

1.) DATE: 03/30/2014	2.) COMMUNITY COLLEGE: Pima Community College
3.) COURSE PROPOSED: Prefix: PSY Number: 240 Title: DEVELOPMENTAL PSYCHOLOGY Credits: 3	
CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;	
Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;	
4.) COMMUNITY COLLEGE INITIATOR: ASU TRANSFER SYSTEMS DEVELOPMENT PHONE:	
7-2424 FAX:	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.	
MANDATORY REVIEW:	
<input type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).	
POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:	
Core Areas: Social and Behavioral Sciences (SB) Awareness Areas: Select awareness area...	
6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.	
7.) DOCUMENTATION REQUIRED	
<input checked="" type="checkbox"/> Course Description	
<input checked="" type="checkbox"/> Course Syllabus	
<input checked="" type="checkbox"/> Criteria Checklist for the area	
<input checked="" type="checkbox"/> Table of Contents from the textbook required and/or list or required readings/books	
<input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:	
<input checked="" type="checkbox"/> DECPSY prefix	
<input type="checkbox"/> Elective	
Current General Studies designation(s): NONE	
Effective date: Select semester... Course Equivalency Guide	
Is this a multi-section course? <input type="checkbox"/> yes <input type="checkbox"/> no	
Is it governed by a common syllabus? <input type="checkbox"/> yes <input type="checkbox"/> no	
Chair/Director:	Chair/Director Signature:

AGSC Action: Date action taken: Approved Disapproved

Effective Date:

Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA			
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Course Outline + Sample Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Course Outline + Sample Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	Course Outline + Sample Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Course Outline + Sample Syllabus
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:	
		<ul style="list-style-type: none"> • Courses with primarily fine arts, humanities, literary, or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 	

Course Prefix	Number	Title	Designation

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1: Course is designed to advance basic understanding of human interaction.	Course examines how personality, perception, emotions change over the course of a lifetime. Includes analysis of how these influence language, perceptions, peer group relations, and attachment to others.	Page 1, Performance Objectives: 4, 5, 8, 9, 10, 11, 12
3: Course emphasizes unique knowledge base or distinct methods of inquiry in the social and behavioral sciences.	Course examines theories in developmental psychology research as well as research methods specific to developmental psychology. Course requires students to utilize research base to inform projects.	Page 1: Outline 1A-C Page 10-11: Interview assignment instructions, research article
4: Course illustrates use of social and behavioral science perspectives and data.	Course examines development from a behavioral scientist viewpoint.	Page 1: Outline I-VI

Course Content Form

PIMA COMMUNITY COLLEGE

Start Term: 201420

PSY 240 Developmental Psychology

Initiator: Jessie Mellor
Campus: West
Date: 03/07/2013

CEU/Credit Hours: 3.00
Lecture Periods: 3.00
Lab Periods:

Description:

Human development from conception through adulthood. Includes physical, cognitive, emotional, and social development milestones at various periods in the lifespan. Also includes research methods used in developmental psychology, and the exploration of empirical literature in psychology as it relates to developmental issues.

Prerequisite: PSY 100A and 100B or 101.

Information: Prerequisite(s) may be waived with consent of instructor before enrolling in the class.

Performance Objectives:

Upon completion of the course, the student will be able to do the following:

1. Describe the major theories and controversies of developmental psychology research.
2. Identify the research methods used in developmental psychology.
3. Discuss prenatal development and the factors that influence the process.
4. Discuss the processes of physical and perceptual development and the factors that influence them, including physical and perceptual changes which accompany aging.
5. Discuss the developmental tasks of adulthood and old age.
6. Describe the major theories of aging.
7. Describe the major theories of cognitive development.
8. Discuss some of the factors that influence cognitive development.
9. List the major milestones of language development and some of the factors that influence them.
10. Describe the major theories of language development.
11. Identify the factors that influence attachment, social and emotional development at various ages.
12. Discuss the influence of the peer group at various ages.

