



**LEWIS-CLARK STATE COLLEGE  
DEVELOPMENTAL PSYCHOLOGY  
SYLLABUS**

DATE: Fall 2009

COURSE NUMBER AND TITLE: PSYC 205-60 Developmental Psychology

CREDIT HOURS: 3

INSTRUCTOR: Lori Elliott Ravét, Ed.S.

Instructor Contact Information:

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REQUIRED TEXTS:

Berger, K.S. (2005). *The developing person through the life span* (7<sup>th</sup> ed.). NY: Worth Publishers.

Please be aware when buying your textbooks that the class requires the 7<sup>th</sup> edition of the Berger textbook. Although it is tempting to save money by ordering earlier versions, the 7<sup>th</sup> edition is significantly different from earlier versions and it will be difficult to pass your textbook quizzes if you are using a previous version.

You can purchase an e-version of this text at: <http://purchase.bfwpub.com/bergerls7e.php>

#### 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 to learn 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 and again. 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, paying 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.

This syllabus may be revised at the instructor's discretion.

Probably no other field of study more abounds with free advice than child rearing, yet much of this advice has been handed out in ignorance of the available experimental data and/or established techniques for objective testing. We will work to develop skills for evaluating the views and advice you will continue to hear long after you close your books.

### Objectives

1. Describe development—including biosocial, cognitive, and psychosocial—as an ongoing set of processes involving both continuity and change.
2. Analyze and apply different developmental stages from the perspectives of theorists of development: Freud's Psychoanalytic Developmental Stages, Erikson'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.
3. Recall important developmental concepts and be able to recognize and apply these concepts from information presented in case studies.
4. Formulate relevant questions about developmental processes and events and standardized techniques for gathering objective answers to these questions.

### Course Activities

#### *Textbook Quizzes*

You will be required to take eight textbook quizzes for this course. The quizzes do not have to be proctored, so you can take them at your convenience on your own computer. The course calendar contains recommended due dates for reading your material and taking your tests.

1. The Beginnings—Chapters 1-4
2. The First Two Years: Infants and Toddlers—Chapters 5-7
3. The Play Years—Chapters 8-10
4. The School Years—Chapters 11-13
5. Adolescence—Chapters 14-16
6. Early Adulthood—Chapters 17-19
7. Middle Adulthood—Chapters 20-22
8. Late Adulthood—Chapters 23-25 & Epilogue

#### *Theory Quizzes*

You will have five theory quizzes. On your course homepage you have five content modules labeled: Freud, Erikson, Piaget, Kohlberg, and Gardner. The readings for the theory quizzes are contained in their corresponding content module. Similar to the textbook quizzes, I have listed recommended due dates on your course calendar.

1. Freud's Psychoanalytic Theory Quiz
2. Erikson's Psychosocial Theory Quiz
3. Piaget's Cognitive Theory Quiz
4. Kohlberg's Moral Reasoning Theory Quiz
5. Multiple Intelligences Theory Quiz

#### *Case Study Quizzes*

The case study quizzes are intended to demonstrate your mastery of each developmental theory presented in this course. The case studies are actual children and their families, although their names and identifying information have been changed. For these quizzes, you will be required to apply information you learned from your readings to the child/children (and in some cases, adults) presented in the case studies.

1. Psychoanalytic Case Study Quiz

This syllabus may be revised at the instructor's discretion.

2. Psychosocial Case Study Quiz
3. Cognitive Development Case Study Quiz
4. Moral Reasoning Case Study Quiz
5. Case Studies on Multiple Intelligences Quiz

### *Class Participation*

Class participation includes replying to the instructor's emails and participating in the discussion forums. The discussions are created with the intent for you to apply issues presented in the textbook to your own personal development.

Your grade is a function of your ability to clearly, concisely, and fully express your ideas. I am looking for depth of thinking, originality, critical evaluation, the ability to apply key ideas and themes to practical situations, independent judgment, organization, and insights into issues. Let your postings demonstrate that you are doing the reading and reflecting necessary to produce a quality discussion. Write directly and informally, yet write in Standard English. I encourage you to use personal examples and to support your points with these examples when appropriate. Make sure your postings reflect university-level writing skills. Use complete sentences, develop your paragraphs, check your spelling, and put together a discussion posting that reflects quality. You might ask someone to proofread your discussion prior to posting it in the discussion forum.

