



## Basic Course Information

Semester:	<b>SPRING 2026</b>	Instructor Name:	<b>Roxanne Morales</b>
Course Title & #:	<b>PSY 204 DEV PSY CONCPT TO DEATH</b>	Email:	<b>Roxanne.morales@imperial.edu</b>
CRN #:	<b>20510</b>	Webpage (optional):	<b>www.imperial.edu</b>
Classroom:	<b>204</b>	Office #:	<b>203 E</b>
Class Dates:	<b>February 17th-April 17th</b>	Office Hours:	Tuesdays & Thursdays: 11:30 AM-12:30 PM in office 203E Fridays: 3p-5p on Zoom
Class Days:	<b>Wednesdays</b>	Office Phone #:	<b>760-355-6136</b>
Class Times:	<b>1 PM-2:25 PM</b>	Emergency Contact:	<b>Elvia Camillo 760-355-6144</b>
Units:	<b>3.0</b>	Class Format/Modality:	<b>Hybrid</b>

## 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) (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.
2. Identify and demonstrate understanding of the cognitive development patterns from conception to death.
3. Identify and demonstrate understanding of Erikson's stages of psychosocial development.

## 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



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- 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**

Required: OpenStaxs Psychology. Book will be provided online through Canvas

### **Course Requirements and Instructional Methods**

**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.

**Mid-Term and Final Exam:** Exam will cover chapters and course material throughout the semester. The Midterm and Final exams are matching, true and false or 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.

**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 email notification of an emergency.

**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**

Discussion/Participation: 260 (13 @ 20)	A 90%-100%
Research Paper: 50 (1@50 points)	B 80%-89%
Assignments: 100 (5 @ 20 pts)	C 70%-79%
Quizzes/Concept Review 130 (13 @10 pts)	D 60%-69%
Midterm: 50 (1@ 50 pts)	F 59% and below
Final: 100 (1 @ 100 pts)	

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 with the instructor to review your options. Class attendance and tardy policy follows the regulations in the IVC college catalog. Your attendance in class is important.



## Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

## Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through **DSPS**, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.

## 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”. Please do not delay dropping if that is your choice. Once you have completed the Introduction assignment it becomes YOUR RESPONSIBILITY to drop the course. If you add the course late or get re-added after being dropped, it becomes your responsibility to drop yourself if you don’t plan to stay enrolled—even if you never participate. 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 any course. Participation serves as your attendance. 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 and earn a Withdraw from the course or an F at the end of the semester. All other information will be covered during orientation. Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

Examples of Academic Dishonesty that can occur in any class or 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 uses online resources. 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. (Links to an external site.). For more information regarding this please contact Canvas Support Hotline: (877) 893-9853

## Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at [finaid@imperial.edu](mailto:finaid@imperial.edu).

## 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	Syllabus & Introduction Lifespan Psychology and Developmental Theories	Complete Orientation Module Read CH 1 Quiz 1
Week 2	Genetic, Prenatal, and Perinatal Health	Read CH 2 Quiz 2
Week 2	Physical and Cognitive Development in Infants and Toddlers (Birth to Age 3) Social and Emotional Development in Infants and Toddlers (Birth to Age 3)	Read CH 3 & 4 Assignment 1 Quiz 3
Week 3	Physical and Cognitive Development in Early Childhood (Ages 3 to 6) Social and Emotional Development in Early Childhood (Ages 3 to 6)	Read CH 5 & 6 Quiz 4
Week 3	Physical and Cognitive Development in Middle Childhood (Ages 7 to 12) Social and Emotional Development in Middle Childhood (Ages 7 to 12)	Read CH 7&8 Quiz 5
Week 4	Physical and Cognitive Development in Adolescence (Ages 12 to 18)	Read CH 9 Quiz 6



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 4	Social and Emotional Development in Adolescence (Ages 12 to 18)	Read CH 10 Assignment 2 Quiz 7
Week 5	Midterm	Research Paper Assigned
Week 5	Physical and Cognitive Development in Early Adulthood (Ages 18 to 29)	Read CH 11 Quiz 8
Week 6	Social and Emotional Development in Early Adulthood (Ages 18 to 29)	Read CH 12 Assignment 3 Quiz 9
Week 6	Physical and Cognitive Development in Middle Adulthood (Ages 30 to 59)	Read CH 13 Assignment 3 Quiz 10
Week 7	Social and Emotional Development in Middle Adulthood (Ages 30 to 59)	Read CH 14 Assignment 4 Quiz 11
Week 7	Physical and Cognitive Development in Late Adulthood (Age 60 and Beyond) Social and Emotional Development in Late Adulthood (Age 60 and Beyond)	Read CH 15&16 Quiz 12
Week 8	SPRING BREAK	ALL LATE WORK IS DUE!!
Week 8	Death and Dying FINAL	Read Epilogue Assignment 5 Quiz 13 Research Paper Due

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