

PSYC 210

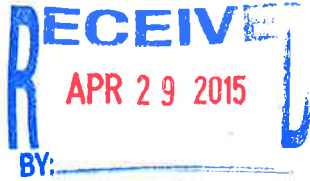
<b>ORIGINATOR'S SECTION:</b>	
1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2015
2. Current Course abbreviation and Number: PSYC 210	

TYPE OF CHANGE(S). Check  all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input checked="" type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section— both current and new — is required only for items checked () above.

**NEW INFORMATION:**

<b>CURRENT INFORMATION:</b>			Course abbreviation and Number:		
3. Title: <b>Introduction to Developmental Psychology</b>			Title: <i>(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</i> <b>Child Growth and Development</b>		
4. Abbreviated Title for Banner <i>(no more than 25 characters):</i>			Abbreviated Title for PeopleSoft: <i>(no more than 25 characters, including spaces)</i> <b>Child Growth and Develop</b>		
5. Number of Units:			Number of Units:		
6. Catalog Description:  			Catalog Description: <i>(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)</i>		
7. Mode of Instruction* <i>(See pages 17-23 at <a href="http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf">http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf</a> for definitions of the Course Classification Numbers)</i>					
Type of Instruction		Number of Credit Units	Instructional Mode (Course Classification Number)		
Lecture			Lecture		
Activity			Activity		
Lab			Lab		
8. Grading Method:*			Grading Method:*		
<input type="checkbox"/> Normal (N) <i>(Allows Letter Grade +/-, and Credit/No Credit)</i> <input type="checkbox"/> Normal Plus Report-in-Progress (NP) <i>(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)</i> <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)			<input type="checkbox"/> Normal (N) <i>(Allows Letter Grade +/-, and Credit/No Credit)</i> <input type="checkbox"/> Normal Plus Report-in-Progress (NP) <i>(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)</i> <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)		
9. If the NP or CP grading system was selected, please explain the need for this grade option.					
10. Course Requires Consent for Enrollment?_			Course Requires Consent for Enrollment?_		
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair		

\*If Originator is uncertain of this entry, please consult with Program Director/Chair.



**Sharon Hamill**

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**From:** Jocelyn Ahlers  
**Sent:** Tuesday, February 17, 2015 2:37 PM  
**To:** Sharon Hamill  
**Subject:** Re: C2 form to change the name of Psyc 210

**Follow Up Flag:** Flag for follow up  
**Flag Status:** Flagged

Hi, Sharon -  
I'm sorry not to have gotten back to you sooner; I was out of town and am just catching up on email. I'm happy to approve this change; thank you for checking in with us.  
Best,  
Jocelyn

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**From:** Sharon Hamill <[shamill@csusm.edu](mailto:shamill@csusm.edu)>  
**Date:** Tuesday, February 17, 2015 12:11 PM  
**To:** Jocelyn Ahlers <[jahlers@csusm.edu](mailto:jahlers@csusm.edu)>  
**Subject:** RE: re:C2 form to change the name of Psyc 210

Hi Jocelyn,  
Did you have a chance to review this title change? I know you are probably swamped but I am hoping to get this to the curriculum committee ASAP.

Thanks for any help you can provide,  
Sharon

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**From:** Sharon Hamill  
**Sent:** Friday, February 13, 2015 2:52 PM  
**To:** Jocelyn Ahlers  
**Subject:** re:C2 form to change the name of Psyc 210

Hi Jocelyn,  
I hope this email finds you doing well. I am contacting you to let you know that we need to make a minor change in Psyc 210 Intro to Developmental Psychology so that the course aligns more closely with the same course taught at the community college. We want to change the title (that is it) so that it will be called Child Growth and Development (the course will still address development through adolescence). I have attached the C2 form and a syllabus from the Psyc 210 course.

If you are OK with the name change, please send me an email and I will attach it to the course form. I'm happy to talk with you if you have any questions.

