

Course Prefix/Number/Title: PSYC 250—Developmental Psychology

Number of credits: 3 credits

Course Description:

A survey of the psychology of human life span development. Includes a study of human development through the life-span with an emphasis on physical, cognitive, social, emotional and personality development.

Pre-/Co-requisites: PSYC 111—Introduction to Psychology

Course Objectives:

Students will:

1. Define key concepts in the field of developmental psychology.
2. Demonstrate an understanding of developmental psychology, including the field's history, methods, and future directions.
3. Explain basic physical, cognitive, social, emotional, and personality development throughout the lifespan.
4. Apply concepts learned in class to different scenarios (both in class, and within their own lives).

Instructor: Lexi R. Kvasnicka-Gates, Ph.D.

Office: Thatcher Hall 2206

Office Hours: Mondays, Wednesdays, and Fridays 9:00am-9:50am and 1:00-1:50pm

Phone: 228-5475

Email: lexi.kvasnicka@dakotacollege.edu

Lecture/Lab Schedule: MWF 12:16-1:01pm TH 1108

Textbook(s):

Berger, K. S. (2011). *The developing person throughout the life span*, 8th Ed. New York: Worth Publishers.

Course Requirements:

- | | |
|--|------------|
| • Exams (4 exams (non-cumulative), each worth 50 points) | 200 points |
| • Quizzes (10 quizzes, each worth 5 points) | 50 points |
| • Discussions (10 discussions, each worth 5 points) | 50 points |

- Papers (2 papers, each worth 25 points)

50 points

Total: 350 points

A	315 and above
B	280-314
C	245-279
D	210-244
F	Below 210

Major Assignments:

- **Exams:** There will be 4, non-cumulative, exams throughout the semester worth 50 points each. Exams will cover information presented in class and from the textbook. Each exam will consist of 50 multiple choice questions worth 1 point each. All exams are closed book and notes.
- **Quizzes:** Ten (10) quizzes will be given randomly throughout the semester. Each quiz will be worth 5 points, and will vary in nature (e.g., short answer, multiple choice, matching). Quizzes cannot be made up under any circumstances. These quizzes will cover material presented in the week's readings and lectures.
- **Papers:** Each student will complete two papers throughout the semester. The first paper will be a gendered toy analysis, and another will apply class concepts to a movie review. Each paper will be two pages (double-spaced) in length. Paper descriptions and rubrics are available on Blackboard. Papers are due on the specified due dates, but can be submitted in advance.

Tentative Course Outline:

Week	Date	Day	Topic	Chapter
Week 1	1/13	Wednesday	Class Introduction	1
	1/15	Friday	Introduction	
Week 2	1/18	Monday	<i>Martin Luther King Jr. Day (No Class)</i>	2
	1/20	Wednesday	Theories of Development	
	1/22	Friday	Theories of Development	
Week 3	1/25	Monday	Heredity and Environment	3
	1/27	Wednesday	Prenatal Development and Birth	4
	1/29	Friday	Prenatal Development and Birth	4
Week 4	2/1	Monday	First Two Years	5-7
	2/3	Wednesday	First Two Years	5-7
	2/5	Friday	First Two Years	5-7
Week 5	2/8	Monday	First Two Years	5-7
	2/10	Wednesday	Review	1-7
	2/12	Friday	Exam #1	1-7
Week 6	2/15	Monday	<i>Presidents' Day (No Class)</i>	8-10
	2/17	Wednesday	Early Childhood	
	2/19	Friday	Early Childhood	
Week 7	2/22	Monday	Early Childhood	8-10
	2/24	Wednesday	Early Childhood	8-10
	2/26	Friday	Middle Childhood	11-13
Week 8	3/1	Monday	Middle Childhood	11-13
	3/3	Wednesday	Middle Childhood	11-13
	3/5	Friday	Middle Childhood (Paper #1 Due)	11-13

