

Basic Course Information

Semester:	WINTER 2020	Instructor Name:	Roxanne Nunez
Course Title & #:	PSY 204: Developmental Psychology	Email:	Roxanne.nunez@imperial.edu
CRN #:	15311	Webpage:	www.imperial.edu
Classroom:	Online	Office #:	3114
Class Dates:	JAN 6- FEB 6	Office Hours:	By Appointment Only
Class Days:	Online	Office Phone #:	760-355-6136
Class Times:	Online	Emergency Contact:	Elvia Camilo 760-355-6144
Units:	3.0		

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 physical milestones from conception to death. (ILO1, ILO2, ILO3, ILO5)
2. Identify and demonstrate understanding of the cognitive development patterns from conception to death. (ILO1, ILO2, ILO3, ILO5)
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. 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.

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

Internet and Computer accessibility

Skills Center. There is more to our library than just books. You have access to tutors in the Study Skills Center. 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](#)

Available 24/7

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 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.

Course Grading Based on Course Objectives

Discussion/Participation: 140 (14 @ 10)	A 900-1000 points
Weekly Journals: 140 (14@10 points)	B 800-899 points
Thought Papers: 100 (4@25 points)	C 700-799 points
Quizzes/Concept Review 160 (14 @10 points) (2 @ 20 pts)	D 600-699 points
Midterm:1 @ 50 points	F 599 points and below
Assignments: 240 (12 @ 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.

Attendance

- 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 Friday 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

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

- **Canvas Support: Can be found online and/or at the Canvas Hotline: (877) 893-9853**
- **Learning Labs: There are several 'labs' on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Learning Services (library). Please speak to the instructor about labs unique to your specific program.**
- **Library Services: There is more to our library than just books. You have access to tutors in the learning 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. We now also have a fulltime mental health counselor.

- **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 760-355-6313 in Room 2109 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.

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.

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

WEEK	Activity, Assignment, and/or Topic	Pages/ Due Dates/
Week 1	Orientation	Complete orientat

WEEK	Activity, Assignment, and/or Topic	Pages/ Due Dates/
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 2	Part Two: The First Two Years 3. The First Two Years: Body and Mind	Discussion 2 Assignment 2 Journal 2 Quiz 2
Week 2	Part Two: The First Two Years 4. The First Two Years: The Social World	Discussion Assignment Journal Quiz
Week 2	Part Three: Early Childhood 5. Early Childhood: Body and Mind	Discussion Assignment Journal Quiz

THOUGHT

WEEK	Activity, Assignment, and/or Topic	Pages/ Due Dates/
Week 2	Part Three: Early Childhood 6. Early Childhood: The Social World	Discuss Assignm Journ Qui
Week 3	MIDTERM	CHAPTER
Week 3	Part Four: Middle Childhood 7. Middle Childhood: Body and Mind	Discuss Assignm Journ Qui
Week 3	Part Four: Middle Childhood 8. Middle Childhood: The Social World	Discuss Assignm

WEEK	Activity, Assignment, and/or Topic	Pages/ Due Dates/
		Journ Qui
		Discus Assignm Journ Qui
Week 3	Part Five: Adolescence 9. Adolescence: Body and Mind	THOUGHT
		Discus Assignm Journ Quiz
Week 3	Part Five: Adolescence 10. Adolescence: The Social World	
		Discus Assignm Journ Quiz
Week 4	Part Six: Adulthood 11. Adulthood: Emerging Adulthood 12. Adulthood: Body and Mind	Discus Assignm Journ Quiz

WEEK	Activity, Assignment, and/or Topic	Pages/ Due Dates/
Week 4	Part Six: Adulthood 13. Adulthood: The Social World	Discuss Assignm Journ Quiz THOUGHT
Week 4	Part Six: Adulthood 11. Adulthood: Emerging Adulthood 12. Adulthood: Body and Mind 13. Adulthood: The Social World	Discuss Assignm Journ Quiz
Week 4	Part Seven: Late Adulthood 14. Late Adulthood: Body and Mind 15. Late Adulthood: The Social World	Discuss Assignm Journ Quiz THOUGHT RESEARCH PAPER ALL LATE WORK
Week 4	FINAL	EXTRA CR

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