

VICTOR VALLEY COLLEGE SYLLABUS

Developmental Psych

Course No.: psych 110 Course Title: Developmental Psych

All readings and assignments are tentative and subject to change

Victor Valley College
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FALL Term Begins August 28

Labor Day Holiday (college closed) September 4

Veteran's Day Holiday (college closed) November 10- 11

Thanksgiving Holiday (college closed) November 23-25

FALL Term Ends December 16

Sixteen (16) week term August 28 – December 16

Off-Campus Sixteen (16) week term August 28 – December 16 (Does not follow VVC calendar,

see that site's calendar for holidays)

First Twelve (12) week term August 28 - November 18

Second Twelve (12) week term September 25 – December 16

First Eight (8) week term August 28 – October 21

Second Eight (8) week term October 23 – December 16

NOTE – CAMPUS IS CLOSED and CLASSES WILL NOT BE HELD ON CAMPUS THE FOLLOWING DATES:

September 4th, November 10th, 11th, 23rd, 24th, 25th

STATEMENT OF ACCESS: Students with special needs are encouraged to meet with instructors to discuss the opportunity for academic accommodation and referral to Disabled Students Programs and Services (DSPS) and services per Administrative Procedure (AP 3440)

Prerequisite: No prerequisite. Eligibility for ENGL 101.0 recommended. Satisfactory completion of PSYC 101 recommended.

Textbook: *Life Span Human Development*, Sigelman

The Danish Way of Parenting, Jessica Alexander and Iben Sandahl

Course Description: This course includes the study of theories, methods, and research findings regarding biosocial, cognitive, and psychosocial development of the individual from conception through adulthood including death, dying and bereavement. CSU,UC (UC credit limitation)

Course Objectives:

The student will be able to:

- Define the term developmental psychology and demonstrate command of the basic vocabulary of the discipline.
- Describe the major areas in the field, and identify the parameters of this discipline.
- Distinguish between the major perspectives (behavioral, psychoanalytic, cognitive, physiological, and sociocultural) on human thought and behavior.
- Appreciate the variety of ways psychological data are gathered and evaluated.
- Gain insight into human behavior and into one's own personality or personal relationships.
- Explore the ways that psychological theories are used to describe, understand, predict, and control or modify behavior.

Attendance

Attendance is required and is the responsibility of the student. If you do not attend the first class session the instructor will drop you. If you do not plan to continue to attend class you must drop the course to avoid receiving an "F" grade. **PLEASE NOTE:** Each class session is very important. After missing the equivalent to ***THREE*** lectures, dismissal from the class will result. This is a very fast pace class and it is highly recommended that you do not miss a class. Coming late or leaving early (***no matter how late or early***) counts as an absence. This includes if I excuse you to be absent or miss part of class.

(Class attendance is not a measure of performance or proficiency. Whether a student is just physically present in the class is not a valid basis for grading. Reference Title 5 Section 55002 of the California Code of Regulations: (A) Grading Policy. The course provides for measurement of student performance in terms of stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55758 of this Division. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.)

Withdrawal Policy

It is the student's responsibility to officially withdrawal from this class. **DO NOT** simply stop coming to class and expect the professor to drop you. Not withdrawing from class may result in an "F" grade for the class. If you take a "W" for the course, no assignments are carried into the next semester. You must repeat the class

Incomplete

If a student has completed most of the course (75% or more) with a "C" or better average, but is unable to complete the remainder of the semester due to extenuating circumstances (see student handbook), they may elect to take an incomplete (INC) for the course. You are allowed to make up all missing assignments. An incomplete does **NOT** allow you to repeat completed assignments. All missed assignments and exams must be completed by the following semester or the grade will revert back to the one they would have earned at the end of this semester. ***It is the student's responsibility to initiate the request for an incomplete.*** This must be completed in writing on a special school form and signed by both the instructor and the student before the end of the semester.

Final Grade

Your final grade is based on the sum of your scores. You may determine your grade at any time during the course by totaling the points you have accumulated and dividing that total by the number of total points possible up to date. There will be 3-4 lecture exams worth 100 points each. Each lecture exam will include multiple choice questions, True False and short essays. Exam topics will be announced several days in advance. Lecture quizzes will not be announced. No exams or quizzes will be dropped.

There will be **one** makeup exam.

