

Imperial Valley College Course Syllabus

Developmental Psychology: Conception to Death - PSY 204



Basic Course Information

Semester	Spring 2016	Instructor	Mark A. Duva, Ph.D.
Course Title/ Catalog#/Units	Developmental Psychology: Conception- <i>Death</i> , PSY 204/units	Campus Email Off campus	mark.duva@imperial.edu mark.a.duva@live.com
CRN #	20621	Webpage	https://imperial.blackboard.com
Class Dates	Feb 16 - Jun 10, 2016	Office Hours	MW 11:45am-12:45pm R 2:00pm-3:00pm F 10:00am-11:00am
Room	400 - 412	Office	1700 - 1714
Class Days/Times	F 11:20am - 02:30 pm	Phone #	(760) 355-6335

Course Description

A study of human development from conception to death, including genetics, conception, prenatal development, infancy, toddlerhood, pre-school years, middle childhood, adolescence, early adulthood, middle adulthood, later adulthood, and death. Theories and research of physical, cognitive, personality, and social development are examined, as well as attention to developmental problems. (C-ID PSY 180) (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. Demonstrate understanding of the various research methodologies used to study human development and be able to compare on contrast major theories of psychosocial development pointing out the strengths and weaknesses of each (ILO1, ILO2, ILO3, and 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)

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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



Life-Span Human Development, 8th Edition

Carol K. Sigelman | Elizabeth A. Rider

ISBN-13: 9781285454313

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Publisher is Cengage

This syllabus serves as a guide to the class and the required readings. You are expected to read the assigned chapters prior to class for that week. Although, we may or may not cover all of the material shown and the dates are approximations. Exam and quiz questions will come from material covered in class and in the textbook. There will be WEEKLY quizzes, one (1) midterm exam, and one (1) final exam and several of what I am generally referring to as other assignments. Quizzes will be administered in class or as take-home assignments. Quizzes may include any or all of the following types of questions: multiple choice, true-false, matching, fill-in-the-blank, and short answer/essay. The Midterm and Final exams are entirely multiple choice, and you must take both. Other assignments will include things such as chapter outlines, literature review and small number of 1-2-page writing assignments on certain aspect of Lifespan Development. Any writing is expected to be done according to APA style (American Psychological Association). If you are late to class, you will not be allowed to take the quizzes or exams. Some chapters listed may not be covered in class, but you may still be responsible for the material, unless otherwise specified. No makeups for exams or quizzes will be given without prior notification and/or documentation of an emergency. No work will be accepted over email. If you find that you are having difficulty with the course, you can seek additional assistance (see

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below). In addition, if you need special accommodations while taking exams or quizzes let me know in advance. An approximate grade/point breakdown is shown below, and final course grades will be based on a subjective curve.

Learning Assessment and Course Grading

An approximate grade/point breakdown for the various methods of evaluation in the course is shown below. Final course grade based on a curve.

<u>Graded Coursework</u>		<u>Grade Breakdown</u>
Quizzes	120 Points	A = 90%
Other Assignments	50 Points	B = 80%
Midterm	60 Points	C = 70%
Final Exam	90 Points	D = 60%
Total	320 Points	F = 59% or less

(Example: $320 \times 90\% = 288$ points for the "A")
(Example: $320 \times 80\% = 253$ points for the "B" and so on)

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 would 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. Consider: specifics for your class/program
- 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.

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Academic Honesty

- **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 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) using a commercial term paper service.

Additional Help (if applicable)

- **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 Study Skills Center (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 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, 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 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.

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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

Information Literacy

Imperial Valley College is dedicated to helping 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

<u>TOPICS</u>		<u>READINGS</u>
02/19 Week 1	Understanding Life-span Human Development	Chapter 1
02/26 Week 2	Theories of Human Development	Chapter 2
03/04 Week 3	Genes Environment and Development	Chapter 3
03/11 Week 4	Genes Environment and Development	Chapter 3
03/18 Week 5	Prenatal Development and Birth	Chapter 4
03/25 Week 6	Prenatal Development and Birth	Chapter 4
04/01 Week 7	SPRING BREAK	
04/08 Week 8	Body, Brain and Health	Chapter 5
04/15 Week 9	Body, Brain and Health	Chapter 5
04/22 Week 10	Sensation, Perception and Action	Chapter 6
04/29 Week 11	Memory and Information Processing	Chapter 8
05/06 Week 12	Self and Personality	Chapter 11
05/13 Week 13	Gender Roles and Sexuality	Chapter 12
05/20 Week 14	Social Cognition and Moral Judgment	Chapter 13
05/27 Week 15	Developmental Pathology	Chapter 15
06/03 Week 16	The Final Challenge: Death and Dying	Chapter 17
06/10 Week 17	FINAL EXAM Last day of Class	Comprehensive