

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: Mondays, Wednesdays, and Fridays 9:00am-9:50am and 1:00-1:50pm

Phone: 228-5475

Email: lexi.kvasnicka@dakotacollege.edu

Lecture/Lab Schedule: MWF 12:00-12:50pm TH 2212

Textbook(s):

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

Course Requirements:

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

- Movie Analysis Paper

50 points

Total: 300 points

| | |
|---|---------------|
| A | 270 and above |
| B | 240-269 |
| C | 210-239 |
| D | 180-209 |
| F | 179 and below |

Major Assignments:

- **Exams:** There will be 4, non-cumulative, 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. All exams are closed book and notes.
- **Quizzes:** Ten (10) quizzes will be given randomly throughout the semester. Each quiz will be worth 5 points, and will vary in nature (e.g., short answer, multiple choice, matching). Quizzes cannot be made up under any circumstances. These quizzes will cover material presented in the week's readings and lectures.
- **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:

| Week | Date | Day | Topic | Chapter |
|--------|----------------------|-------------------------------|--|-----------------------|
| Week 1 | 1/15 1/17 | Wednesday Friday | Class Introduction Introduction | 1 |
| Week 2 | 1/20 1/22 1/24 | Monday Wednesday Friday | <i>Martin Luther King Jr. Day (No Class)</i> Theories of Development Theories of Development | 2 2 |
| Week 3 | 1/27 1/29 1/31 | Monday Wednesday Friday | Heredity and Environment Prenatal Development and Birth Prenatal Development and Birth | 3 4 4 |
| Week 4 | 2/3 2/5 2/7 | Monday Wednesday Friday | First Two Years First Two Years First Two Years | 5-7 5-7 5-7 |
| Week 5 | 2/10 2/12 2/14 | Monday Wednesday Friday | First Two Years Review Exam #1 | 5-7 1-7 1-7 |
| Week 6 | 2/17 2/19 2/21 | Monday Wednesday Friday | <i>Presidents' Day (No Class)</i> Early Childhood Early Childhood | 8-10 8-10 |
| Week 7 | 2/24 2/26 2/28 | Monday Wednesday Friday | Early Childhood Early Childhood Middle Childhood | 8-10 8-10 11-13 |

| | | | | |
|---------|----------------------|-------------------------------|--|--------------------------|
| Week 8 | 3/3 3/5 3/7 | Monday Wednesday Friday | Middle Childhood Middle Childhood Middle Childhood | 11-13 11-13 11-13 |
| Week 9 | 3/10 3/12 3/14 | Monday Wednesday Friday | <i>Spring Break (No Class)</i> <i>Spring Break (No Class)</i> <i>Spring Break (No Class)</i> | |
| Week 10 | 3/17 3/19 3/21 | Monday Wednesday Friday | Review Exam #2 Adolescence | 8-13 8-13 14-16 |
| Week 11 | 3/24 3/26 3/28 | Monday Wednesday Friday | Adolescence Adolescence Emerging Adulthood | 14-16 14-16 17-19 |
| Week 12 | 3/31 4/2 4/4 | Monday Wednesday Friday | Emerging Adulthood Emerging Adulthood Review | 17-19 17-19 14-19 |
| Week 13 | 4/7 4/9 4/11 | Monday Wednesday Friday | Exam #3 Adulthood Adulthood | 14-19 20-22 20-22 |
| Week 14 | 4/14 4/16 4/18 | Monday Wednesday Friday | Adulthood Adulthood <i>Holiday (No Class)</i> | 20-22 20-22 |
| Week 15 | 4/21 4/23 4/25 | Monday Wednesday Friday | <i>Holiday (No Class)</i> Late Adulthood Late Adulthood (Paper Due) | 23-25 23-25 |
| Week 16 | 4/28 4/30 5/2 | Monday Wednesday Friday | Late Adulthood Death and Dying “Tuesdays with Morrie” | 23-25 Epilogue |
| Week 17 | 5/5 5/7 5/9 | Monday Wednesday Friday | “Tuesdays with Morrie” Review Exam #4 | 20-25, Ep. 20-25, Ep. |

***The final will NOT be given early. You must take the final during the final exam time. No exceptions.

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

- Competency 6: Demonstrates knowledge of social structures
 - Learning Outcome 1: Examines the experience of the individual
 - Performance Indicator 2: Explains the developmental stages through which the human mind evolves.
 - Learning Outcome 2: Examines the world of human diversity
 - Performance Indicator 2: Identifies the varieties of human social groupings

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 come to class prepared and actively engage in class discussion and activities. The classroom environment is open and harassment free, so please engaged in discussion. Computers are welcome in the classroom for note-taking purposes only. If students abuse this privilege, the instructor reserves the right to ban computers from the lecture periods.
- **Deadlines.** All assignments are due at the beginning of class on the day that they are due. Students will be deducted 5 points for every 24-hour period the assignment is not turned in, including weekends.

If a student is aware that they will miss an exam, they must inform the instructor *at least* one week prior to the missed exam. If a student is sick or experiences unforeseen circumstances where an exam must be missed, **the instructor must be informed immediately and proper documentation must be presented** (e.g., doctor's note, police accident report). Students will lose 10% for each 24-hour period that the exam is not taken. Once two class periods have passed since the missed exam, the student will receive a "0" for the exam. Students involved in college activities (e.g., athletics) that require them to miss an exam will take a make-up which is the same format as typical exams (multiple choice). Proper documentation from a coach or faculty supervisor is required to avoid the grade penalty.

- **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.
- **Canceled Class.** If a weather-related event prevents the professor from getting to class, students will be responsible for completing an "assignment" over the scheduled reading. Information about the assignment will be provided on the class Blackboard shell, and the deadline for completion of the assignment will be by 9:00pm the day of the missed class. The "assignment" will take the place of an in-class quiz, and will be worth 5 points. Students will be notified of the professor's absence by a note on the classroom door, as well as with a notification on the class Blackboard shell. Just as with the in-class quizzes, if a student does not complete the assignment by 9:00pm, it cannot be made up.

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"> • Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work. • 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. • 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. |
| Faculty | <ul style="list-style-type: none"> • Determine if the use of generative AI could enhance student learning in any assignment or project. • Clearly indicate in all course syllabi if generative AI is allowable for any academic work. • If allowable, give specific parameters for how and when generative AI may be used. |

| | |
|--|---|
| | <ul style="list-style-type: none">• 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. |
|--|---|