

Imperial Valley College Course Syllabus – Developmental Psychology 204

Basic Course Information

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| Semester: | Fall 2016 | Instructor Name: | Robin Staton |
| Course Title & #: | Psychology 204 | Email: | Robin.staton@imperial.edu |
| CRN #: | 10624 | Webpage (optional): | |
| Classroom: | 2734 | Office #: | 409 |
| Class Dates: | 8/15/2016 -12/9/16 | Office Hours: | M 8-9:30; T 9-9:30; W 6--6:30; Th 9-9:30 & 1-2:00 |
| Class Days: | T TH | Office Phone #: | 760-355-6149 |
| Class Times: | 9:40-11:05 | Emergency Contact: | 760-355-6144 |
| Units: | 3 | | |

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

[Required language: Use from [CurricUNET](#) course outline of record.]

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

Identify and demonstrate understanding of the physical milestones from conception to death. (ILO1, ILO2, ILO3, ILO5)

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

Identify and demonstrate understanding of Erikson's stages of psychosocial development. (ILO1, ILO2, ILO3, ILO5)

Course Objectives

Required language:

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

Berk, L.E. (2009). *Development through the lifespan* (6th/e). NY Allyn & Bacon. ISBN: 9780205687930

Course Requirements and Instructional Methods

Students will be required to read all chapter assignments and do self tests for each chapter. This will prepare students for class discussion and participation. You be given 5 quizzes over the semester and your Lowest quiz grade will be dropped. Other instructional methods will be lecture/discussion, films, essays, and demonstrations.

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.

Course Grading Based on Course Objectives

GRADES WILL BE CALCULATED BY THE FOLLOWING CRITERIA:

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| Points: | |
| -15 Class Attendance & Participation | 90-100 Pts. = A |
| -10 Paper | 80- 89 Pts. = B |
| -40 Tests | 70- 79 Pts. = C |
| -35 Final | 60- 69 Pts. = D |
| | 59 & Below = F |

100 Points Total *possible*

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

[Required Information: Describe your policies regarding classroom conduct. The below is suggested language and may be modified for your course.]

- 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.
- During test taking there will be nothing allowed on your desk or chairs next to you. This will prevent cheating and /or the appearance of cheating during test time. Cell phones must be completely put away and out of sight. During tests no one will be allowed to come into class late and disrupt the testing environment.

Online Netiquette

[Required Information for web-enhanced, hybrid and online courses: Describe your policies regarding netiquette. The below is suggested language and may be modified for your course.]

- 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 (!!!!)].
- Do not send messages in the middle of the night due to possibility of unnecessary awakening and disturbance of other students.

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)

[Required language.]

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

[Required language.]

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

[Required language.]

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

| Anticipated / Calendar Date or Week | Activity, Assignment, and/or Topic | |
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| Week 1 | Syllabus & Introduction Chapter 1(read for overview)Theory:Freud, Piaget;Erikson,Vygotski | Discussion |
| Week 2 | Chapter 2 Genetic and Environmental Foundations Chapter 3 Prenatal Development, Birth, New Baby | Self tests, Film, Discussion |
| Week 3 | Chapter 3 continued Complete Chapter 3 | Film, quiz Discussion continued |
| Week 4 | Chapter 4 -Physical Development in Infancy and Childhood Chapter 5 -Cognitive Development Infancy and Childhood;Piaget; information processing | Self-tests, Discussion, |
| Week 5 | Chapter 6 –Emotional and Social Development Erick Erikson Psychosocial stages; attachment | Film Self-tests Discussion Quiz:Ch4-6 |
| Week 6 | Chapter 7 Physical and Cognitive Development of Early Childhood, Chapter 8- Emotional and Social Development of Early Childhood; Vygotsky, Erikson, Gender typing | Self tests Discussion |

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| Week 7 | Chap 8 continued Parenting, Child Abuse | Film; Discussion |
| Week 8 | Chapter 9-Physical and Cognitive Development in Middle Childhood; Chapter 10-Emotional and Social Development in Middle Childhood; Gardner's multiple intelligences, self esteem | Quiz Chapters 4-6 Self-test and discussion |
| Week 9 | Chapter 11-Physical and Cognitive Development in Adolescence; Chapter 12-Emotional and Social Development in Adolescence Erikson, Identity, Morals, Gender | Self-test, Paper Assignment, Discussion |
| Week 10 | Chap 12 continued | Film, Discussion Quiz:Ch7-12 |
| Week 11 | Chapter 13-Physical Cognitive development Early Adulthood; Chapter 14-Emotional and Social Development Early Adulthood; Leveninson, Valliant, Social Clock, | Self-test, Discussion |
| Week 12 | Chapter 15- Physical Cognitive Development Middle Adulthood; Chapter 16- Emotional social Development | Self- test, Discussion |
| Week 13 | Chapter 17-Physical/Cognitive Development Late Adulthood | Self-test, Discussion |
| Week 14 | Chapter 18 Emotional and Social Development Late Adulthood | Quiz Chapters 13-17 Self-test, Discussion |
| WEEK 15 | FALL BREAK | |
| Week 16 | Chapter 19-Death, Dying and Bereavement Elizabeth Kubler-Ross Stages Chapter 19-Death, Dying and Bereavement Elizabeth Kubler-Ross Stages | Self test18 &19 Quiz 18 & 19 |
| Week 17 | | Final |
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*****Tentative, subject to change without prior notice*****