

**Name of Course:** Developmental Psychology 2314 340

**Session:** Fall Semester.

**Starts:** 08/22/09 **Ends:** 12/10/2009 **Last Drop Date:** 11/13/09

**Class Meetings:** None.

**Class Time:** None. **Class Room:** None.

**Instructor's Name:** Mr. Jose A. Rivas, M.S., C.R.C.

**Address:** P. O. Box 305144

Denton, Texas 76203

**Email Address:** [jrivas@nctc.edu](mailto:jrivas@nctc.edu)

**Online Class Office Hours:** As needed.

**Responding to E-mails:** Within 24 to 48 hours (I usually check my electronic mail every day unless I am unable to access my computer). All generic questions must be written the "Ask Mr. Rivas Questions" discussion board. All personal inquiries can be submitted by electronic mail.

<i>Electronic Mail Policy</i>	<b><u>Due to limitations in my speech communication, students may submit any questions or inquiries to me vial electronic mail whenever face-to-face communication is not possible.</u></b>
-------------------------------	---

<b><i>Learning Outcomes</i></b>	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"><li>1) Define and describe lifespan development (e.g., goals, perspectives, developmental scientific research).</li><li>2) Identify and describe theories of human development.</li><li>3) Explain biological &amp; environmental effects on human development.</li><li>4) Analyze physiological aspects of development.</li><li>5) Differentiate between the various forms of mental abilities (e.g., cognition, memory, language acquisition, and intelligence).</li><li>6) Identify changes in emotions, personality, and perceptions over the lifespan.</li><li>7) Define and describe the key factors involved in the development of gender identity and sexuality.</li><li>8) Analyze major theories of moral development throughout the human lifespan.</li><li>9) Describe aspects of social development across the lifespan.</li><li>10) Identify major psychological disorders throughout the lifespan.</li><li>11) Identify and explain key theories of aging, dying and death.</li><li>12) Research and compose an essay assignment/argument using proper grammar/English and basic computer skills.</li></ol>
---------------------------------	--

**Course Goal:** Students should gain knowledge and an understanding about the process of developing a full person. It is the main goal of this course to give students the tools needed to understand the process of life, from conception to death. Students should gain a foundation of the basic principles and terminology of life span by engaging in activities that promote the knowledge and understanding of human development. Students should become aware of how these principles, terms, and theories apply to their own life as they relate to human development after completing the activities and the course. Students should be able to apply these basic principles and theories to other forms of education as they relate to human growth.

**Course Description:** A study of physical, cognitive, personality and interpersonal development of a person from conception to the end of the life cycle, with an emphasis on developmental principles and tasks.

<b>Required Texts &amp; Material</b>	<i>Life-Span Human Development</i> , 6 <sup>th</sup> ed. Carol K. Sigelman & Elizabeth A. Rider. Brooks/Cole. ISBN: : 13:978-0495-55340-3
--------------------------------------	---

**“All students must purchase and read the required text book.”**

**Course Assignments:** All students are expected to complete the assigned readings prior to each class meeting. Students must also complete assigned activities by their due dates. Students that do not complete assignments by their due dates will be subjected to points subtracted to their grade for that activity. Students may request extra time to complete assignments from the instructor if there is a specific situation that prohibits the student from completing the activity by the due date. Students will only be given one extra week to complete a late assignment. It will be the instructor’s responsibility to approve such request for extra time on assignments from students. Assignments not completed will be counted as a zero, and will be subtracted from the final grade.

**Discussion Board Questions:** Students are **required** to participate on **all** discussion board activities. Students may correspond with their fellow classmates, but only to discuss discussion board questions, answers, and/or activities. Students **may not** use the online discussion board to express vulgar or obscene language, personal interactions with other students, and/or personal views not related to discussion board activities. Students that do fail to follow the rules or subject to immediate reprimand by the instructor or expelled from the course. All generic questions must be written the “Ask Mr. Rivas Questions” discussion board. All personal inquiries can be submitted by electronic mail.

**Exams and/or Quizzes:** All exams and/or quizzes will be graded within a week after students have completed the tests by the date listed on this syllabus.

### **Book or Film Review:**

Students must choose a book or a film about a character that is dealing with a situation(s) and any age level. Students must write a 2 to 4 page, double-spaced review about the book or film. The paper **must** be written and/or saved in Microsoft Word 2003 or 2007 Format. Students must illustrate how the character is handling the situation(s) with regards to age level and human development. Students can also apply stage theory development to the paper from one or more theorists. Students may also include self perceptions about the character's situation(s), and how they might handle the situation(s) if they were presented with the same issue(s). I will be grading more on content, than on sentence structure and grammar. Students must get approval from the instructor on the chosen book or film. Students may also request ideas about suggested books or film to review. Student should submit their papers in the Angel Network drop-box. The maximum amount of points for this activity is 60 points. The paper will be due **Sunday, October 25, 2009.**

