



**Course Prefix/Number/Title:** PSYC 250—Developmental Psychology

**Number of credits:** 3 credits

**Course Description:**

A survey of the psychology of human life span development. Includes a study of human development through the life-span with an emphasis on physical, cognitive, social, emotional and personality development.

**Pre-/Co-requisites:** PSYC 111—Introduction to Psychology

**Course Objectives:**

Students will:

1. Define key concepts in the field of developmental psychology.
2. Demonstrate an understanding of developmental psychology, including the field's history, methods, and future directions.
3. Explain basic physical, cognitive, social, emotional, and personality development throughout the lifespan.
4. Apply concepts learned in class to different scenarios (both in class, and within their own lives).

**Instructor:** Lexi R. Kvasnicka-Gates, Ph.D.

**Office:** Thatcher Hall 2206

**Office Hours:** By arrangement. We can “meet” virtually using the Blackboard Collaborate link on the Welcome page. Please email me to arrange a time.

**Phone:** 228-5475

**Email:** [lexi.kvasnicka@dakotacollege.edu](mailto:lexi.kvasnicka@dakotacollege.edu)

**Lecture/Lab Schedule:** Online

**Textbook(s):**

Berger, K. S. (2020). *The developing person throughout the life span*, 11<sup>th</sup> Ed. New York: Worth Publishers.

**Course Requirements:**

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|--|------------|
| • Exams (4 exams (non-cumulative), each worth 50 points) | 200 points |
| • Quizzes (10 quizzes, each worth 5 points)              | 50 points  |
| • Discussions (5 discussions, each worth 10 points)      | 50 points  |

- Movie Analysis Paper

50 points

**Total: 350 points**

A	315 and above
B	280-314
C	245-279
D	210-244
F	Below 210

### Major Assignments (all done on Blackboard):

- **Exams:** There will be 4 exams throughout the semester worth 50 points each. Exams will cover information presented in class and from the textbook. Each exam will consist of 50 multiple choice questions worth 1 point each. Exams are over specified chapters (non-cumulative).
  - **Exam Procedures:** Exams will be taken online (thus internet access is needed) and are located on the course Blackboard shell in the *Exams* folder. Students will have 90 minutes to complete the exam, and ONLY ONE ATTEMPT. The timer on the exams begins when a student enters into the exam and DOES NOT stop if a student exits the exam (e.g., if you begin the exam at 10:03am, the exam will automatically submit at 11:33am whether you are done or not). All exams are open until the closing date. Closing dates for exams are also the closing dates for quizzes and discussions over the exam material (e.g., quizzes and discussions over Chapters 14-19 will close when Exam #3 closes).
    - **Exam Closing Dates and Times:**
      - Exam #1 Material: Closes at 11:59pm on February 16
      - Exam #2 Material: Closes at 11:59pm on March 9
      - Exam #3 Material: Closes at 11:59pm on April 13
      - Exam #4 Material: Closes at 11:59pm on May 11
        - The Movie Analysis Paper is also due by this date
- **Quizzes:** Ten (10) quizzes will be given throughout the semester. Each quiz is worth 5 points, and will consist of multiple choice questions. These quizzes are posted on the course Blackboard shell. These quizzes cover material presented in the week's readings and lectures. Quizzes are open until the exam covering the quiz material closes (e.g. quizzes over Chapters 14-19 will close when Exam #3 closes).
- **Discussion Board Participation:** In the course outline for the class, five different topics are identified as "Discussion" topics. The instructor has posed a discussion question on the course Blackboard shell for the given topic. Each student is responsible for participating in the discussion by posting his/her own response to the discussion question (3 points), and engaging in discussion with at least one additional student (2 points). Discussions are open until the exam covering the discussion material closes (e.g. Discussion #1 will close when Exam #1 closes).
- **Paper:** Each student will complete one paper in this course. The premise of the paper is to watch a full-length movie and analyze the developmental experiences of a character or characters. The paper will be 3-4 pages in length. A paper description and rubric is available on Blackboard. The paper is due on the specified due date, but can be submitted in advance.

### Tentative Course Outline:

Topic	Chapter	Discussion	Quiz	Paper	Exam	Due Date
Unit One						
Introduction	1				Exam #1 Chapters 1-7	February 16, 11:59pm
Theories of Development	2	Discussion #1	Quiz #1			
Heredity and Environment	3		Quiz #2			
Prenatal Development and Birth	4					
First Two Years	5-7	Discussion #2	Quiz #3			
Unit Two						
Early Childhood	8-10		Quiz #4		Exam #2 Chapters 8-13	March 9, 11:59pm
Middle Childhood	11-13	Discussion #3	Quiz #5			
Unit Three						
Adolescence	14-16		Quiz #6		Exam #3 Chapters 14-19	April 13, 11:59pm
Emerging Adulthood	17-19	Discussion #4	Quiz #7			
Unit Four						
Adulthood	20-22		Quiz #8	Movie Analysis Paper	Exam #4 Chapters 20-25, Ep	May 11, 11:59pm
Late Adulthood	23-25					
Death and Dying	Epilogue	Discussion #5	Quiz #9			
“Tuesdays with Morrie”			Quiz #10			

### General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

- Competency/Goal 6: Demonstrates knowledge of social structures
  - Learning Outcome 1: Examines the experience of the individual
    - Performance Indicator 1: Demonstrates knowledge of mental processes within humans
    - Performance Indicator 2: Explains the developmental stages through which the human mind evolves

### Relationship to Campus Focus: Campus Focus: Nature, Technology, and Beyond

- Students will be familiar with the technological tools used to investigate the mind and our behavior.

- Students will be familiar with how nature influences our own (psychological) development.
- Students will use critical thinking to understand the importance of psychology now, and in the future.

#### **Classroom Policies:**

- **Participation.** Students are expected to stay up-to-date in the class. If a student needs extra help with course technology, it is the student's responsibility to alert the instructor (via email, Blackboard message, or phone) as soon as possible. Please utilize the course Blackboard shell. The classroom environment is open and harassment free, so please engage in discussion.
- **Deadlines.** All assignments are due by Sunday at 11:59pm of the assigned week. Students will be deducted 5 points for every 24-hour period the assignment is not turned in, including weekends. Discussions posted after the due date will receive a 0 (since they are discussions and discussions don't work well after the due date occurs).
- **Grades.** Questions about test grades can be emailed to the instructor up to 10 days (including weekends) after the grade is posted; after this time grades are considered final. Questions regarding grades can be emailed to the instructor no sooner than 24-hours after the grade has been posted. Challenging the grade will result in a re-grade. Re-grades may result in a grade higher or lower than the original grade.

#### **Student E-mail Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

#### **Academic Integrity:**

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

#### **Disabilities and Special Needs:**

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

#### **Title IX:**

DCB faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means

that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

**AI Student Policy:**

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

**RESPONSIBILITIES**

Students	<ul style="list-style-type: none"><li>• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work.</li><li>• Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment.</li><li>• In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.</li></ul>
Faculty	<ul style="list-style-type: none"><li>• Determine if the use of generative AI could enhance student learning in any assignment of project.</li><li>• Clearly indicate in all course syllabi if generative AI is allowable for any academic work.</li><li>• If allowable, give specific parameters for how and when generative AI may be used.</li><li>• If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.</li></ul>