



Basic Course Information

Semester:	WINTER 2022	Instructor Name:	Roxanne Morales
Course Title & #:	PSY 204: Developmental Psychology	Email:	Roxanne.morales@imperial.edu
CRN #:	15138	Webpage (optional):	www.imperial.edu
Classroom:	Online	Office #:	3114
Class Dates:	JANUARY 3RD- FEBRUARY 3RD	Office Hours:	By Appointment Only
Class Days:	Online	Office Phone #:	760-355-6136
Class Times:	Online	Emergency Contact:	Diana Sandoval 760-355-5749
Units:	3.0	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)

None

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) ^[1]_[SEP]
2. Identify and demonstrate understanding of the cognitive development patterns from conception to death. (ILO1, ILO2, ILO3, ILO5) ^[1]_[SEP]
3. 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. 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. 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. (2016). Invitation to the Lifespan DSM V, NY Worth: ISBN-10: 1-319-01588-3; ISBN-13: 978-1-319-01588-6; Format: Paper Text, 752 pages

This book is available at our bookstore on campus or online at: <http://www.efollett.com>, (Links to an external site.)Links to an external site.and/or may be available for download (entire e-book or by e-chapter) on your tablet or computer from Cengage.com.

Course Requirements and Instructional Methods

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). 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

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 will 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. If you are late to class or absent, you will not be allowed to take the quizzes or exams. 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.



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Course Grading Based on Course Objectives

Discussion/Participation: 240 (12 @ 20)	A 900-1050 points
Weekly Journals: 120 (12@10 points)	B 800-899 points
Thought Papers: 100 (4@25 points)	C 700-799 points
Quizzes/Concept Review 130 (11 @10 points)	D 600-699 points
Midterm:1@ 50 points	F 599 points and below
Assignments: 260 (13 @ 20 pts)	
Cultural Research Paper: 1@ 50 points	
Final: 100	

To receive full credit, all work must be turned in on time. If you have an emergency which prevents you from participating in class, it is your responsibility to make acceptable arrangements prior to the absence. Class attendance and tardy policy follows the regulations in the IVC college catalog. Your attendance in class is important.

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.

Week One:

In addition to reading CH 1 from your textbook, you will also be asked to submit a response to the discussion stating your Name, Major, and why you chose to take this course. An exam will also be given in the first week based on the course objectives, identifying resources and information provided on the Syllabus. This will provide you a good start as to how to navigate through Canvas. By the end of the semester, you will be a PRO! Fingers crossed.

- 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. If do not or unable to log-in successfully, you may seek support by calling the Service Desk at 760-355-6300 Monday thru Thursday from 8 AM to 5 PM and closed Saturday and Sunday.

- 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. I look forward to a great semester

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.

Other Course Information

- Canvas Support: Can be [found online](#) [Links to an external site.](#) and/or at the Canvas Hotline: (877) 893-9853

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 (!!!!)].

Disruptive Students: Students who disrupt or interfere with an online class may be sent to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.

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**
 1. 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)**
 1. People walking around and pets barking can be a distraction.
- **EAT AT A DIFFERENT TIME.**
 1. Crunching food or chugging drinks is distracting for others.
 2. Synchronous zoom times are set in advance so reserve meals for outside class meetings.
- **ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU**
 1. It is hard to see you in dim lighting so find a location with light.
 2. 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**
 1. If you are using the camera, show your face; it helps others see your non-verbal cues.
 2. 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**
 1. Catch up on other emails or other work later.
 2. If you are Zooming, silence your phone and put it away.
 3. If you are in a room with a TV – turn it off.
- **USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS**
 1. 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**
 1. 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.
 2. Do not speak when someone else is speaking.
- **REMAIN FOCUSED AND PARTICIPATE IN THE MEETING**
 1. 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.
 2. 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**



1. Emergencies happen. If you need to leave the room or get up and move about, stop your video.
2. **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.
3. **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.
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- Have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
 - [Career Services Center. \(Links to an external site.\)](#) The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.

Other Course Information



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

WEEK	Activity, Assignment, and/or Topic	Pages/ Due Dates/Te
Orientation Week 1	Orientation	Complete orientati
Week 1	Part One: The Beginning 1. The Beginning: The Science of Human Development 2. The Beginning: From Conception to Birth	Discussion 1 Assignment 1 Journal 1 Quiz 1
Week 1	Part Two: The First Two Years 3. The First Two Years: Body and Mind	Discussion 2 Assignment 2 Journal 2 Quiz 2
Week 1	Part Two: The First Two Years 4. The First Two Years: The Social World	Discuss Assignm Journ Quiz



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WEEK

Activity, Assignment, and/or Topic

Pages/ Due Dates/Te

Week 2

Part Three: Early Childhood
5. Early Childhood: Body and Mind

Discuss

Assignm

Journ

Quiz

THOUGHT PAPER

Week 2

Part Three: Early Childhood
6. Early Childhood: The Social World

Discuss

Assignm

Journ

Quiz

Week 2

HOLIDAY

Week 2

Part Four: Middle Childhood
7. Middle Childhood: Body and Mind

Discuss

Assignm

Journ

Quiz

Week 2

Part Four: Middle Childhood
8. Middle Childhood: The Social World



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WEEK

Activity, Assignment, and/or Topic

Pages/ Due Dates/Te

Discuss

Assignm

Journ

Quiz

Week 3

Study

Week 3

Midterm

Week 3

Catch Up!



WEEK

Activity, Assignment, and/or Topic

Pages/ Due Dates/Te

Week 3

Part Five: Adolescence
9. Adolescence: Body and Mind

Discuss
Assignm
Journ
Quiz

THOUGHT PAPER

Week 3

Part Five: Adolescence
10. Adolescence: The Social World

Discuss
Assignm
Journ
Quiz

Week 4

Part Six: Adulthood
11. Adulthood: Emerging Adulthood
12. Adulthood: Body and Mind

Discussi
Assignm
Journ

Quiz 10

Week 4

Part Six: Adulthood
13. Adulthood: The Social World

Discussi
Assignm
Journ
Quiz

THOUGHT

Week 4

Part Six: Adulthood
11. Adulthood: Emerging Adulthood
12. Adulthood: Body and Mind
13. Adulthood: The Social World

Discussi
Assignm
Journ



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WEEK

Activity, Assignment, and/or Topic

Pages/ Due Dates/Te

Quiz

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