



***Thank you for choosing IVC! We are so happy to join you in your educational journey.***

### Basic Course Information

Semester:	<b>Fall 2021</b>	Instructor Name:	<b>Monica S. Minor</b>
Course Title & #:	<b>Psy 204 – Developmental. Psychology: From Conception to Death</b>	Email:	<b>Monica.Minor@imperial.edu</b>
CRN #:	<b>10477 and 10660</b>	Webpage (optional):	
Classroom:	<b>Online (Canvas)</b>	Office #:	<b>Online - Calendly</b>
Class Dates:	<b>08/16/21 – 12/11/21</b>	Office Hours:	<b>Tue/Thur: 12-1pm</b>
Class Days:	<b>Online</b>	Office Phone #:	<b>760-545-8277</b>
Class Times:	Online	Emergency Contact:	
Units:	3	Class Format:	Online

### 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)

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

**Recommended:** 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 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

Developmental Psychology – Free online book (provided in Canvas)

### Course Requirements and Instructional Methods

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

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

**Quizzes:** There will be 6 quizzes. More details about the quizzes are posted in Canvas. The quizzes 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.

**Discussions:** Each module has a discussion board. Students must participate in each discussion in the form of one original post, and one response post per module. Original posts must contain at least 5 – 10 full sentences and response posts must contain 5 full sentences for full credit. Discussion posts are due at each module’s due date. Late posts may be considered for partial credit. Initial discussion post is due by every Thursday and reply posts due by every Sunday at 11:59 pm.

**Research Literature Review Paper:** Students will be required to submit a 2-3 page APA format thought paper (not including the title and reference page). Details in Canvas modules.

**Assignments:** There will be 3 various assignments due. More details will be posted in the Canvas modules.

**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		
Discussion Boards:	13 @ 20 pts	260 points
Research Literature Review Paper	1 @ 50 points each	50 points
Quizzes	13 @ 10 pts.	130 points
Assignments:	3 @ 20 pts	60 points
<b>Total Points:</b>	<b>Grade:</b>	
500 - 450	A	
449 – 400	B	
399 – 350	C	
349 – 300	D	
299 and below	F	

## Course Policies

- 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.

### 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

### 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 (!!!)].

### 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:

#### 1) Be RESPECTFUL

- a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

**2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)**

- a. People walking around and pets barking can be a distraction.

**3) EAT AT A DIFFERENT TIME.**

- a. Crunching food or chugging drinks is distracting for others.
- b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

**4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU**

- a. It is hard to see you in dim lighting so find a location with light.
- b. 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 silhouette.

**5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING**

- a. If you are using the camera, show your face; it helps others see your non-verbal cues.
- b. 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.

## Other Course Information

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.

## 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

**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.

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.

**How do I access services now that we are mostly online?**

- CANVAS LMS. Canvas is Imperial Valley College's 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.

**Anticipated Class Schedule/Calendar**

*[Provide a tentative overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format as in the example below may be used for this purpose.]*

<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Week 1	Module 0 & 1: Syllabus & Introduction Chapter 1- Introduction to Lifespan, Growth, and Development	Quiz 1 Introduction Discussion
Week 2	Module 2: Chapter 2- Developmental Theories	Quiz 2 & Discussion 2
Week 3	Chapter 3 – Prenatal Development	Quiz 3 & Discussion 3
Week 4	Chapter 4 – Infancy and Toddlerhood	Quiz 4 & Discussion 4
Week 5	Chapter 5 – Early Childhood	Quiz 5 & Discussion 5



<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Week 6	Chapter 6 – Middle Childhood	Quiz 6 & Discussion 6
Week 7	Chapter 7 – Adolescence	Quiz 7 & Discussion 7 Assignment: Concept Mapping
Week 8	Chapter 8 – Emerging Adulthood	Quiz 8 & Discussion 8
Week 9	Chapter 9 – Early Adulthood	Quiz 9 & Discussion 9
Week 10	Chapter 10 – Middle Adulthood	Quiz 10 & Discussion 10
Week 11	Chapter 11 – Late Adulthood	Quiz 11 & Discussion 11
Week 12	Chapter 12 – Death and Dying	Quiz 12 & Discussion 12
Week 13	Ch. 12 – Death and Dying Cont.	Assignment
No Class	Thanksgiving Break – Enjoy your time off!	Relax and Rest 😊
Week 14	Prepare and Review for Final	Review
Week 15	Final Exam	Assignment

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