i>Early Childhood, Psychosocial</i> Chapter 6	
26 28	Chapter 7- <i>Middle Childhood, Body & Brain</i> Chapter 7	
March 5 7	Chapter 8- <i>Middle Childhood, Psychosocial</i> Lecture/Video	*Exam #2 (C.5-8)
12 14	Chapter 9- <i>Adolescence, Body & Brain</i> Chapter 9	Reflection #2
19 25	Chapter 10- <i>Adolescence, Psychosocial</i> Chapter 10-	Case Study Proposal Due
26 28	Chapter 11- <i>Emerg. Adult, Body, Mind,&Social</i>	
April 2 4	Spring Break	
9 11	Chapter 11 Lecture/Video	* Exam #3 (C.9-11)
13	April 13-Last Day to Drop with a "W"	
16 18	Chapter 12- <i>Adulthood, Body & Mind</i> Chapter 12	Written Case Study Due
23 25	Chapter 13- <i>Adulthood, Psychosocial</i> Chapter 13	Reflection #3
May 30 2	Chapter 14- <i>Late Adulthood, Body & Mind</i> Chapter 15- <i>Late Adulthood, Psychosocial</i>	
7 9	Death and Dying	Final Exam #4 (C.12-15)
Notes:	This calendar is a tentative course outline. The instructor reserves the right to modify scheduling of lectures, assignments, and exams as needed.	

Individual Project: (100 points)

Part of your work in this course is to study a child, adolescent, or adult closely, and report the results of your study. Written projects can cover a developmental topic in a person that you know, either a child or an adult, or you may choose to look at a developmental aspect of yourself.* Final papers are due April 16th. Late papers and email submissions will not be accepted.

*Case Study Proposal: Students are expected to turn in a paragraph noting their proposed topic for the case study. This is due March 25th. Failure to turn in this assignment will reduce the final grade on your paper by one letter grade.

Assigned Reflections (30 points)

One full page reflection on each of 3 assigned topics.

Late Work

Late work will not be accepted.

Class Participation

Attending every class session is expected. Arriving tardy, leaving early or stepping outside during lecture will be noted and count toward class participation. Please schedule all appointments outside of class time.

***At the instructor's discretion, a student may be dropped after 3 absences.** However, if you decide not to continue with this course, you are responsible for dropping the class by the drop date.

Class participation is an important component of your college experience and academic success. Please be courteous of others in promoting a positive learning environment.

Grading:

90 - 100% = A

80 - 89% = B

70 - 79% = C

60 - 69% = D

59% and below = F

Classroom Etiquette:

In consideration of other students and the instructor, please:

- Arrive on time and do not leave early
- Silence cell phones
- Limit the use of electronic devices to either before or after class

Technology Policy:

- Papers will not be accepted via e-mail and computer related issues are not considered an excuse for late work.
- With instructor approval, laptops or tablets will be allowed in the back row of the classroom **only for the purpose of note taking**. The instructor reserves the right to limit the use of technology devices considered disruptive to the classroom-learning environment.

DISABLED STUDENT PROGRAMS AND SERVICES (DSPS):

"Students with disabilities at Imperial Valley College are eligible for accommodations related to their disability under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Services are provided to students with mobility, visual, hearing, speech, and orthopedic impairments, learning disabilities, psychological disabilities, Acquired Brain Injury, and other health impairments. Services are provided on an individual basis and may include reader services, note taking, tutoring, counseling, sign language interpreting, priority registration, learning disability assessment, and adapted computer instruction."

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. DSP&S, Room 2117, Mel Wendrick Access Center, (760)355-6312

