

## Course: PSY 202: Developmental Psychology

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| <b>Instructor's Name</b>   | Essence Parker, M.A.   |
| <b>I. Instructor's Contact Information, Course Pre and Co-Requisites</b> |  |
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|  |  |
| <b>Office hours:</b>   | By appointment   |

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| <b>II. Mission and Outcomes</b>   |  |
| <b>Program Learning Outcomes:</b> | <ol style="list-style-type: none"><li>1. Demonstrate competent written communication skills</li><li>2. Employ effective oral communication skills</li><li>3. Interpret quantitative data using mathematical principles to effectively identify core issues and solve problems</li><li>4. Illustrate competence in the biological, physical, and natural sciences</li><li>5. Locate disparate information through multiple sources demonstrating technological and informational literacy</li><li>6. Analyze ideas and make decisions using critical thinking skills</li><li>7. Describe and interpret diverse perspectives, value systems, history, cultural traditions, and artistic expression</li><li>8. Articulate issues and arrive at a defensible conclusion, given a set of ethical dilemmas</li></ol> |

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| <b>Textbook</b> | Life Span Development by John Santrock 15 <sup>th</sup> Edition<br><br>ISBN-13: 978-0077861827<br>ISBN-10: 0077861825 |

| IV. Evaluation Methods, Grading |  |                           |        |
|---------------------------------|--|---------------------------|--------|
|                                 | Assignment/Assessments   | Due Date                  | Points |
|                                 | Final Exam   | May 1                     | 80     |
|                                 | Midterm Exam   | April 23                  | 80     |
|                                 |  |                           |        |
|                                 | Quiz #1  | April 16                  | 40     |
|                                 | Quiz #2  | April 30                  | 40     |
|                                 | Class Participation  | Every Class               |        |
|                                 |  |                           |        |
|                                 | <p>On-Line Discussion – one every weekend: posted by Saturday 8:00 pm</p> <p>Students are required to comment on a classmate's posting.</p> <p>Each post worth 10 points x 4 weekends</p>  | Saturday by 8:00 pm       | 40     |
|                                 |  |                           |        |
|                                 | <p>Writing Assignment (Paper)</p> <p>The topic for the paper students write for this course must be approved by the instructor. The style is APA and the instructor will distribute an abbreviated APA style outline to students. The instructor will describe the requirements for the paper in class. Essentially – the paper must demonstrate the student's critical thinking and analysis skills by conducting a cross cultural exploration of the chosen topic and by asking the important questions that reveal additional discoveries about the topic and implications of the paper's conclusions. The length of the paper is 7-8 pages minus the title and reference page.</p> | May 1                     | 80     |
|                                 | <p>One Minute Papers – one every Sunday written at end of class. Students will write a paragraph of most important concepts learned that day and implications they have for how they perceive human behavior.</p> <p>Each one minute paper worth 10 points x 4 weekends</p>  | At end of class on Sunday | 40     |
|                                 |  | TOTAL                     | 400    |

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| Grading & Evaluation             |   |                      |
|----------------------------------|---|----------------------|
|                                  |   |                      |
|                                  | <b>Grade</b>  | <b>Points</b>        |
|                                  | <b>A</b>  | <b>360 - 400</b>     |
|                                  | <b>B</b>  | <b>320 - 359</b>     |
|                                  | <b>C</b>  | <b>280– 319</b>      |
|                                  | <b>D</b>  | <b>240– 279</b>      |
|                                  | <b>F</b>  | <b>239 and below</b> |
|                                  |   |                      |
| <b>Attendance Policy</b>         | <p>This class is a three (3) unit class and the maximum time you are allowed to miss is five (5) hours. If you exceed the 5 hours you will need to do additional coursework assigned by the instructor. Students are only allowed to do make up work one time in the block and need to understand and honor this policy.</p>  |                      |
| <b>Academic Integrity Policy</b> | <p>Students are expected to approach their academic endeavors with the highest academic integrity. They must cite sources, and submit original work. Academic honesty is central to the institution/student partnership towards student success. Students are accountable for adhering to the Academic Integrity and Academic Dishonesty policies in the SCUHS catalog.</p>   |                      |
| <b>Make-up Work Policy</b>       | <ul style="list-style-type: none"> <li>•</li> <li>• In order to meet course objectives, students may be required to make up all assignments and work missed as a result of absences. The faculty may assign additional make-up work to be completed for each absence.</li> <li>• Students are required to be present when an examination is given.</li> </ul>   |                      |
| <b>Classroom Policies</b>        | <ul style="list-style-type: none"> <li>• Students are expected treat each other respectfully during class time.</li> <li>• Use of cell phones, smart phones, or any other electronic devices in the classroom during class time is strictly prohibited. If you are texting I will take your phone away until the break and you will return it to me after the break.</li> <li>• If you are using a laptop you will be asked to sit in the front of the class.</li> <li>• Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. A student responsible for disruptive behavior may be required to leave the class.</li> </ul> |                      |

