CASPER COLLEGE COURSE SYLLABUS
PSYC 2300 01 Developmental Psychology

Semester/Year: Fall 2015

Lecture Hours: 3	**Lab Hours**: NA	**Credit Hours**: 3
Class Time: 9:00-9:50	**Days:** MWF	**Room:** LH 185

Instructor's Name: Kim Talbott

Instructor's Contact Information: LH175 (office)	**Office Phone:** 307-268-3068	**Email:** ktalbott@caspercollege.edu

Office Hours: MW, 10:00-11:50; TTh, 11:00-11:50; and 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: Interactive lecture incorporating online PowerPoints, discussions, activities, and short video segments. 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. 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.

Group/Class Activity (30 pts): In groups of 2-4, students will compare 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, as a group, discuss these differences with the class. No make ups without documentation.

Assignment (120 points total): Student's will work on a semester-long assignment in which they raise a virtual child in *MyVirtualLife*. *MyVirtualLife* can be accessed through the *MyDevelopmentLab* home page. Students will name their child, make parenting decisions from birth to 18-years old and answer 12 sets of essay style questions. Each of these assignment sets is worth 10 points for a total of 120 points. Due dates will be announced in class and posted on Moodle, and assignments will be collected through *MyVirtualLife*. No late assignments without documentation.

Extra-credit Participation (15 pts): You can earn 15 points (5% of total course grade) by participating in extra credit activities. Extra credit activities consist of completing three hours of service learning or research participation. More information about these opportunities will be provided in class. In order to earn extra credit all other graded assignments must be turned in. These points are truly extra credit and points earned cannot be used in lieu of a required assignment.

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

% Points	Points	Letter Grade
90-100	**270 - 300**	**A**
80-89	**240 - 269**	**B**
70-79	**210 - 239**	**C**
60-69	**180 - 209**	**D**
Below 60	**<180**	**F**

Required Text, Readings, and Materials:
Berk, L. E. (2014). *Exploring lifespan development (w/ MyDevLab). (3rd Ed.).*Boston:
    Pearson.

Class Policies:

1. You are responsible for all assigned readings. While many topics will be covered in class, not all concepts from the readings will be covered. Nonetheless, students are responsible for all assigned readings.
2. You are responsible for turning in assignments on time. The course schedule includes the week that assignments are due. The specific date will be announced in class during the week in which it is due. Late assignments are not accepted without documentation.
3. It is your responsibility to attend class 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.
4. Withdrawing from class: Students may withdraw from this class up to November 12th, 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)**:**

WEEK	WEEK OF:	TOPIC	READING & ASSIGNMENT
1	8/24	Syllabus & MyDevLab History, theory, and research strategies	Ch. 1
2	8/31	History, theory, and research strategies	Ch. 1
3	9/7	Genetic and Environmental foundations (Monday is Labor Day)	Ch. 2
4	9/14	Prenatal Development, Birth and the Newborn Baby	Ch. 3 *Exam 1* [1, 2, 3]
5	9/21	Physical Development in Infancy and Toddlerhood	CH. 4
6	9/28	Physical Development/ Cognitive Development	CH. 4 & 5
7	10/5	Cognitive Development in Infancy and Toddlerhood	CH. 5
8	10/12	Emotional and Social Development in Infancy and Toddlerhood (Midterm Week)	CH. 6 *Exam 2* [4, 5, 6]
9	10/19	Physical and Cognitive Development in Early Childhood (Fall Break falls on Monday & Tuesday)	CH. 7
10	10/26	Physical and Cognitive Development & Emotional and Social Development	CH. 7 & CH. 8
11	11/2	Emotional and Social Development in Early Childhood	CH. 8
12	11/9	Physical and Cognitive Development in Middle Childhood	CH. 9 *Exam 3* [7, 8, 9]
13	11/16	Emotional and Social Development in Middle Childhood	CH. 10
14	11/23	Physical and Cognitive Development in Adolescence (Thanksgiving Break starts on Wednesday)	CH. 11
15	11/30	Physical and Cognitive Development & Emotional and Social Development in Adolescence	CH. 11 & CH. 12
16	12/7	*MyVirtualLife*	Virtual Child discussion
17	12/14	Final Exam Week	**EXAM 4** [10, 11, 12]

** Virtual Child assignments and due dates will be announced in class and posted in the "Announcements" section of Moodle.