Outline:

- I. Introduction to Developmental Psychology
 - A. Controversies in developmental psychology
 - B. Theories of development
 - C. Experimental methodologies
- II. Prenatal Development, Birth and the Neonate
 - A. Description of prenatal development
 - B. Influences on prenatal development
 - C. Birth and the neonate
- III. Physical and Perceptual Development
 - A. Physical development
 - B. Perceptual development
 - C. Influences on physical and perceptual development

- IV. Cognitive Development
 - A. Measurement of intelligence
 - B. Theories of cognitive development
 - C. Influences on cognitive development
- V. Language Development
 - A. Development of grammar and meaning
 - B. Theories of language development
 - C. Influences on language development
- VI. Personality and Social Development
 - A. Theories of personality development
 - B. Attachment
 - C. Peer group relationships



East Campus

Developmental Psychology

PSY 240

Spring 2014

CRN (Section Code): 23550

Ron Jorgensen, M.Ed., Instructor

Class Dates: January 22, 2014 – May 14, 2014

Class Time/Days: 8:40 am - 9:55 pm Monday/Wednesday

Credit Hours: 3

Location: Pima East Campus, Educational Bldg 5, Room 526

Instructor Contact Information: rjorgensen@pima.edu (*preferred contact)

***NOTE:** Please include the course number in the subject line of an email message so I know that you are a student, and please do NOT send writing assignments to me as attachments due to virus & spam problems.

Message Phone: 206- 7645 (Adjunct Faculty Office Bldg. E5-519)

Course Homepage: Further info. will be given once the semester has begun.

Course Description:

Human development from conception through adulthood. Includes physical, cognitive, emotional, and social development milestones at various periods in the lifespan. Also includes research methods used in developmental psychology, and the exploration of empirical literature in psychology as it relates to developmental issues.

Prerequisite: PSY 100A and 100B or 101.

Information: Prerequisite(s) may be waived with consent of instructor before enrolling in the class.

Performance Objectives:

Upon completion of the course, the student will be able to do the following:

1. Describe the major theories and controversies of developmental psychology research.
2. Identify the research methods used in developmental psychology.
3. Discuss prenatal development and the factors that influence the process.
4. Discuss the processes of physical and perceptual development and the factors that influence them, including physical and perceptual changes which accompany aging.
5. Discuss the developmental tasks of adulthood and old age.
6. Describe the major theories of aging.
7. Describe the major theories of cognitive development.
8. Discuss some of the factors that influence cognitive development.
9. List the major milestones of language development and some of the factors that influence them.
10. Describe the major theories of language development.
11. Identify the factors that influence attachment, social and emotional development at various ages.
12. Discuss the influence of the peer group at various ages.

Outline:

- I. Introduction to Developmental Psychology
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 - A. Development of grammar and meaning
 - B. Theories of language development
 - C. Influences on language development
- VI. Personality and Social Development
 - A. Theories of personality development
 - B. Attachment
 - C. Peer group relationships

Prerequisites: PSY 100A and 100B, or 101

Required Text: The Developing Person, 8th Edition, Kathleen Stassen Berger, ISBN:

Important Dates for Spring 2014:

Classes Begin:	January 21, 2014
Add/Drop/Refund/Audit deadline:	February 3, 2014
Graduation Application Deadline:	February 19, 2014
Rodeo Break (College Closed).....	February 20 & 21, 2014
Spring Break (College Closed).....	March 17-23, 2014
Student Withdrawal Deadline:	April 10, 2014
Spring classes end (for 16-week classes).....	May 20, 2014

Attendance policy: Attendance will be taken at the beginning of each class. An attendance sheet will be available each day as an official record of student's attendance throughout the course. It is the student's responsibility to sign in on the attendance sheet each day. One point is awarded for each class day.

*10 bonus points are awarded if you have perfect attendance.

