



COURSE OUTLINE

COURSE NO. PSYC 151

COURSE NAME: Developmental Psychology

CREDIT HOURS: 3

CLASS HOURS: 3

LAB HOURS: 0

DATE: Fall 2007

PREPARED BY Social Sciences Department

TO BE UPDATED Fall 2008

APPROVED BY:

PREREQUISITES: None-though Introduction to Psychology or General Psychology is highly recommended.

COURSE DESCRIPTION

Physical, emotional, social and intellectual development of an individual from conception to death. Emphasizes normal growth and development of the individual with discussion of genetic and environmental factors that can cause developmental abnormalities.

Addresses Success Skills: Communicates Effectively; Demonstrates Math Skills; Demonstrates Learning and Critical Thinking Skills; Maintains Professional Skills and Attitudes; Practices Human Relations Skills; Demonstrates Knowledge of Science and the Environment; Demonstrates Community; Cultural and Global Awareness; and Maintains a Code of Ethics.

COURSE OUTCOMES

1. To familiarize the student with the normal course of development from conception to death, emphasizing the physical, cognitive and psychosocial/socioemotional areas.
2. To expose the student to the factors that influence growth and development during the life span.
3. To expose the student to theories that explain developmental changes across the lifespan.

E-PORTFOLIO ASSIGNMENT

Two graded activities in this course are designed to assess your proficiency in numerous Hocking College Success Skills and to serve as E-Portfolio entries. A scoring rubric is provided for each of these activities in your PACE workbook. One of them can be found in Competency One and the second can be found in Competency Nine. Although these activities must be completed to receive a final grade in this course, you are not required to use the activities as E-Portfolio entries.

SUCCESS SKILLS

The content of this course and required assignments will address at least 38 specific factors that relate to the eight Hocking College Success Skills: Communicates Effectively, Demonstrates Math Skills, Demonstrates Learning and Critical Thinking

Skills, Maintains Professional Skills and Attitudes, Practices Human Relations Skills, Demonstrates Knowledge of Science and the Environment, Demonstrates Community, Cultural, and Global Awareness, and Maintains a Code of Ethics.

COURSE MATERIALS

Text: Life-Span Development, John W. Santrock: McGraw Hill Pub., 9th Edition 2004.

Web Classes only need to purchase the textbook. The workbook is included on –line.

WEB CLASS EXAMS

This course requires that you take three proctored exams. They may be taken on the main Hocking College campus in the Social Sciences Lab OAK 301 (open 20 day hours a week and one evening each week) or at the Testing Center JL 363A (usually open 5 days a week). If you can not come to the main campus we can arrange for a proctor near you but you will need to notify the instructor of this situation within the first week of the quarter.

MODULE OPTION

This course is offered as a PACE course in two ways. You may take the three credit hour course in one quarter that covers all three Modules. It is also offered as three separate one hour Modules. You could take the course over two or three quarters. If you have signed up as a PACE student you should check your progress prior to the drop deadline. In some cases you may wish to drop the three credit hour course and add one or two Modules and then plan on completing the course the next quarter.

SAFETY PRACTICES

Common practices regarding safety are to be observed in class. You are to ask your instructor for help when any situation arises which is potentially dangerous.

TOPICAL OUTLINE

Module A

The Life-Span Developmental Perspective

- Introduction

- The Science of Life-Span Development

Beginnings

- Biological Beginning

- Prenatal Development and Birth

Infancy

- Physical Development in Infancy

- Cognitive Development in Infancy

- Socioemotional Development in Infancy

Module B

Early Childhood

- Physical and Cognitive Development in Early Childhood

- Socioemotional Development in Early Childhood

Middle and Late Childhood

Physical and Cognitive Development in Middle and Late Childhood
Socioemotional Development in Middle and Late Childhood

Adolescence

Physical and Cognitive Development in Adolescence
Socioemotional Development in Adolescence

Module C

Early Adulthood

Physical and Cognitive Development in Early Adulthood
Socioemotional Development in Early Adulthood

Middle Adulthood

Physical and Cognitive Development in Middle Adulthood
Socioemotional Development in Middle Adulthood

Late Adulthood

Physical Development in Late Adulthood
Cognitive Development in Late Adulthood
Socioemotional Development in Late Adulthood

Endings

Death and Grieving

USE OF CELL PHONES OR OTHER ELECTRONIC DEVICES

The use of cell phones during classes and labs is a disrespectful distraction to your instructor and other classmates. *Please turn your cell phone and other electronic devices off while you are in class/lab.* In emergency situations, please discuss limited use of a cell phone with your instructor prior to the class during which you would like to use your cell phone

STUDENT INSURANCE/COVERAGE

Hocking College insurance does not cover a student in cases of an accident or illness. Students are responsible for providing their own health and accident insurance. The Hocking College Health Center provides information on a student health insurance plan. Please see the Health Center (JL 241) for information on costs, coverage, and how to enroll in the plan.

DISABILITIES NOTICE

If you have been diagnosed with a disability that hinders your academic success, please immediately contact the Access Center Office of Disabilities in JL249 for special accommodations.