If you have any questions about your grade you must inform the instructor within five days of the grade posting. There will be no change in grades after the five days. This includes the final grade. So make sure you check your grades frequently to make sure everything is all right.

Podcasts and Powerpoint:

You can get Powerpoint at the following address: www.flipflopranch.com.

Grades in this class are non-negotiable. I would highly suggest studying for your grade. If you are not achieving the grade level you are hoping for in this class, then don't wait until the last minute to ask for help or enquire about your grades. Especially do not wait until the final exam, or even after, and hope I will change your grade to what you would like it to be. You, the student, earn your grade. I do not assign you one. I will be happy though to help you to try to improve your grade.

The percentage scale is as follows (*No exceptions*):

90 – 100% = A

80 – 89.9% = B

70 – 79.9% = C

60 – 69.9% = D

59.9 and below = F

Classroom Policies:

Etiquette and Ethics

Although extenuating circumstances occur and you must be late to class, do your best to arrive to class on time. If for some reason you cannot arrive at the assigned time, then please enter the classroom quietly and have consideration for other students and the instructor. Because we are also in an intimate classroom setting any extraneous talking is not appreciated during lecture because it is very distracting to your fellow students and even the instructor.

Please read the college policy on cheating and plagiarism. Academic dishonesty in any form will not be tolerated, and may result in failure of an exam/assignment, failure of the course or expulsion from the college. If you have any questions regarding dishonesty or are in anyway unclear about the meaning of the college policy, please see me immediately. If Academic Dishonesty is observed in the classroom, the assignment will be given a grade of “F” and the student will be expelled from the class for two days.

Children

It is the policy of Victor Valley College that children NOT attend class with their parents nor be left unattended on campus while parents attend class. If you qualify, there is a day-care center on campus, if not, please make arrangements for a babysitter. *No pets either.*

Exams

PLEASE TAKE CAREFUL NOTE: During an exam there will be no leaving the classroom for any reason, except with a written Doctor’s excuse. If you leave the classroom your exam is over.

If you are interested in challenging a question on an exam there is a proper protocol to follow. You will be required to write down the number of the question on the exam and then, using a computer, type a one page rebuttal to that question explaining why you believe your question was correct, as well as supplying scientific/physiological facts to back your claims. If your knowledge on the subject proves less than adequate you may lose extra points. The professor’s opinion on your rebuttal is non-negotiable and final. **There will be no challenges during classroom discussion of the exam!**

You must have a scantron for the exam.

Tentative Lecture Schedule

This is a tentative lecture schedule with approximate dates for lecture topics and examinations. Materials may be covered at a faster or slower pace, depending upon the circumstances. **Chapters may be taken out, added or changed depending on the needs of the course. Please check on the website or with the teacher regarding changes if you are absent.** It is the responsibility of the student to note any and all changes. The chapters indicated for exams should be read by the day of the exam

Life-span Development Tentative Course Schedule

Topics
Understanding LSHD
Theories of Human Development
EXAM 1
Intelligence and Creativity
Cognition
EXAM 2
Gender Roles and Sexuality
Self-Conceptions and Personality
Perception
EXAM 3
Social Cognition and Morality
Attachment and Social Relationships
The Family
<i>Death and Dying-Paper</i>
Final Exam

Term Project

The Danish Way of Parenting

This book particularly pertains to the chapter on family and attachment, but you can connect it to any of the chapters on child development. The Danish Way of Parenting explains how parenting is currently done in Denmark (which is how parenting used to be done here in America). This paper is to explore the Danish method, compare it to the current trends in America (such as helicopter parenting) and learn from it.

You are not only going to write about this, but you also need to find a child (relative or friend's kid, etc.) and interact with them according to one specific method described in the book.

Connect these concepts to those in the text book both the family/attachment chapter as well as other chapters.

Here are some ideas for writing your paper:

What do you think of the Danish Way of parenting?

What are the pros and cons of this method of parenting?

How does this differ from current parenting methods?

How does the current helicopter style parenting method affect child development (not just opinion, please do research and back this up with references).

What is your opinion of current american parenting methods?

Would you use Danish parenting with your children?

Describe the child interaction.

Who was the child

What idea from Danish Parenting did you implement?

How did it go?

What did you learn?

Would you do this again?

You do not have to follow this format exactly.

This paper should be roughly five pages.

Please also pick one of the book chapters and do a summarizing powerpoint for the chapter.