

### Basic Course Information

Semester:	<b>Spring 2019</b>	Instructor Name:	<b>Monica Minor</b>
Course Title & #:	<b>Psy 204 - DEVELOPMENTAL PSYCHOLOGY: From Conception to Death</b>	Email:	<b>Monica.minor@imperial.edu</b>
CRN #:	<b>20626</b>	Webpage (optional):	
Classroom:	<b>212</b>	Office #:	<b>Counseling Center #100</b>
Class Dates:	<b>02/11/19-06/08/19</b>	Office Hours:	<b>TBA</b>
Class Days:	<b>Tuesday</b>	Office Phone #:	<b>760-355-5716</b>
Class Times:	<b>6:00pm – 9:10pm</b>	Emergency Contact:	<b>760 -355- 6144 (Dept. Sect.)</b>
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

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 cognitive development patterns from conception to death. (ILO1, ILO2, ILO3, ILO5)
2. 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. 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

Invitation to the Life Span (3<sup>rd</sup> Edition) Kathleen Stassen Berger ISBN:1319015883

## Course Requirements and Instructional Methods

Students are expected to comply with the following classroom norms:

1. Arrive to class on time, with all electronic equipment turned off and put away.
2. Remain in the classroom during each class session until excused by the instructor.
3. Be respectful of fellow students, the instructor, and any guests.
4. Maintain confidentiality of information shared by fellow students.
5. Actively listen during class, and participate in class activities and/or discussion.

**Method of evaluation:** Class activities, attendance, homework, quizzes, final, problem solving exercise, and written assignments.

**Instructional Methodology:** Audio, visual, demonstration, discussion, group activity, and lecture.

**Exams:** There will be 4 exams, each with 25 multiple-choice questions that are worth two course points each. More details about the exams will be discussed in class. The exams will cover chapters and course material throughout the semester. **No makeups for exams will be given without prior notification and/or documentation of an emergency.**

**Exam 1 worth 10 points** will be on the Syllabus: Understanding course organization is extremely important, so the first quiz is dedicated to the syllabus rather than the textbook reading.

**Thought Paper:** Students will be required to submit a 2-3 page APA format thought paper (not including the title and reference page) comparing and contrasting a psychological perspective or phenomenon that was covered in the lesson and featured in news article, television show, movie, song, etc. You can explore the psychological concept further and expand on your knowledge from the readings and class lectures. No personal situations or concerns should be addressed in the thought papers, unless used as an example to substantiate your research. Example of an acceptable thought paper will be posted in Canvas for your review.

**Journals/In Class Assignment** will be a resource for the student to be able to analyze and reflect on the dialogue and content discussed in class. Journals are submitted through canvas and need to be 1-2 pages in length.

**Group presentation** will be assigned focusing on psychological disorders including symptoms, diagnosis and treatment. Group will choose the psychological disorder at the instructor's discretion and approval. The group will present a PowerPoint presentation to the class discussing their findings and research. The group grade will also be determined by the group activity, as well as, the research and study that were conducted.

<b>Course Grading Based on Course Objectives</b>		
Weekly Journals/In Class Assign.	9 @ 10 points each	90 points
Thought Papers	2 @ 50 points each	100 points
Exam 1	10 points	10 points
Exam 2	50 points	50 points
Exam 3	50 points	50 points
Exam 4	50 points	50 points
Exam 5	50 points	50 points
Group Presentation	100 points	100 points

Total Points:500 Grade:

500-450	A
449 - 400	B
399 - 350	C
349 - 300	D
299 an below	F

### **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, only students enrolled in the class may attend; children are not allowed.

### 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.

- CANVAS LMS. Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.

- **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 provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

### **Veteran's Center**

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

### **Extended Opportunity Program and Services (EOPS)**

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues

that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

### **Student Equity Program**

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

### **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**

<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Week 1 Feb. 12 <sup>th</sup>	Syllabus & Introduction Chapter 1- The Beginning: The Science of Human Development	
Week 2 Feb. 19 <sup>th</sup>	Chapter 2- The Beginning: From Conception to Birth	Exam 1 : (Online)02/26/19
Week 3 Feb. 26 <sup>th</sup>	Chapter 3 – The First Two Years: Body and Mind	Journal 1
Week 4 Mar. 5 <sup>th</sup>	Chapter 4 – The First Two Years: The Social World	Journal 2
Week 5 Mar. 12 <sup>th</sup>	Chapter 5 – Early Childhood: Body and Mind	Exam 2: Chapters 1 - 4
Week 6 Mar. 19 <sup>th</sup>	Chapter 6 – Early Childhood: The Social World	Journal 3
Week 7 Mar. 26 <sup>th</sup>	Chapter 7 – Middle Childhood: Body and Mind	Journal 4 Thought Paper 1
Week 8 Apr. 2 <sup>nd</sup>	Chapter 8 – Middle Childhood: The Social World	Journal 5
Week 9 Apr. 9 <sup>th</sup>	Chapter 9 – Adolescence: Body and Mind	Exam 3: Chapters 5 - 8
Week 10 Apr. 16 <sup>th</sup>	Chapter 10 – Adolescence: The Social World	Journal 6
Week 11 Apr. 30 <sup>th</sup>	Chapter 11 – Adulthood: Emerging Adulthood	Journal 7 Thought Paper 2
Week 12 May 7 <sup>th</sup>	Chapter 12 – Adulthood: Body and Mind Chapter 13 – Adulthood: The Social World	Journal 8
Week 13 May 14 <sup>th</sup>	Chapter 14- Late Adulthood: Body and Mind	Exam 4: Chapters 9 - 13
Week 14 May 21 <sup>st</sup>	Chapter 15 – Late Adulthood: The Social World	Journal 9
Week 15 May 28 <sup>th</sup>	Review for Exam	Exam 5: Chapters 14 & 15
Week 16 Jun. 4 <sup>th</sup>	Final Exam	Final Group Presentations

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