**5 points for the correct length and submitted under Word 2003 or 2007.**

**10 points for the quality of your conclusion.**

**10 points for the subject matter choice/descriptions.**

**25 points for content: theme, flow, facts/figures, examples, relationships & quality.**

**10 points for grammar/misspelled words/awkward sentences.**

### **Reflection Paper:**

Students must write a 3 to 5 page, double-spaced paper about how the theories, terms, and/or principles discussed throughout the course of human development apply to their own life. The paper **must** be written and/or saved in Microsoft Word 2003 or 2007 Format. This paper can reflect any age up to the current age, or an

in-depth perception of future stages. Students are **not** required to write about past, presence, or future age levels within the whole paper. Students must select an age level from one of the chapters in the book. For example, students can write about their school-aged years, and the joys and/or difficulties of being a child in school. The basic assumption for this paper is to recognize stage development in one's own life as it relates to chapters in the book or our discussion topics or to presume stage development in the future with the effects of human breakdowns. This future assumption hopes to presume the biosocial, cognitive, and psychosocial breakdown of human development, and how the student might handle these losses of functions or situations. I am looking for how the student might (or might want to) handle a perceived situation such as; illness, disease, loss of a loved-one or pet, and/or loss of bodily function(s). The early age reflection portion of the paper may include brief discussions from parents, family members, caregivers, relatives, friends, coworkers, and anyone that has direct long-lasting connections with the student. I will be grading more on content, than on sentence structure and grammar. Student should submit their papers in the Angel Network drop-box. The maximum amount of points for this activity is 60 points. The paper will be due **Friday December 4, 2009**.

**5 points for the correct length and submitted under Word 2003 or 2007.**

**10 points for the quality of your conclusion.**

**10 points for the subject matter choice/descriptions.**

**25 points for content: theme, flow, facts/figures, examples, relationships & quality.**

**10 points for grammar/misspelled words/awkward sentences.**

<b>Grading Policy &amp; Procedures</b>	<b>Grading System</b>		
	450-500	A	
	400-449	B	
	350-399	C	
	300-349	D	
	Below – 299	F	
	<b>Class Activities</b>	<b>Grade by Points</b>	<b>Learning Outcomes</b>
	Exam One =	120 Points.	1-7
	Exam Two =	120 Points.	8-12
	Book or Film Review =	60 Points.	All
	Reflection Paper =	60 Points.	All
	6 True/False, MC Quizzes =	60 Points.	All
	Quiz 1 (10 points)		1, 2, and 8
	Quiz 2 (10 points)		3
	Quiz 3 (10 points)		3 and 4
	Quiz 4 (10 points)		4 and 5
	Quiz 5 (10 points)		5 and 6
	Quiz 6 (10 points)		7 and 8
	<b>Discussion Board</b>		
	Participation	60 Points.	
	Student Participations =	20 Points.	all
	Total Accumulation =	500 Points.	
	<b>Student Feedback on Assignments:</b> All students may receive feedback about assignments from the instructor within one to two weeks after the activity has been completed.		

<b>Tentative Calendar (Subject to Change w/o Notice)</b>	<b><u>Dates</u></b>	<b><u>Discussion Topics</u></b>
	<b><u>Begins and Ends</u></b>	
	08/22/09 to 08/23/09	Introduction to the instructor students, and course syllabus.
	08/24/09 to 08/30/09	Chapter 1: Understanding Life-Span Human Development. A discussion about life-span development and its impact on scientific studies.
	08/31/09 to 09/06/09	Chapter 2: Theories of Human Development. A discussion about life-span theories and its influences on human development.

	<p>09/03/09 to 09/05/09 Discussion Board Question Due (worth 10 points). 09/06/09 Quiz 1.</p> <p>09/07/09 to 09/12/09 Chapter 3: Genes, Environment, and Development. A discussion about the biological components of human development. 09/13/09 to 09/19/09 Chapter 4: Prenatal Development and Birth. A discussion about prenatal, natal, and postnatal development. 09/16/09 to 09/18/09 Discussion Board Question Due (worth 10 points). 09/19/09 Quiz 2.</p> <p>09/20/09 to 09/26/09 Chapter 5: Health and Physical Development. A discussion about health and physical development of infants, child, adolescents, and adults. 09/27/09 to 10/04/09 Chapter 6: Perception. A discussion about the changes in perceptions during infant, child, adolescent, adult development. 10/01/09 to 10/3/09 Discussion Board Question Due (worth 10 points). 10/4/09 Quiz 3.</p> <p>10/05/09 to 10/11/09 Chapter 7: Cognition. A discussion about the changes in cognitions during infant, child, adolescent, adult development. 10/12/09 to 10/18/09 Chapter 8: Memory and Information Processing. A discussion about the changes in memory and information processing during infant, child, adolescent, adult development. 10/17/09 to 10/18/09 Discussion Board Question Due (worth 10 points).</p> <p><b>10/19/09 and 10/23/09 Midterm Exam Week (Exam must be completed by the scheduled date).</b> <b>10/25/09 Book/Film Review Paper Due (no extentions allowed).</b></p> <p>10/26/09 to 11/01/09 Chapter 9: Intelligence and Creativity. A discussion about the changes in intelligence and creativity during infant, child, adolescent, adult development. 11/02/09 to 11/08/09 Chapter 10: Language and Education. A discussion about the changes in language and education during infant, child, adolescent, adult development. 11/05/09 to 11/07/09 Discussion Board Question Due (worth 5 points). 11/08/09 Quiz 4.</p> <p>11/09/09 to 11/15/09 Chapter 11: Self and Personality. A discussion about the changes in self and personality during infant, child, adolescent, adult development. 11/16/09 to 11/22/09 Chapter 12: Gender Roles and Sexuality. A discussion about the changes in gender roles and sexuality during infant, child, adolescent, adult development. 11/19/09 to 11/21/09 Discussion Board Question Due (worth 5 points). 11/22/09 Quiz 5.</p>
--	--