Week 9	3/8 3/10 3/12	Monday Wednesday Friday	Review Exam #2 Adolescence	8-13 8-13 14-16
Week 10	3/15 3/17 3/19	Monday Wednesday Friday	<i>Spring Break (No Class)</i> <i>Spring Break (No Class)</i> <i>Spring Break (No Class)</i>	
Week 11	3/22 3/24 3/26	Monday Wednesday Friday	Adolescence Adolescence Adolescence	14-16 14-16 14-16
Week 12	3/29 3/31 4/2	Monday Wednesday Friday	Emerging Adulthood Emerging Adulthood <i>Holiday (No Class)</i>	17-19 17-19
Week 13	4/5 4/7 4/9	Monday Wednesday Friday	<i>Holiday (No Class)</i> Emerging Adulthood Review	17-19 14-19
Week 14	4/12 4/14 4/16	Monday Wednesday Friday	Exam #3 Adulthood (Paper #2 Due) Adulthood	14-19 20-22 20-22
Week 15	4/19 4/21 4/23	Monday Wednesday Friday	Adulthood Adulthood/Late Adulthood Late Adulthood	20-22 20-25 23-25
Week 16	4/26 4/28 4/30	Monday Wednesday Friday	Late Adulthood Death and Dying “Tuesdays with Morrie”	23-25 Epilogue
Week 17	5/3 5/5 5/7	Monday Wednesday Friday	“Tuesdays with Morrie” Review Exam #4	20-25, Ep. 20-25, Ep.

*****The final will NOT be given early. You must take the final during the final exam time. No exceptions.**

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

- Competency 6: Demonstrates knowledge of social structures
 - Learning Outcome 1: Examines the experience of the individual
 - Performance Indicator 2: Explains the developmental stages through which the human mind evolves.
 - Learning Outcome 2: Examines the world of human diversity
 - Performance Indicator 2: Identifies the varieties of human social groupings

Relationship to Campus Focus: Campus Focus: Nature, Technology, and Beyond

- Students will be familiar with the technological tools used to investigate the mind and our behavior.
- Students will be familiar with how nature influences our own (psychological) development.
- Students will use critical thinking to understand the importance of psychology now, and in the future.

Classroom Policies:

- **Participation.** Students are expected to come to class prepared and actively engage in class discussion and activities. The classroom environment is open and harassment free, so please engaged in discussion. Computers are welcome in the classroom for note-taking purposes only. If students abuse this privilege, the instructor reserves the right to ban computers from the lecture periods.
- **Deadlines.** All assignments are due at the beginning of class on the day that they are due. Students will be deducted 5 points for every 24-hour period the assignment is not turned in, including weekends.

If a student is aware that they will miss an exam, they must inform the instructor *at least one week* prior to the missed exam. If a student is sick or experiences unforeseen circumstances where an exam must be missed, **the instructor must be informed immediately and proper documentation must be presented** (e.g., doctor's note, police accident report). Students will lose 10% for each 24-hour period that the exam is not taken. Once two class periods have passed since the missed exam, the student will receive a "0" for the exam. Students involved in college activities (e.g., athletics) that require them to miss an exam will take a make-up which is the same format as typical exams (multiple choice). Proper documentation from a coach or faculty supervisor is required to avoid the grade penalty.

- **Grades.** Questions about test grades can be emailed to the instructor up to 10 days (including weekends) after the grade is posted; after this time grades are considered final. Questions regarding grades can be emailed to the instructor no sooner than 24-hours after the grade has been posted. Challenging the grade will result in a re-grade. Re-grades may result in a grade higher or lower than the original grade.
- **Canceled Class.** If a weather-related event prevents the professor from getting to class, students will be responsible for completing an "assignment" over the scheduled reading. Information about the assignment will be provided on the class Blackboard shell, and the deadline for completion of the assignment will be by 9:00pm the day of the missed class. The "assignment" will take the place of an in-class quiz, and will be worth 5 points. Students will be notified of the professor's absence by a note on the classroom door, as well as with a notification on the class Blackboard shell. Just as with the in-class quizzes, if a student does not complete the assignment by 9:00pm, it cannot be made up.

Student E-mail Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities and Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

DCB faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.