Course Schedule:

Please Note: This schedule may change slightly during the semester as announced in class. You are responsible for information presented in class, so it would be in your best interest to attend regularly. **Please read and be ready to discuss the chapter(s) listed for each class date when you come to class on that date.**

Week 1

- Wed. Jan. 22-** **Introduction to class: Topics to be covered:**
- 1. Syllabus**
 - 2. Course Text and study guide**
 - 3. Course homepage**
 - 4. Course requirements and expectations**
 - 5. Pima Community College East- Resources and student information**
 - 6.**

Week 2

- Mon. Jan. 27-** **Ch. 1** Defining Development. Characteristics of development. Developmental study as a science.
- Wed. Jan. 29-** **Ch. 2** Theories of development. Grand theories. Emergent theories.
Ch. 3 The Genetic code. Genotypes to phenotypes. Chromosomes and Genetic abnormalities.

Week 3

- Mon. Feb. 3-** **Ch. 4** Prenatal development and birth. The birth process
- Wed. Feb. 5-** **Quiz 1 Ch. 1-4**

Week 4

- Mon. Feb. 10-** **Ch. 5** The first two years: Biosocial development.
- Wed. Feb. 12-** **Ch. 6** The first two years: Cognitive development

Week 5

- Mon. Feb. 17-** **Ch. 7** The first two years: Psychosocial development.
- Wed. Feb. 19-** **Quiz 2 Ch. 5-7**

Week 6

- Mon. Feb. 24-** **Ch. 8** The Play Years: Biosocial development
- Wed. Feb. 26-** **Ch. 9** The play years: Cognitive development

Week 7

Mon. Mar. 3- Ch. 10 The play years: Psychosocial development

Wed. Mar. 5- Quiz 3 Ch. 8-10

Week 8

Mon. Mar. 10- Ch. 11 The school years: Biosocial development

Wed. Mar. 12- Ch. 12 The school years: Cognitive development
Interview 1 Due*

Week 9

Mon. Mar. 17- Spring Break (College Closed)

Wed. Mar. 19- Spring Break (College Closed)

Week 10

Mon. Mar. 24- Ch. 13 The school years: Psychosocial development

Wed. Mar. 26- Quiz 4 (Ch. 11-13)

Week 11

Mon. Mar. 31- Ch. 14 Adolescence: Biosocial development

Wed. April 2- Ch. 15 Adolescence: Cognitive development

Week 12

Mon. April 7- Ch. 16 Adolescence: Psychosocial development

Wed. April 9- Quiz 5 (Ch. 14-16)

Week 13

Mon. April 14- Ch. 17 Emerging adulthood: Biosocial development

Wed. April 16- Ch. 18 Emerging adulthood: Cognitive development

Week 14

Mon. April 21- Ch. 19 Emerging adulthood: Psychosocial development

Wed. April 23- Quiz 6 (Ch. 17-19)

Week 15

Mon. April 28- Ch. 20 Adulthood: Biosocial development
Interview 2 Due*
Ch. 21 Adulthood: Cognitive development
Presentation of Interviews:

Wed. April 30- Ch. 22 Adulthood: Psychosocial development
Presentation of Interviews:

Week 16

Mon. May 5- Quiz 7 (Ch. 20-22)

Wed. May 7- Ch. 23 Late Adulthood: Biosocial development
Ch. 24 Late Adulthood: Cognitive development
Presentation of Interviews

Week 17

Mon. May 12- Ch. 25 Late Adulthood: Psychosocial development
Ch. 26 Epilogue Death and Dying
Presentation of Interviews

Wed. May 14- Quiz 8 (Ch. 23-Epilogue)
Presentation of Interviews:

Grading Policy and Point Assignments:

***10 bonus points are awarded if you have perfect attendance.**

Attendance: 32 Classes. (1 point per class). = 32 total points.