	<p>11/23/09 to 11/29/09 Chapter 13: Social Cognition and Moral Development. A discussion about the changes in social cognition and moral development during infant, child, adolescent, adult development.</p> <p>11/30/09 to 12/06/09 Chapter 14: Attachment and Social Relationships. A discussion about the changes in attachment and social relationships during infant, child, adolescent, adult development</p> <p><b>12/04/09 Reflection Paper Due.</b></p> <p>11/06/09 Quiz 6.</p> <p><b>12/07/09 and 12/10/09 Final Exam (Final Exam must be completed.)</b></p>

<b>Attendance Policy</b>	
--------------------------	--

<b>ADA Statement</b>	<p>North Central Texas College does not discriminate on the basis of disability for admission or access to its programs. The College is committed to providing equal access to its students with disabilities by providing appropriate accommodations. Students are responsible for notifying the ACCESS Department of their need for assistance.</p> <p><b>ACCESS Program:</b></p> <p>The ACCESS Program provides accommodations for students who have a documented disability. Accommodations may include extra time on tests, tests in a non-distracting environment, note taker in class, etc. On the <u>Corinth Campus</u>, contact: Robin Truhe (<a href="mailto:rtruhe@nctc.edu">rtruhe@nctc.edu</a>, 940-498-6207) or Nicole Walton (<a href="mailto:nwalton@nctc.edu">nwalton@nctc.edu</a>, 940-498-6224) or Penny Cogbill (<a href="mailto:pcogbill@nctc.edu">pcogbill@nctc.edu</a>, 940-498-6212) in Suite 170.</p> <p>On the <u>Gainesville and Bowie and Graham</u> campuses, contact Yvonne Sandmann (<a href="mailto:ysandmann@nctc.edu">ysandmann@nctc.edu</a>, (940) 668-7731 ext. 4321) in Room 112.</p>
<b>Additional Resources</b>	<p><b>Student Services - Student Success Center:</b></p> <p>All students are invited to visit the Student Success Center located in Rooms 160, 170, 183, 188 in Corinth, Rooms 111 and 114 in Gainesville, and Room 124 in Bowie. For more information contact Mary Martinson (<a href="mailto:mmartinson@nctc.edu">mmartinson@nctc.edu</a>, 940-668-7731 ext. 4377) or</p>

	<p>Tracey Fleniken (<a href="mailto:tfleniken@nctc.edu">tfleniken@nctc.edu</a>, 940-668-4207).</p> <p><b>TRIO Program:</b></p> <p>TRIO is a federally funded program which offer services designed to assist students in achieving their academic goals. Students may be eligible for TRIO if they are first generation status—neither parent has a 4 year degree, low income level, have academic need, and/or has a documented disability. TRIO is located in Room 170 on the Corinth Campus, Room 114 on the Gainesville Campus, and Room 124 on the Bowie Campus. Contact Jessica DeRoche <a href="mailto:jderoche@nctc.edu">jderoche@nctc.edu</a>, 940-498-6212.</p> <p><b>Counseling/Advising Center:</b></p> <p>All students are invited to visit the Counseling/Advising Center located in Admissions on the Corinth Campus, room 108 in Gainesville, and room 124 in Bowie. For more information contact Bill Caver at <a href="mailto:bcaver@nctc.edu">bcaver@nctc.edu</a>, 940-668-4216.</p>
--	---

<b><i>EEOC Statement</i></b>	North Central Texas College does not discriminate on the basis of race, color, national origin, gender, religion, age, or disability in the employment or the provision of services.
------------------------------	--

<b><i>Scholastic Integrity</i></b>	Scholastic dishonesty shall include, but not be limited to cheating on a test, plagiarism, and collusion. See “Student Rights & Responsibilities” in the <b>NCTC Catalog</b> .
------------------------------------	--

<b><i>Withdrawal Date</i></b>	Students wishing to withdraw must notify the Registrar’s Office by completing a Petition for Course Drop. The last date to withdraw for this semester is <b>November 13, 2009</b> .
-------------------------------	---