Course Information
Course Name: Developmental Psychology 205-60          Credit hours: 3
GENERAL EDUCATION COMPETENCY AREA: Social and Behavioral Ways of Knowing

Instructor Information
Instructor: Laura Thayer, LPC                         Email: ThayerL@dhw.idaho.gov
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*If students need to contact me the most effective way is through email. I do not check my
cmail account every day and the best way to get in touch with me is at ThayerL@dhw.idaho.gov. I
do not have office hours on campus due to my work schedule. Students are welcome to call or email
me.

Test Book
Please be aware when buying your textbook that the class requires the 8th edition of the Berger
textbook. Although it may be tempting to save money by ordering earlier versions, the quizzes are
generated from this addition.
You can purchase an e-version of this text at: http://bcs.worthpublishers.com/bergerls8e/

Course Description
This course is designed to help the student gain an understanding of the physical, intellectual,
emotional, social and moral development across the life span. Basic theories of child and adolescent
development will be addressed to assist the student in learning to set the conditions for human
development.
Overview:
The development of the individual is an exciting process, beginning with the rapid metamorphoses of
cells at conception and continuing through intricate changes of growth. The study of development is
also intriguing because each of us, and everyone we care about, is constantly developing. This
course therefore embraces both scientific discoveries and personal insights.
It is important to remember that each of us analyzing the developing individual is only human, and
thus our interpretation of behavior and change is filtered through our own biases. So that you may
identify biases where they occur, we will spend time becoming familiar with the major theories of
human development and the terms these theories use, pay special attention to the research that
supports or contradicts each perspective. Critical thinking, as well as mastery of the material, is a
goal of this course.
GENERAL EDUCATION LEARNING OUTCOMES (GELOs): Upon successful completion of
this course, you should be able to demonstrate the following competencies:
1. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social
Science discipline, in this case, Developmental Psychology
2. Develop an understanding of self and the world by examining the dynamic interaction of
individuals, groups, and societies as they shape and are shaped by history culture, institutions, and
ideas.
3. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to
examine the variety of perspectives about human experience.
4. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
5. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

Course Goals
Describe development – including biosocial, cognitive, and psychosocial, as an ongoing set of processes involving both continuity and change.
Analyze and apply different developmental stages from the perspectives of theorists of development. Freud’s Psychoanalytic Developmental Stages, Erickson’s Psychosocial Developmental Stages, Piaget’s Cognitive Developmental Stage, Kohlberg’s Moral Reasoning Stages, and Gardner’s Theory of Multiple Intelligences. You will be able to recognize these theories when used by others to analyze events.
Recall important developmental concepts and be able to recognize and apply these concepts from information presented in case studies.
Formulate relevant questions about developmental processes and events and standardized techniques for gathering objective answers to these questions.

Evaluation
Quizzes (8 @ 25 pts each) 200
Tests (Midterm and final @ 200 pts each) 400
Book Journal Entries (8 @ 25 pts) 200
Integrative Paper 100
Discussions 100
Total Regular Classroom Points 1000

Extra Credit
Grading: 93 – 100% = A 77 – 79.9% = C+
90 – 92.9% = A- 73 – 76.9% = C
87 – 89.9% = B+ 70 – 72.9% = C-
83 – 86.9% = B 67 – 69.9% = D+
80 – 82.9% = B- 60 – 66.9% = D
59% & below = F

Course Format

Assignments by which students will demonstrate achievement of the General Educational Learning Outcomes

<table>
<thead>
<tr>
<th>General Educational Learning Outcome</th>
<th>Assignments through which students will demonstrate the Expected Learning Outcome</th>
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| i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline; in this case, Psychology. | • Final Exam  
• Midterm Exam  
• Quizzes  
• Journal Entries  
• Integrative Paper  
• Discussions |
| ii. Develop an understanding of self and the | • Integrative Paper |

world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.

- Discussions
- Readings
- Final Exam
- Midterm Exam
- Journal Entries

### iii. Utilize Social Science approaches, such as research methods, inquiry, or problem solving, to examine the variety of perspectives about human experiences.

- Quizzes
- Integrative Paper
- Final Exam
- Midterm Exam
- Journal Entries

### iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.

- Quizzes
- Midterm Exam
- Final Exam

### v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

- Journal Entries
- Integrative paper

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**Quizzes:** There will be a quiz covering each of the eight developmental stages. All quizzes will be short answer questions that are designed to give you the opportunity to apply what you have learned in the readings. It is your best opportunity to be prepared for the quiz by reading the chapters assigned in the tentative schedule and by keeping up with the discussions. The quiz will cover materials covered in the text book and discussion questions. These quiz will not be timed.

**Tests:** There will be a midterm and final test for this class. The test will cover four developmental stages. The tests will be a combination of different types of questions, but will be your opportunity to demonstrate what you have learned regarding the developmental stages. These tests will be posted online one week prior to their due date and you will have the opportunity to submit them when you are completed with them.

**Book Journal Entries:** We will be discussing a number of different topics related to development. You will have the chance to analyze some questions in more detail and write about your experience. There will be several possible journal entries and you may select the eight you wish to respond to.

**Integrative Paper:** Each person will be required to write an integrative paper evaluating and applying the concepts of three theories. Details at the end of syllabus.

**Discussions:** Under the “Discussion” area of the Blackboard system, there will be 8 topics to which students are to respond (1 topic for each module). The link to discussions will also be available in the topic section.

A minimum one paragraph posting of at least 100 words is expected from each student for each of the eight developmental stages, as well as a one paragraph response of at least 100 words to another student’s posting in each module.

If you miss a discussion, you are not allowed to make it up. Students are expected to be an active and integral member within the discussion environment. Each discussion will be open for approximately 2 weeks corresponding to the current learning module, and closed when the next module begins.
**Extra Credit**: Extra credit may be available for those students in need. There will also be extra credit discussion questions at different points in time posted that will be time limited, but will give you the opportunity to earn 10 extra credit points each. All assignments are given in advance and due dates are listed in the syllabus. It is your responsibility to submit all assignments on time. Late work is considered any assignment that is handed in after the due date. Papers will be graded down 10% for each week that they are late.

I expect all students to spell check and grammar check their work before it is handed in. I recommend that you allow another student, family member, or friend to read assignments prior to handing them in to check for grammar or spelling errors. The writing lab is available to all students who would like assistance with papers and editing. Poor quality work will be graded down. I expect all students to use APA style in all papers assigned. It is expected to use correct citations of references within each paper. I am more than happy to assist you in understanding APA style.

**Academic Honesty**

Part of the mission of Lewis-Clark State College is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The college expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an “F” grade for the course. The following acts of academic dishonesty are not acceptable:

* **Cheating**: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
* **Fabrication**: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
* **Plagiarism**: representing the words or ideas of another as one’s own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
* **Facilitating academic dishonesty**: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

**Students with Disabilities**

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment to talk with me.

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**Syllabus Addendum**

**Consumer Information**

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/studentconsumerinformation/

**Disability Accommodations**

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

**Student Rights and Responsibilities**
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://www.lcsc.edu/catalog/) and the LCSC Student Handbook (available at http://www.lcsc.edu/studentservices/contactus.htm) for more information.

**Accidents/Student Insurance**

Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

**Enrollment Verification/Attendance**

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

**Academic Dishonesty**

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

**Illegal File Sharing**

Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs’ web page (http://www.lcsc.edu/studentservices/).

**Diversity Vision Statement**

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being. http://www.lcsc.edu/culturaldiversity/

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