Interview: 2 (40 points each) = 80 total points

Presentation: 1 (50 points) = 50 points

Exams: 8 (25 points each) = 200 total points

= 362 Total Points

Point Conversion to Letter Grade:**Course Total: (362) points.**

Total Points	Letter Grade
325 – 362	= A
289 – 324	= B
253 – 288	= C
217– 252	= D
Below 217	= F

Presentation. (50 points)

A=	45 points
B=	40 points
C=	35 points
D=	30 points
F=	30 or less

Exams. (25 points)

A=	22 points
B=	20 points
C=	17 points
D=	15 points
F=	15 or less

Interviews. (40 points Each)

A=	36 points
B=	32 points
C=	28 points
D=	24 points
F=	24 or less

Late work / make up Policies: If you miss a class, it is your responsibility to read and complete any textbook chapters and/or quizzes due. Make-up quizzes are to be taken at the east campus Testing Center within five days from the quiz date listed in the syllabus for that quiz.

“I” Incomplete policy:

This class does not offer a grade of Incomplete (I).

“W” Withdrawal policy:

The student self-withdrawal date for a Spring 2014, 16 week course is April 10, 2014. The grade of “W” designates an official withdrawal. Students may withdraw themselves before the withdrawal date. **It is the student’s responsibility to withdraw from class on or before April 10, 2014, or they will earn a grade of “F”.** You should talk with an advisor in Student Services before you make any decisions about a “W” grade or if you have any questions about your academic standing. The Student Services Center is located in L-239 on the East Campus or call Advising and Counseling (206-7762) or Financial Aids (206-4950) for more information

Plagiarism/Academic Ethics: Plagiarism, or claiming someone else’s work as your own, is not tolerated and will be dealt with according to Pima Community College policies. Plagiarism may include, but is not limited to, copying papers, internet downloads, or information from the text. Important: Do NOT copy papers in whole or in part from the Internet without using quotation marks around the verbatim material (quotations should be brief.) This is defined as plagiarism and is a violation of the Student Code of Conduct. See Student Code of Conduct. You may find the Student Code of Conduct at <http://www.pima.edu/studentsev/studentrights>.

Standards of Academic Progress: Students are expected to make satisfactory academic progress. Review the Standards of Academic Progress at <http://www.pima.edu/academicprogress/index.shtml> to understand the criteria and consequences. Consider talking to an advisor before you make any decisions or if you have any questions.

Classroom Expectations: Students should review the Student Code of Conduct because any disruption of learning or teaching is a violation. The complete Code of Conduct can be found at <http://www.pima.edu/studentsserv/studentcode/index.shtml>.

Mandatory Reporting Statement:

Pursuant to Arizona Law (A.R.S. 13-3620), College personnel, including faculty, staff, and administrators, who learn in the course and scope of their employment that a minor (defined as under 18 years of age) has been the victim of physical or sexual abuse, are required to report this information immediately to law enforcement.

Student Services:

PCC counselors can help you with personal issues and find community resources for assistance. Our student-focused counselors can help you find solutions to educational, career and personal concerns. There are counseling offices on all PCC campuses, and you may call or contact one online. East Campus Student Services: 520 206-7662

Class Policies:

* Students are responsible for knowing and following the PCC Code of Conduct and maintaining academic integrity in the course of their studies.

* Students who disrupt the learning environment may be asked to leave.

* Grades will be available in a reasonable time frame at the end of the semester. Students can access their own grades online through the Pima Community College computer system.

* Students should review the Student Code of Conduct because any disruption of learning or teaching is a violation. The complete Code of Conduct can be found at <http://www.pima.edu/studentsserv/studentcode/index.shtml>.

ADA Statement:

Pima Community College is committed to providing accommodations for qualified individuals with disabilities in a timely and effective manner. To request a reasonable accommodation, students must be registered with the campus Disabled Student Resources (DSR) office. Accommodations will be made based on eligibility determined by Disabled Student Resources. Services can be requested at any time during the semester. Requesting services well in advance will help to ensure that resources are available when needed. Please contact a DSR office at 206-6688 or DSRhelp@pima.edu.

FERPA Statement: Subject to certain exceptions set forth in the Federal Family Education Rights and Privacy Act (FERPA) of 1974, Pima Community College will not provide personally identifiable student information (including but not limited to grades, billing, tuition and fees assessments, financial aid and other student records) to third parties absent the student's consent. Third parties include parents, spouses and third-party sponsors. You (the student) may grant Pima Community College permission to release certain information to a third party by submitting the FERPA Release form. Ask your instructor for a copy of the form BEFORE you arrive with a third party.

