

Basic Course Information

Semester:	SPRING 2015	Instructor Name:	Roxanne Nunez
Course Title & #:	Developmental Psychology PSY 204	Email:	roxanne.nunez@imperial.edu
CRN #:	20805	Webpage (optional):	
Classroom:	412	Office #:	809
Class Dates:	FEB 17-JUNE 12	Office Hours:	By appointment only
Class Days:	Friday	Office Phone #:	760-355-6144
Class Times:	11:35 PM – 2:45 PM	Emergency Contact:	roxanne.nunez@imperial.edu
Units:	3.0		

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

Thought Papers: 4 @ 25pts = 100 pts

Midterm: 50 pts Group Presentation: 100pts

Final Exam: 100pts

Total: 500 pts

450-500 points= A

400-449 points=B

350-399 points=C

300-349 points= D

299 and below=F

*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 by the instructor.
- 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.

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 (!!!)].

Academic Honesty

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.

Additional Student Services

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.

- **Blackboard Support Site.** The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills 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. Please contact them 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.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

[Required Information – Discretionary Language and Formatting: The instructor will provide a tentative, provisional overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format may be useful for this purpose.]

Date or Week	Activity, Assignment, and/or Topic	Chapter/ Due Dates/Tests
Week 1 FEB 20	Syllabus & Introduction Part I: The Science of Human Development	PP 3-87 Journal 1
Week 2 FEB 27	Part II: Body and Mind	PP 89-163 Journal 2
Week 3 MAR 6	Part II: Psychosocial Development	PP 165-203 Journal 3
Week 4 MAR 13	Part III: Early Childhood Body and Mind	PP 205-239 Journal 4
Week 5 MAR 20	Part III: Early Childhood Psychosocial Development	PP 241-281 Journal 5
Week 6 MAR 27	Part IV: Middle Childhood Part IV: Middle Childhood Body and Mind Part IV: Middle Childhood Psychosocial Development	PP 283-315 Journal 6
Week 7 APR 3	Midterm	PP 317-353 Journal 7 Thought Paper 1
Week 8 APR 10	Spring Break	
Week 9 APR 17	Part V: Adolescence Body and Mind Group Presentation Preparation	PP 355-389 Journal 8
Week 10 APR 24	Part V: Psychosocial Development	PP 391-425 Journal 9
Week 11 MAY 1	Part VI: Emerging Adulthood Body, Mind and Social World	PP 427-495 Thought Paper 2

Date or Week	Activity, Assignment, and/or Topic	Chapter/ Due Dates/Tests
	Part VI: Adulthood Body and Mind	Journal 10
Week 12 MAY 8	Part VI: Adulthood Psychosocial Development Group Presentation preparation	PP 497-533 Journal 11
Week 13 MAY 15	Part VII: Late Adulthood Body and Mind Part VII: Late Adulthood Psychosocial Development	PP 535-597 Journal 12 Thought Paper 3
Week 14 MAY 22	Epilogue: Death and Dying	Journal 13
Week 15 MAY 29	Group Presentations	Journal 14
Week 16 JUN 5	Final Review	Journal 15
Week 17 June 12	Final	

*****Tentative, subject to change without prior notice*****