CASPER COLLEGE COURSE SYLLABUS
PSYC 2300 N1 & N2 Developmental Psychology

Semester/Year: Summer 2016
Lecture Hours: 3 Lab Hours: NA Credit Hours: 3
Class Time: Online Days: N/A Room: N/A

Instructor’s Name: Kim Talbott
Instructor's Contact Information: Office Phone: 307-268-3068 Email: Moodle email preferred. Alternative: ktalbott@caspercollege.edu

Office Hours: Online, by appointment.

Course Description: Provides an overview of child growth and development through adolescence using a lifespan approach, the theoretical bases for the area of child study, application of solutions to developmental problems, and the physical, psychological, social and emotional aspects of child psychology, as well as current research on the topic.

NOTE: The Casper College Addictionology / Psychology Programs have adopted the American Psychological Association [APA] Publication Manual as our official writing style for all written work in our courses.

Statement of Prerequisites: Prerequisites: Psyc1000 or another introductory-level psychology course.

Goal: The goal of this course is to provide students with an opportunity to gain a better understanding of the many changes that occur during infancy, childhood, and adolescence, and the factors thought to influence these changes. In learning this information, it is hoped that students will develop a better understanding of self and others, and apply this knowledge in their daily lives.

Outcomes: Through active course participation, students will be able to:
1. Demonstrate effective oral and written communication.
2. Demonstrate knowledge of diverse cultures and historical perspectives.
3. Describe the value of personal, civic, and social responsibilities.

Course Objectives: This course is designed to introduce students to the many aspects of development, from prenatal through adolescence. Over the course of the semester, students will be exposed to such topics as:
- History, theory, and research strategies.
- The physical, cognitive, social, and emotional changes that accompany each developmental stage.
- Cultural similarities and differences.
- The influence of biology and environment on development.
- Key developmental terms, concepts, and principles.
Methodology: Online consisting of PowerPoint lecture slides, textbook, short video segments, optional forum discussions, and activities. Also, students will learn course material through the activity of raising their own “virtual child”. Your feedback is valuable as the instructor uses course evaluations in determining course methodology.

Evaluation Criteria:

Exams (50 points each): There will be a total of four (4) exams consisting of multiple-choice questions. Three of the four exams will count towards your final grade. The exam with the lowest score will be dropped. Further, you can attempt each exam three (3) times and the best attempt will be used. Exams will be worth a total of 150 points.

Since the lowest exam score is dropped, no make ups will be allowed for any exam.

Virtual Child Forum (50 pts): Students will post to the forum how their virtual child developed during each stage, the challenges and successes they faced as parents, the theories and techniques they found most useful and why they found those theories and techniques most useful. Students will then comment on another student’s post. More specific instructions will be posted on Moodle.

No make ups without documentation.

Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

Grading Rubric

<table>
<thead>
<tr>
<th>% Points</th>
<th>Points</th>
<th>Letter Grade</th>
</tr>
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<tbody>
<tr>
<td>90-100</td>
<td>180 - 200</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>160 - 179</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>140 - 159</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>120 - 139</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>&lt;120</td>
<td>F</td>
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</tbody>
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Required Text, Readings, and Materials:
Berk, L. E. (2014). *Exploring lifespan development (w/ MyDevLab). (3rd Ed.).* Boston: Pearson. Students can purchase the MyDevelopmentLab stand-alone access card which will provide an electronic version of the text and access to *MyDevelopmentLab* and *MyVirtualLife*.

Class Policies:

1. You are responsible for all assigned readings. While many topics will be covered in the PowerPoint, videos, and even on Google, not all concepts from the readings will be covered. Nonetheless, students are responsible for all assigned readings.

2. You are responsible for completing the assignment and exams on time. The course schedule includes the week that projects are due. The specific date will be announced on Moodle no later than a week before it is due. Late assignments are not accepted without documentation and there are no make-ups for the exams since the lowest exam score is dropped anyway.
3. It is your responsibility to log into Moodle a minimum of four (4) times per week and be aware of due dates and any changes that have been made to the schedule. It is also your responsibility to let me know if you are having difficulty grasping any of the course material. I’m here to help, but you have to let me know you need (and want) help.

4. Plagiarism will NOT be tolerated! Any student caught plagiarizing should expect to receive the harshest consequence (see Casper College Student Conduct and Judicial Code).

5. Please respect all class members. If the Instructor determines a student is being disruptive, that student will be removed from the class.

6. Withdrawing from class: Students may withdraw from this class up to July 6th, the official withdraw deadline date. Students who continue the class into finals week may not withdraw from the class. It is the student’s responsibility to withdraw. The Instructor will not initiate withdrawals.

**Student Rights and Responsibilities:** Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

**Chain of Command:** If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

**Academic Dishonesty:** (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

**Official Means of Communication:** Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also, where you will find course evaluation links during course evaluation periods.

**ADA Accommodations Policy:** If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.
**Course Schedule (tentative):**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>WEEK OF:</th>
<th>TOPIC</th>
<th>READING &amp; ASSIGNMENT**</th>
</tr>
</thead>
</table>
| 1    | 6/6      | Syllabus & MyDevLab  
History, theory, and research strategies | Ch. 1 |
| 2    | 6/13     | Genetic and Environmental foundations  
Prenatal Development, Birth and the Newborn Baby | Ch. 2  
Ch. 3  
**Exam 1 [1, 2, 3]** |
| 3    | 6/20     | Physical Development in Infancy and Toddlerhood  
Cognitive Development in Infancy and Toddlerhood | CH. 4  
CH. 5 |
| 4    | 6/27     | Cognitive Development in Infancy and Toddlerhood  
Emotional and Social Development in Infancy and Toddlerhood | CH. 5  
CH. 6  
**Exam 2 [4, 5, 6]** |
| 5    | 7/4      | Physical and Cognitive Development in Early Childhood  
Emotional and Social Development in Early Childhood | CH. 7  
CH. 8 |
| 6    | 7/11     | Physical and Cognitive Development in Middle Childhood | CH. 9  
**Exam 3 [7, 8, 9]** |
| 7    | 7/18     | Emotional and Social Development in Middle Childhood  
Physical and Cognitive Development in Adolescence | CH. 10  
CH. 11 |
| 8    | 7/25     | Emotional and Social Development in Adolescence  
*MyVirtualLife forum* | CH. 12  
*Virtual Child discussion*  
**Exam 4 [10, 11, 12]** |