Student Learning Outcomes: Pima Community College believes in continually improving our educational programs. As part of this process, we measure the relevance of our programs and the effectiveness of our teaching. Part of this course may involve an assessment of your achievement of Student Learning Outcomes that will be used to help us improve student learning.

**Interviews:
Psychology 240
Spring 2014**

Due Dates:

Interview #1- Wed. March 12, 2014

Interview #2- Mon. April 28, 2014

The purpose of the interview is to investigate and describe a stage of development through an individual's personal story. A 3-5 minute oral presentation of one of the interviews is required to receive full credit for your paper.

1. Select an area of development that interests you, whether or not that particular stage of development has been covered in class up to that point. Collect scholarly research through the text, lecture, or outside sources, and describe in detail, a stage or stages of development by interviewing an individual. This individual is either experiencing that stage of their life, or the individual is describing a child's experience with that stage of development. The individual you choose to interview will be relating the information to you in a question and answer format consisting of 10-12 pre-determined questions.

Organization of the Interview Paper: Major Paper Sections:

A. Your paper should include 5 major sections:

1. **The Title Page-** 1 Page- The title page should contain the title of the paper and the author's (your) name, and the class-PSY 240.

2. **Introduction-** 1 page- Introduce the individual being interviewed and discuss the stage of development being discussed in your interview.

3. **The Interview-** 1-2 pages of pre-determined questions and answers.

4. **The Summary-** 1 Page, summarizing the interview. What was learned, expected and unexpected.

5. **The Reference page-** 1 page of sources used for the interview questions.

Writing Assignments: Format

All writing assignments must be typed and double spaced in a standard 12 point font, with at least one inch margins. Be sure to put the reference page at the end, as shown below.

Writing Assignments: Interviews & Research Article

All writing assignments must be typed, in a standard 12 point font, with at least one inch margins, preferably with double spacing. Make sure that your full name, as it appears on the class list, is at the top as well as the class in which you are enrolled. Research article reviews should include a brief summary of the material and your conclusions or comments, and should be about one to two pages in length. Be sure to put the reference at the end, as shown below.

Research article reviews must be of a case study or research article relevant to Developmental Psychology, not just psychology in general as in PSY 101.

How to reference your source material – put references at the end of the paper.

Write citations in APA Style: The Publication Style of the American Psychological Association. Print materials are listed alphabetically by author's last name. If the material is given in an official document from an organization without a person's name, the organization is the author.

Examples: For information in print :

Author Date Title of article Publication information

American Psychological Association (1992). Ethical principles of psychologists and code of conduct. *American Psychologist*, 47, 1597-1611.

Loftus, Elizabeth F. (1993). The reality of repressed memories. *American Psychologist*, 48,518-537.

Examples - For information from the Internet:

Author Date Title of article Publication information

National Institute of Mental Health (2004). Brain's Reward Circuitry Revealed in Procrastinating Primates. <http://www.nimh.nih.gov/press/prworkaholicmonkey.cfm> (18 Aug. 2004)

Tilton, J. (1995). Composing good HTML.
<http://www.cs.cmu.edu/~tilt/cgh/> (1 Dec.

Important: Do NOT copy papers in whole or in part from the Internet without using quotation marks around the verbatim material (quotations should be brief.) This is defined as plagiarism and is a violation of the Student Code of Conduct.

Course Contract:
Psychology 240, CRN 23550
Spring 2014
Instructor: Ron Jorgensen M.Ed.

I, _____, have read and understand the syllabus for this Spring
2014, Psychology 240 course. By signing below, I agree to abide by the rules and conditions set forth in
the syllabus for this course as well as, the Pima Community College Student Code of Conduct and
Academic Ethics.

Your Signature

Date

Phone
(Optional)

E-Mail
(Optional)