

Dakota College Course Syllabus

Course Prefix/Number/Title:

PSYC 250 – Developmental Psychology

Course Description:

Prerequisite: PSYC 111

This class examines the process of human growth and development the individual experiences throughout one's life. The student will discover the basic theories concerning developmental psychology, application of this material, and where the latest discoveries are coming from within the field. Many examples are highlighted throughout the semester: in care-giving settings, within classrooms, and especially matters concerning children and adolescents in academic settings.

Course Objectives:

- The student will be required to think objectively about research, social issues, case studies, etc.
- This is a social science course, the scientific method is a crucial cornerstone the student must understand.
- The student will understand the entire spectrum of human mental development, in all of its forms.

Instructor:

Steven J. Sathre

Office:

Thatcher Hall 2208

Office Hours:

MWF 1:00-2:30

Phone:

701-228-5456

Email:

steve.sathre@dakotacollege.edu

Lecture/Lab Schedule:

MWF 9:00-9:50

Thatcher Hall 1108

Textbook(s):

Theories of Developmental Psychology (5th edition), Patricia Miller, Worth Publishers, 2011.

Course Requirements:

The formula for grades is as follows.

3 exams (non-cumulative), 40 pts. each = 120 pts.

10 quizzes, 3 pts. each = 30 pts.

1 essay (details to follow) = 50 pts.

Total pts. available = 200 pts.

90-100% - 180-200pts. = A

80-90% - 160-179pts. = B

70-80% - 140-159pts. = C

60-70% - 120-139pts. = D

<59% - <119pts. = F

No Incompletes will be given.

Exams will be multiple choice and essay format. They are not cumulative. Closed book and notes.
Assume that you will be taking the final exam on Friday, May 13 – taking a final early is not an option.

Quizzes will be 3 questions and given randomly. They cannot be made up under any circumstances.
They cover material in that week's reading and are short answer in form.

The essay is thesis-based, 1800 words at minimum and written in APA format.

Tentative Course Outline

Week 1

Introduction to the workings of development psychology

Week 2 – MLK day, no class on January 17th

Piaget

Week 3

Piaget

Week 4

Freud and Erikson

Week 5

Freud and Erikson

Week 6
Social learning theory
Exam #1

Week 7
Social learning theory

Week 8
Information processing theory

Week 9
Information processing theory

Week 10
Spring Break

Week 11
Gibson and ecological theory

Week 12
Gibson and ecological theory
Exam #2

Week 13
The sociocultural approach

Week 14
The sociocultural approach

Week 15
Contemporary emerging theories

Week 16
Contemporary emerging theories
Essay Due: April 27

Week 17
What does this all mean?

Week 18
Final Exam
Date and Time to be Determined

General Education Goals/Objectives

Goal 4: Demonstrates effective communication

Objective 1: Expresses ideas through effective writing

Skill 1: Uses the stages of the writing process to develop, organize, and present ideas in writing

Skill 2: Analyzes the demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplish that task with clarity

Skill 3: Demonstrates competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure, and a style of language that serves the writer's purpose and audience

Skill 4: Uses Edited Standard Written English in spelling, grammar, punctuation, and syntax, and presents written work in a style and format consistent with the demands of an academic setting

Relationship to Campus Theme:

- One of the main theories examined in this class is the interplay between technology and the developing mind, otherwise known as Information Process Theory.
- The student will be faced with the seriousness of Developmental Psychology; concerning the future of a child's mental growth in an ever demanding world.
- One class period is dedicated to the "natural world" and our place in it. Has it been removed? What can we learn about our current behaviors as related to past ancestry.

Classroom Policies:

Reading the assigned text is the student's responsibility, and is essential to success in this course. It should be noted though that it is in your best academic interest to read material *before* the week of lecture/discussion as to aid in your understanding. Any deadlines are final and your work is due on the day specified (11:59:59 PM). Any late work will not be accepted for full credit.

Please refrain from doing anything that might be disruptive and disturb other students or the instructor, such as chronically arriving late, leaving early, talking with neighbors, or texting. Turn all electronic junk off. This class does not require the use of a laptop computer, therefore they are not allowed to be operated in lecture periods.

This academic environment is an open and harassment free one. Participation within the classroom is highly encouraged and is an integral part of the higher education experience. Ask questions – comment on discussions.

Academic Integrity:

Webster's Encyclopedic Unabridged Dictionary defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work." There will be *zero tolerance* of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter will be reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

Disabilities and Special Needs:

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.