## Course Outline

| Week/<br>Date        | Class<br>Objectives/Course<br>Learning Outcomes  | Content Outline   | Specific Course<br>Activity  | Student Assignments  |
|----------------------|--|---|--|--|
| April 9<br>Saturday  | Describe methodology and typical lifespan psychology research designs  | The Lifespan Perspective & Theories of Human Development<br><br>Biological Beginnings | Small group activity, learning check<br><br>implications of today's learning<br><br>Critical thinking: learning to ask the right questions<br><br>The Disciplined Mind | Read and be prepared to discuss:<br><br>Ch. 1: Introduction<br><br>Ch. 2: Biological Beginnings  |
| April 10<br>Sunday   | Examine the effect of nature and nurture on prenatal & infant development. Summarize physical changes during the prenatal period and infancy | Prenatal Development<br><br>Birth & Physical Development in Infancy                   | Implications of today's learning<br><br>Critical thinking, theory development, evidence, conclusions   | Read and be prepared to discuss:<br><br>Ch. 3: Prenatal Development and Birth<br><br>Ch.4: Physical Development in Infancy                         |
| April 16<br>Saturday | Summarize cognitive and socioemotional change during infancy   | Cognitive Development in Infancy<br><br>Socioemotional Development in Infancy         | Small group activity, learning check, implications of today's learning   | Read and be prepared to discuss:<br><br>Ch. 5: Cognitive Development in Infancy<br><br>Ch. 6: Socioemotional Development in Infancy<br><br>Quiz #1 |

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| April 17<br>Sunday   | Examine the effect of nature and nurture on early child development.<br><br>Summarize physical changes during early childhood               | Physical & Cognitive Development in Early Childhood<br><br>Socioemotional Development in Early Childhood | Small group activity, implications of today's learning | Read and be prepared to discuss:<br><br>Ch. 7: Physical and Cognitive Development in Early Childhood<br><br>Ch. 8: Socioemotional Development in Early Childhood                                     |
| April 23<br>Saturday | Examine the effect of nature and nurture on middle and late child development. Summarize physical changes during middle and late childhood. | Physical & Cognitive Development in Middle and Late Childhood  | Small group activity, implications of today's learning | Read: and be prepared to discuss:<br><br>Ch. 9: Physical and Cognitive Development in Middle and Late Childhood<br><br>Ch.10: Socioemotional Development in Middle and Late Childhood<br><br>Midterm |
| April 24<br>Sunday   | Examine the effect of nature and nurture on adolescent development. Summarize physical changes during adolescence.                          | Physical & Cognitive and Socioemotional Development in Adolescence                                       | Small group activity, implications of today's learning | Read and be prepared to discuss:<br><br>Ch. 11: Physical and Cognitive Development in Adolescence<br><br>Ch. 12: Socioemotional Development in Adolescence   |

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| April 30<br>Saturday | Examine the effect of nature and nurture on early and middle adult development. Summarize physical changes during early and middle adulthood. | Physical and Cognitive Development in Early Adulthood<br><br>Socioemotional Development in Middle Adulthood  | Small group activity, implications of today's learning                               | Read and be prepared to discuss:<br><br>Ch. 13: Physical and Cognitive Development in Early Adulthood<br><br>Ch. 14: Socioemotional Development in Early Adulthood<br><br>Quiz #2 |
| May 1<br>Sunday      | Examine the effect of nature and nurture on early and middle adult development. Summarize physical changes during early and middle adulthood. | Cognitive Development in Late Adulthood<br><br>Death, Dying and Grieving<br><br>Reviewing the work of Elizabeth Kubler-Ross and Ernest Becker's theory of death denial | Final<br><br>Paper Due<br><br>Small group activity, implications of today's learning | Read and be prepared to discuss:<br><br>Ch. 18: Cognitive Development in Late Adulthood<br><br>Ch. 20: Death, Dying and Grieving<br><br>Final<br><br>Paper Due                    |