### Due Dates

Your course calendar outlines a reading and test-taking map that will help you to be successful in not falling behind in your coursework. But, there will be times when you are unable to complete a reading or test according the calendar timeline. As an instructor of online courses, I believe this is acceptable and understandable. However, I must submit your midterm and final grades in a timely manner. Your midterm grade consists of the following tests and must be taken no later than Thursday, October 22, at noon during midterm week:

1. The Beginnings—Chapters 1-4
2. The First Two Years: Infants and Toddlers—Chapters 5-7
3. The Play Years—Chapters 8-10
4. Freud's Psychoanalytic Theory Quiz
5. Erikson's Psychosocial Theory Quiz
6. Piaget's Cognitive Theory Quiz
7. Psychoanalytic Case Study Quiz
8. Psychosocial Case Study Quiz
9. Cognitive Development Case Study Quiz

The remainder of the tests must be taken by Thursday, December 7, at noon during finals week:

1. The School Years—Chapters 11-13
2. Adolescence—Chapters 14-16
3. Early Adulthood—Chapters 17-19
4. Middle Adulthood—Chapters 20-22
5. Late Adulthood—Chapters 23-25 & Epilogue
6. Kohlberg's Moral Reasoning Theory Quiz
7. Multiple Intelligences Theory Quiz
8. Moral Reasoning Case Study Quiz
9. Case Studies on Multiple Intelligences Quiz

### Grading

The final course grade will be calculated based on the following activities/assignments:

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|---|---------|
| 1. Berger Textbook Quizzes: 8 @ 75 pts each | 600 pts |
| 2. Theory Quizzes: 5 @ 100 pts each         | 500 pts |
| 3. Case Study Quizzes: 5 @ 50 pts each      | 250 pts |

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4. Class Participation/Discussions	100 pts
TOTAL POINTS:	1450 pts

#### *Grading Scale*

A	1305-1450 pts
B	1160-1304 pts
C	1015-1150 pts
D	870-1014 pts
F	0-869 pts

#### *Incompletes*

I am unable to honor requests for incompletes. I have found it impossible to provide extensive and timely feedback to students' assignments in the varying sections of psychology that I instruct, while also managing the independent study needs of students who have requested an incomplete from previous classes. Therefore, if you believe that you are unable to complete this course with a satisfactory grade, please drop or withdraw as soon as possible.

#### Course Requirements

It has been my experience, both as a student taking on-line courses and as an instructor of online courses, that these types of classes require significant discipline, independence, and dedication in order to receive a successful grade. I have developed this online course with the understanding that students enrolled in this instructional method are accustomed to independent learning. In addition, I understand that waiting for teacher feedback and correction can be frustrating when you are used to an independent learning style. Therefore, I have developed this course so that you can complete it as quickly as possible with a minimum of time between assignments and/or quizzes. In other words, it is not necessary to wait for my feedback or corrections before moving onto the next section of your textbook or to your next developmental theorist. Feedback is automatically built into the quizzes in order to allow you the optimum amount of independence in completing this course.

I have included a suggested timeline in the course calendar. I do not recommend allowing yourself to get too far behind in your assignments because the course material is complex and time consuming. If you find yourself too far behind in your quizzes, you will not be able to successfully complete this course.

Finally, I advise frequent check-ins to the course website in order to ensure that you are staying up-to-date on all of the requirements of the course.

#### Adaptations

If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with me, please contact me at [ravet@cableone.net](mailto:ravet@cableone.net).

#### Technical Assistance

If you are experiencing difficulties accessing your course, navigating Blackboard, or distance learning, please contact the Student Services Coordinator for Distance Learning:

Website: [www.lcsc.edu/dl](http://www.lcsc.edu/dl)

Phone: 792-2239

Toll free: 800-879-0458