



Basic Course Information

Semester:	SPRING 2021	Instructor Name:	ROXANNE MORALES
Course Title & #:	<i>Developmental Psychology: Conception to Death - PSY 204</i>	Email:	Roxanne.morales@imperial.edu
CRN #:	20623	Webpage (optional):	www.imperial.edu
Classroom:	Online	Office #:	3114
Class Dates:	FEBRUARY 16TH- JUNE 11TH	Office Hours:	By Appointment Only
Class Days:	Online	Office Phone #:	760-355-6136
Class Times:	Online	Emergency Contact:	Elvia Camilo760-355-6144
Units:	3.0	Class Format:	

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) (UC credit limited, see a counselor) (CSU/UC)

Course Prerequisite(s) and/or Corequisite(s)

RECOMMENDED PREPARATION, if any:

Twelfth grade reading level is highly recommended

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 basic parts and functions of the neuron and lobes of the brain (ILO1; ILO2; ILO3)
2. identify different parenting styles and their effect on human development (ILO1; ILO2; ILO3)
3. identify major psychological disorders, key symptoms, and the main strategies used for treatment (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. 2019. *Invitation to the Lifespan* 4th . NY. Worth ISBN: 978-1319140649.

Course Requirements and Instructional Methods

Mid-Term and Final Exam: Exam will cover chapters and course material throughout the semester. The Midterm and Final exams are entirely multiple-choice. Some chapters listed may not be covered in class, but you are still responsible for the material, unless otherwise specified. No makeups for exams will be given without prior notification and/or documentation of an emergency.

Discussions: Discussions will be based on a topic that is relevant to the chapter of the week. Students will reply to the post providing their relevant and appropriate response. Students will also reply to two of their classmates providing further information and/or opinion on the subject.

Quizzes: 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. 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 without prior approval.

Thought Papers: Students will be required to submit a 1-2 page thought paper (not including a 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. No personal situations or concerns should be addressed in the thought papers whatsoever. Example of an acceptable thought paper will be posted for review.

Weekly journals: Journals will be a resource for the student to be able to analyze and reflect on the dialogue and content discussed. Weekly journals also count as your participation grade.

Culture Research Paper: Students will research any culture of their choosing and discuss the significance of each psychosocial crisis stage within that culture as compared with Erikson's psychosocial crisis stages. Paper must be in APA format and at least 5 pages in length.

Students are expected to read all assigned chapters as noted in syllabus. Although, we may or may not cover all of the material shown and the dates are approximations, students will however be required to know all the material assigned in reading and other material given in class.

Course Grading Based on Course Objectives

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Discussion/Participation:
240 (12 @ 20)

Weekly Journals: 120
(12@10 points)

Thought Papers: 100 (4@25
points)

Quizzes/Concept Review
130 (11 @10 points) (1 @
20 pts)

Midterm:1 @ 50 points

Cultural Research Paper: 1 @ 50 points

Final: 100

Participation: 10 points

900-1000 Points	A
800-899 Points	B
700-799 Points	C
600-699 Points	D
599 and below	F

Course Policies

California Ed Code requires that I remove students from my roster by “dropping” them IF they never attended the course and are therefore a “no show”. Since this is an online course, I define you as a “no show” if you do not complete the Week One Assignment by the third day of this class. Please do not delay in dropping if that is your choice. Once you have completed the Introduction assignment it becomes YOUR RESPONSIBILITY to drop the course. Please drop the course via WebSTAR prior to the drop deadline. Do not assume I will do this for you.

- Attendance is super important in an online course. Participation serves as your attendance. Please make sure you are logging in consistently and submitted assignments on top. Please make sure you have the email that was assigned to you when you registered for the college• Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.
 - Students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- All other information will be covered during orientation.

What does it mean to “attend” an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference

- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

How am I expected to act in an online “classroom” (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

- **Be RESPECTFUL**
 - Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.
- **Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)**
 - People walking around and pets barking can be a distraction.
- **EAT AT A DIFFERENT TIME.**
 - Crunching food or chugging drinks is distracting for others.
 - Synchronous zoom times are set in advance so reserve meals for outside class meetings.
- **ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU**
 - It is hard to see you in dim lighting so find a location with light.
 - If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a
- **POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING**
 - If you are using the camera, show your face; it helps others see your non-verbal cues.
 - You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.
- **Be READY TO LEARN AND PAY ATTENTION**

- Catch up on other emails or other work later.
- If you are Zooming, silence your phone and put it away.
- If you are in a room with a TV – turn it off.
- **USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS**
 - Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It’s best if you conference in a private space, but if you can’t find a quiet place, when noises arise **MUTE** your laptop.
- **REMEMBER TO UNMUTE WHEN SPEAKING**
 - Follow your instructor’s directions about using the “**raise hand**” icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
 - Do not speak when someone else is speaking.
- **REMAIN FOCUSED AND PARTICIPATE IN THE MEETING**
 - Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
 - Do not use the Zoom meeting to meet with your peers or put on a “show” for them.
- **PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING**
 - Emergencies happen. If you need to leave the room or get up and move about, stop your video.

How do I show academic honesty and integrity in an online “classroom”?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
 - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
 - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn’t explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);

- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

Other Course Information

This course is an ONLINE course. Please make sure you have reliable internet service. Our campus provides 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. 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 many other resources. All labs have working hours and you may need to access assignments outside these hours. Please make sure you have an updated and reliable computer (smartphones, tablets and iPads are not recommended for quizzes and tests). Your computer should have the updated software required to complete assignments. For further support, all active faculty, staff and students may log in to the system using their IVC email address and email password. The system is available online at <http://servicedesk.imperial.edu> (Links to an external site.). For more information regarding this please contact [Canvas Support Hotline: \(877\) 893-9853](tel:8778939853)

Available 24/7

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1	Orientation	Complete orientation Discussion 1
Week 2	CH 1	Discussion 2 Journal 1 Exam 1
Week 3	CH 2	Discussion 3 Assignment 1

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
		Journal 2 Quiz 1
Week 4	CH 3	Discussion 4 Assignment 2 Journal 3 Quiz 2
Week 5	CH 4	Discussion 5 Assignment 3 Journal 4 Quiz 3 Thought Paper 1
Week 6	CH 5	Discussion 6 Assignment 4 Journal 5 Quiz 4
Week 7	CH 6	Discussion 7 Assignment 5 Journal 6 Quiz 5
Week 8	CH 7	Discussion 8 Assignment 6 Journal 7 Quiz 6
Week 9	CH 8	Discussion 9 Assignment 7 Journal 8 Quiz 7
Week 10	MIDTERM	Thought Paper 2
Week 11	CH 9	Discussion 10 Journal 9 Assignment 8 Quiz 8
Week 12	CH 10	Discussion 11 Assignment 9 Journal 10 Quiz 9 Thought Paper 3



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 13	CH 11	Discussion 12 Assignment 10 Journal 11 Quiz 10
Week 14	CH 12	Discussion Extra-Credit Assignment 11 Journal 12 Quiz 11
Week 15	CH 13	Thought Paper 4 Assignment Extra-credit Journal Extra-credit
Week 16	Epilogue	Cultural Research Paper
Week 17	FINAL EXAM	All late assignments due

*****Subject to change without prior notice*****