

**Basic Course Information**

Semester	<b>Fall 2014</b>	Instructor's Name	<b>Roxanne M. Nunez</b>
Course Title & #	<b>Developmental Psychology Psychology 204</b>	Instructor's Email	<a href="mailto:roxanne.nunez@imperial.edu">roxanne.nunez@imperial.edu</a>
CRN #	<b>10732</b>	Webpage (optional)	
Room	<b>413</b>	Office	809
Class Dates	<b>8/18/2014-12/10/2014</b>	Office Hours	By appointment only
Class Days	<b>Monday &amp; Wednesday</b>	Office Phone #	760-355-6144
Class Times	<b>11:50 am -1:15 pm</b>	Who students should contact if emergency or other absence	<a href="mailto:roxanne.nunez@imperial.edu">roxanne.nunez@imperial.edu</a>
Units	<b>3.0</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**

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, ILO2, ILO3, ILO5)
- 2 Identify and demonstrate understanding of the cognitive development patterns from conception to death. (ILO1, ILO2, ILO3, ILO5)
- 3 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. 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

### Textbooks & Other Resources or Links

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

### Course Requirements and Instructional Methods

#### REQUIREMENTS

Class Participation, Mid-Term, Final Exam, Class Presentation, Group assignment, Thought Papers and Weekly Journals.

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.

Instructional Methods:

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

Mid-Term and Final Exam will cover chapters and course material throughout the semester. These exams will be multiple choice. Please bring #2 pencil and scantron for those exam days.

Students will be required to submit a 1-2 page thought paper discussing psychological and sociocultural influences on cognitive developmental changes that were featured in a news article, television show, movie, song etc. In addition, the paper must also highlight the Erikson's stage of development focused in that piece.

Weekly journals will be a resource for the student to be able to analyze and reflect on the dialogue and content discussed in class. Weekly journals also serve as participation points for the student.

A group presentation will be assigned examining, comparing and contrasting developmental patterns between cultures during a developmental stage. One group will choose the developmental milestone at the instructors discretion and approval. The group will present a group paper and presentation to the class discussing their findings and research. The grade will also be determined by the group's activity as well as the research and study that was conducted.

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**

Weekly Journals: 15 @10 pts= 150 pts	450-500 points= A
Thought Papers: 4 @ 25pts = 100 pts	400-449 points=B
Midterm: 50 pts	350-399 points=C
Group Presentation: 100pts	300-349 points= D
Final Exam: 100pts	299 and below=F

Total: 500 pts

\*Possible extra credit assignment: TBD

**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. If you feel you need to be evaluated for educational accommodations, the DSP&S office is located in Building 2100, telephone 760-355-6313.

### 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 fulltime 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**

<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Week 1 August 18-20	Syllabus & Introduction Part I-The Science of Development Journal	PP 3-47 Aug 20
Week 2 August 25-27	Part I continued Journal	PP 48-90 August 27
Week 3 September 3	Part II-Body and Mind Journal	PP 91-130 September 3
Week 4 September 8-10	Part II-Psychosocial Development Journal	PP 131-164 September 10
Week 5 September 15-17	Part III- Early Childhood Journal	PP 165-204 September 17
Week 6 September 22-24	Part III-Psychosocial Development Journal	PP 205-240 September 24
Week 7 September 29 October 1	Part IV-Middle Childhood Part IV-Body Mind Journal	PP 241-282 October 1
Week 8 October 6-8	Part IV-Psychosocial Development Journal	PP 283-316 October 8

Imperial Valley College Course Syllabus – Developmental Psychology: Conception to Death

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Week 9 October 13-15	Part V-Adolescence Part V-Body & Mind Journal Thought Paper	PP 317-354  October 15 October 15
Week 10 October 20-22	Part V-Psychosocial Development Journal	PP 355-390 October 22
Week 11 October 27-29	Journal Group Activity Midterm Thought Paper	October 27 October 27 October 29  October 29
Week 12 November 3-5	Part VI-Adulthood: Body, Mind and Social World Part VI-Body & Mind Journal <b>*NOVEMBER 8 LAST DAY TO DROP WITH "W"*</b>	PP 391-426 Cont. 427-462 November 5
Week 13 November 10-12	Part VI-Psychosocial Development Journal Thought Paper	PP 463-496  November 12 November 12
Week 14 November 17-19	Part VII: Late Adulthood Body & Mind Psychosocial Development Thought Paper Journal	PP 497-534 PP 535-572  November 19 November 19
Week 15 November 25-26	Thanksgiving Break	
Week 16 December 1-3	Death and Dying Journal	PP 573 December 3
Week 17 December 8-10	Final Review Final	December 8 December 10

NOTE:	This calendar is a tentative course outline. The instructor reserves the right to modify scheduling of lectures, assignments, and exams as needed.	
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