

## Imperial Valley College Course Syllabus – Introduction To Psychology/Psy. 101

### Basic Course Information

Semester	<b>Spring 2014</b>	Instructor Name	<b>Rodiles</b>
Course Title & #	<b>Invitation to The Life Span./ Psy. 204</b>	Email	<a href="mailto:npankratz@roadrunner.com">npankratz@roadrunner.com</a>
CRN #	<b>20464</b>	Webpage (optional)	
Room	<b>412</b>	Office	<b>Behavioral Science Office/ Room 809</b>
Class Dates	<b>1/21/2014-5/16/2014</b>	Office Hours	
Class Days	<b>Monday/Wednesday</b>	Office Phone #	<b>760/791-4915</b>
Class Times	<b>11:50-1:15</b>	Office contact if student will be out or emergency	<b>760/791-4915 or</b> <a href="mailto:npankratz@roadrunner.com">npankratz@roadrunner.com</a>
Units	<b>3</b>		

### 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)

### Student Learning Outcomes

**None this semester.**

### 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

Berger, K.S. (2010). *Invitation to the Lifespan* (2nd/e). NY Worth. ISBN: 9780716754664

### Course Requirements and Instructional Methods

#### REQUIREMENTS

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Class Activity, Essay, Mid-Term/Final Exam(s), Objective, Oral Assignments, Problem Solving Exercise, Quizzes, Written Assignments, and Term Paper.

### **INSTRUCTIONAL METHODS**

Audio Visual, Demonstration, Discussion, Group Activity, Lecture, Simulation/Case Study.

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

#### 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.

#### Reading and Writing:

Reading assignments include assigned text readings; current articles and/or sources from the internet. Students give written and/or verbal critical analysis of the readings. Written assignments include reflective responses, sharing the students' viewpoints and opinions in regard to the major developmental theories. Research paper on a developmental psychology topic. Written paper about the developmental stages of the student.

### **Course Grading Based on Course Objectives**

#### **GRADES:**

90-100% = A	Exams 4@ 120pts.	480 points
80-89% = B	Quizzes 5@ 15	75 points
70-79% = C	Projects 2@ 25 pts.	50 points
60-69% = D	Paper 1 @ 50 pts.	50 points
0-59% = F		

TOTAL POINTS: 655

### **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 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.

### **Classroom Etiquette**

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### Academic Honesty

- Plagiarism is to take and present 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 correctly 'cite a source', 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, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or 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 School 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) use of a commercial term paper service

### Additional Help – Discretionary Section and Language

- Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- Learning Labs: There are several 'labs' on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Learning Services (library). Please speak to the instructor about labs unique to your specific program
- Library Services: There is more to our library than just books. You have access to tutors in the learning center, study rooms for small groups, and online access to a wealth of resources.

### 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 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. We now also have a full time mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at [http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

### Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

### Anticipated Class Schedule / Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 January 22	Syllabus & Introduction Chapter 1- The Science of Human Development	
Week 2 January 27-29	Chapter 1 - The Science of Human Development	
Week 3 February 3-5	Chapter 1 - The Science of Human Development Chapter 2 - From Conception to Death	

Week 4 February 10-12	Chapter 2 - From Conception to Death	
Week 5 February 17-19	Chapter 3 - The First Two Years: Body & Mind	
Week 6 February 24-26	Chapter 3 - The First Two Years: Body & Mind Chapter 4 - The First Two Years: Psychosocial Mind	
Week 7 March 3-5	Thought Paper and Exam 1 Chapter 5 - Early Childhood: Body&Mind	Due March 3

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Week 4 February 10-12	Chapter 2 - From Conception to Death	
Week 8 March 10-12	Chapter 5 - Early Childhood: Body&Mind	
Week 9 March 17-19	Chapter 6 - Early Childhood: Psychosocial Development	
Week 10 March 24-26	Chapter 7 - Middle Childhood: Body&Mind	
Week 11 March 31-April 2	Thought Paper and Exam 2 Chapter 8 - Middle Childhood: Psychosocial Development	Due March 31
Week 12 April 7-9	Chapter 8 - Middle Childhood: Psychosocial Development Chapter 9 - Adolescence: Body&Mind	
Week 13 April 14-16	Chapter 9 - Adolescence: Body&Mind Chapter 10 - Adolescence: Psychosocial Development	
Week 14 April 21-23	Spring Break	
Week 15 April 28-30	Chapter 10 - Adolescence: Psychosocial Development Thought Paper and Exam 3	Due April 30
Week 16 May 5-7	Chapter 11 - Emerging Adulthood: Body&Mind	
Week 17 May 12-14	Chapter 12 - Adulthood: Body&Mind Final Exam	Due May 14