WEB ENHANCEMENTS

This course uses WebCT course enhancements.

HOCKING COLLEGE

EVALUATION OF THE LEARNER

COURSE NO.: PSYC 151

DATE PREPARED: Fall 2007

COURSE NAME: Developmental Psychology

INSTRUCTOR: Janet Garske

Office: Oakley 301

Office Phone: 753-6121

PHILOSOPHY

My objective in this course is to assist you in learning a basic knowledge of Developmental Psychology. It is my hope that together we can process how this knowledge can be applied to your technology, your relationships with children, adolescents, adults, the aging, and to your personal development. In addition, I feel an obligation to maintain high expectations of your ability to master the material presented. I intend for this course to give you the basic information you will need to provide a sound foundation in the field of developmental psychology.

I view my role in your education as a facilitator and a resource person. The task of learning is primarily up to you. I will do my best to encourage you to keep up with the work in the course. Whenever you let me know, clearly and directly, that you are having trouble understanding a concept I will do my best to facilitate your learning of that concept.

I view the purpose of evaluation as two fold. Some of the evaluations conducted will be based on effort and other evaluation techniques will be utilized to sample the amount of information you have retained. (Graded Assignments and extra credit will make up 40-50% of your grade, and exams will make up 50-60% of your grade depending upon whether or not you take advantage of the extra credit option. Do take these Graded Assignments seriously. They are like take home exams.)

Grades are not given by me. Grades are earned by you. Below are listed specific factors that will contribute to the grade you earn.

SPECIFIC FACTORS

1. EXAMINATIONS AND QUIZZES:

A. EXAMINATIONS

There will be one 60 point exam for each of Three Modules. Each of these exams will cover only the material presented in that Module. The majority of the exam items will be multiple-choice. However, there may be a few fill-in or True/False items. Exam questions will include information presented across all learning activities covered in class, all homework assignments and will cover Learning Objectives for all three Competencies in that Module.

Three examinations worth a total of 180 points

B. QUIZZES

Each Competency includes a Web CT Quiz Activity. Quizzes are designed to be learning activities to help you identify concepts that need further instruction or study prior to taking the graded Module Exams. Quiz grades are not calculated into your final grade. There are two forms of each Quiz for each Competency. You are required to attempt at least one Quiz for each Competency before the graded exam for that Module. If you do poorly on a Quiz it is recommend that you seek instructional support from your instructor or instructors in the Social Sciences Lab, OAK 301, and then attempt the alternate form of that Quiz to again check your understanding.

2. GRADED ACTIVITIES INFORMATION SHEETS, PROJECT SHEETS – (found in the workbook)

A. GRADED ACTIVITIES

There will be at least one required graded activity in each Competency. These graded activities will total 40 points toward your final grade for each Module. Graded Activities for a Module must be completed by the due date. They will be accepted early but if they are submitted late the maximum number of points you can earn will be half. These graded activities should be viewed as take home tests. They account for 40% of your grade.

Required Graded Activities Total Points 120

B. SUCCESS SKILLS ASSIGNMENTS

The content of this course and required assignments will address at least 38 specific factors that relate to the eight Hocking College Success Skills: Communicates Effectively, Demonstrates Math Skills, Demonstrates Learning and Critical Thinking Skills, Maintains Professional Skills and Attitudes, Practices Human Relations Skills, Demonstrates Knowledge of Science and the Environment, Demonstrates Community, Cultural, and Global Awareness, and Maintains A Code of Ethics.

Two graded activities in this course are designed to assess your proficiency in numerous Hocking College Success Skills and to serve as E-Portfolio entries. A scoring rubric is provided for each of these activities in your workbook. One of them can be found in Competency One and the second can be found in Competency Nine. Although these activities must be completed to receive a final grade in this course, you are not required to use the activities as E-Portfolio entries.

C. CIVIC RESPONSIBILITY ASSIGNMENTS

Three graded activities in this course are designed to provide you with opportunities to demonstrate civic responsibility. They can be found in the workbook as graded activities for Competency Three, Competency Eight, and Competency Nine.

D. INFORMATION SHEETS AND PROJECT SHEETS

Your workbook contains Information Sheets created by the instructor to supplement information from the text and lectures. You will be held responsible for mastering material presented on these Information Sheets. Additional Project Sheets and Activities are also provided for each competency. These activities are designed to help you to master all Learning Objectives for that Competency. Utilize the workbook fully. It will be a great study tool for exam preparation. If you have questions about material in the workbook, bring them to class or stop in the Social Sciences Lab, OAK 301 during any open hour. Any instructor in the lab can check your workbook for accuracy and answer any questions you have.

3. ATTENDANCE

You are expected to attend class. Attendance will be taken, in one way or another, during each class meeting.

Attendance on scheduled exam dates is required.

If you have a legitimate reason for missing an exam at the scheduled time you MUST:

1. Contact the instructor BEFORE the scheduled exam.
2. Provide a written and signed explanation as to why you were unable to take the exam at the scheduled time.
3. Take a make-up exam with 72 hours of the original scheduled test.

The instructor has the right to change the format and content of the make-up test. If you have not followed the procedures above and you miss an exam you may not be permitted to make-up the exam earning a zero as your exam grade.

4. CLASS PARTICIPATION

You are expected to ask questions and let the instructor know when you are having difficulty completing any of the Learning Activities or understanding concepts presented in class or assigned readings.

5. EXTRA CREDIT ACTIVITIES

Each Module will offer 10 possible extra credit points for specific activities. The number of points awarded for the extra credit will be based on the quality of your work. Extra Credit Activities must be turned in PRIOR to taking the Exam for that Module. If you have specific interest or difficulty with a particular topic presented in this course your instructor can direct you to other resources for further study.

Possible Extra Credit Points Total 30 maximum
(This could account for 10% of your course grade.)

6. GRADING SCALE:

93%-100% A	80%-82% B-	67%-69% D+
90%-92% A-	77%-79% C+	63%-66% D

87%-89% B+	73%-76% C	60%-62% D-
83%-86% B	70%-72% C-	Below 60% F

7. POLICY REGARDING HONESTY

Honesty and integrity are major elements in professional behavior and are expected of each student. This is part of the Success Skill “Maintains Code of Ethics.” All work is assumed to be your own unless special permission is granted from the instructor or sources are appropriately cited. It is expected that you will be honest in all endeavors related to the completion of this course, just as you must be in all activities at work.

The definition of academic misconduct that is provided in the *Hocking College Student Guide* applies to this course and all other courses that you are taking at the College. It is a Code I Offense:

A. Academic Misconduct refers to dishonesty in examination (cheating); presenting the ideas or writing of someone else as one’s own (plagiarism); knowingly furnishing false information to the college by forgery, alteration, or misuse of college documents, records or identification.

Academic dishonesty includes but is not limited to:

1. Permitting another student to plagiarize or cheat from your work,
2. Submitting an academic exercise, written work, project, or computer program that has been prepared totally or in part by another,
3. Improperly acquiring knowledge of the contents of an exam,
4. Using unauthorized material during an exam to include notes, information, calculators, or other electronic devices or programs during exams or for assignments from which they have been expressly or implicitly prohibited.
5. Submitting the same paper in two different courses without knowledge and consent of all faculty members involved,
6. Obtaining academic material through stealing or other unauthorized means,
7. Falsification of research findings and methodology.

Academic Misconduct is unacceptable behavior in all Hocking College courses. A student observed or found to be engaged in academic misconduct on a test or assignment in this course will receive an ‘F’ on that test or assignment. A written report of the incident, signed by the instructor and the student, will be submitted to the Campus Judiciaries Office. The Office of Campus Judiciaries will conduct a judicial proceeding with the accused student, resulting in a finding of “In Violation” or “Not In Violation” of the Hocking College Code of Conduct. The outcome of the judicial process will not be used to modify or validate the specific consequence as decided by the individual faculty/program or academic unit, but may be used to

determine future *Judicial consequences*, in demonstrating a pattern of behavior on the part of the student.

Further information pertaining to Academic Misconduct can be found by contacting the Office of Campus Judiciaries, Oakley 210, or by referring to the *Student Code of Conduct* found on the Hocking College website (www.hocking.edu).

8. FINAL GRADE CALCULATION:

Your final grade will be based on a percentage, calculated by dividing the total number of points you have earned by 300. Any extra credit points are simply added to the total number of points you have earned. The total number of points you have earned is still divided by 300.

9. ACADEMIC GRADE APPEAL PROCESS

Academic grade appeals consist of complaints from students concerning final grades given. The Appeals Process is available only for final grades not for an individually graded assignment. When a student believes that his or her academic performance has been unfairly or improperly graded, the first recourse will be communication with the faculty member in an attempt to resolve the complaint. A student appeal of a final grade must be formally initiated within one term of the grade being posted. Students should understand that the burden of proof will be theirs to demonstrate.

10. STUDENT GRIEVANCE DUE PROCESS PROCEDURES

Due process procedures for the College are located in the *Student Code of Conduct* listed as Hocking College Student Grievance Procedures, available online under the current student link on the Hocking College website.

11. DISABILITY ACCESS

If you have been diagnosed with a disability that hinders your academic success, please immediately contact the Access Center Office of Disability Services in JL249 regarding accommodations.

12. TUTORING

The college provides many opportunities for tutoring and other types of academic assistance. Your instructor can facilitate connecting you with those who provide such services. Please take advantage of resources available as soon as you realize you are not doing as well as you would like to in this course.

13. CLASS DECORUM

All members of the class will treat others with respect. Class discussions will allow for sharing differences and disagreement but we will disagree in a manner that reflects personal respect for others. No display of disrespect to individuals in the class or specific groups of people will be tolerated. It is my goal to make everyone in class feel safe to share their personal experiences, values, beliefs, and opinions, so long as they do not cause psychological harm to others.

I have read the Evaluation of the Student document. I understand the requirements for this course and how my grade will be determined.

Student's Signature

Date

Write a few (at least three) sentences below telling me something about yourself, your experiences with individuals at different phases of the life-span, and/or your special needs as a student.