Thanks very much,  
sharon

*Sharon B. Hamill, Ph. D.  
Program Chair, Child and Adolescent Development  
Faculty Director, Institute for Palliative Care at CSUSM  
Psychology Professor*

Psyc 210

CALIFORNIA STATE UNIVERSITY SAN MARCOS  
INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY

Title to be changed to →CHILD GROWTH AND DEVELOPMENT

**Class Time:**  
**Office Hours:**

**Class Location:** ART 240  
**Email:**

**Instructor:**

**Required Text:** Berger, *Developing Person through Childhood and Adolescence*, 9<sup>th</sup> Ed., Worth Publishing

**CATALOG DESCRIPTION:**

From the University Catalog description of Psych 210:

“An introductory survey course that utilizes a chronological approach to examine human development from birth through adolescence. Includes a study of physical development and health; developmental issues of children with special needs; cognitive and moral development; social and personality development; and genetic, sociocultural, and other influences on development.”

**COURSE STUDENT LEARNING OUTCOMES:** Students successfully completing this course will:

- Describe stages of cognitive development (e.g., reasoning, symbol manipulation, and problem solving), including in children with special needs
- Define basic concepts in cognitive and moral development
- List milestones in language development
- Identify characteristics of play and their influence on social and cognitive development
- Explain different perspectives on intelligence (e.g., concepts of multiple intelligences) and their implications for identifying and describing individual differences in cognitive development
- Define concepts related to development of personality and temperament
- Describe the social development of children and adolescents, including children with special needs
- Discuss influences on the development of prosocial behavior and aggression
- Describe physical development at different ages
- Explain individual differences in physical development, including children with special needs
- Identify potential impacts on development including genetic, socioeconomic, and gender roles
- Identify sources of possible abuse and neglect and describe the impact on development
- Use developmental concepts and principles to explain children's behavior
- Research a topic in developmental psychology using published findings and original observation.
- Write clearly and effectively
- Cite in APA style

The above objectives and goals are consistent with the Psychology Program Student Learning Outcomes (PSLO), two of which apply to Psyc 210:

- PSLO 3: Apply creative and critical thinking and employ skeptical inquiry to addressing issues and solving problems related to psychological phenomenon.
- PSLO 5: Thoughtfully consider and appraise alternative viewpoints, diverse socio-cultural perspectives and ethical issues related to psychological topics.

## **CLASS PROCEDURES:**

### **WORKLOAD AND ATTENDANCE**

Students are expected to spend an average of 6-9 hours per week working on this course, in addition to class hours. Students are expected to attend all class sessions, to arrive on time and to stay for the entire class period. Cell phones and other devices must be turned off. There will be no taking attendance for this large class. Success will depend on your own motivation.

### **TESTS AND QUIZZES**

Quizzes will be given frequently and will be taken via the Cougar Course site for this class. Chapter quizzes will cover material from the readings and lectures prior to the quiz. You will be able to drop your lowest quiz score. Special content quizzes and exercises will cover paraphrasing and other topics.

There will be two tests, a mid-term and a final. The tests will be multiple choice and non-cumulative. If you have a legitimate **emergency** and can provide **written documentation**, you **may** be allowed to take a makeup for Test 1. A missed final may result in receiving an Incomplete for the class.

### **COUGAR COURSES (Moodle)**

We will be making extensive use of Cougar Courses in this class. You should check for announcements before each class. If a class must be cancelled, I will announce it using Cougar Courses.

### **PAPERS AND RELATED ACTIVITIES**

To meet the university writing requirement, you will be assigned two five-page papers involving library research and original observational research with a total **minimum** page requirement of 10 pages. (You will get further information about these papers.). Papers will be submitted via Turnitin on Cougar Courses, only.

### **STATEMENT ON ACADEMIC HONESTY:**

In addition to giving a failing grade for any paper or test containing elements of academic dishonesty, it is my policy to report **ALL** instances of academic dishonesty to the Dean of Students.

*(From the University Catalog, pages 321 – 322):*

The maintenance of academic integrity and quality education is the responsibility of each student within this University and the CSU system. Cheating and plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended, put on probation, or given a less severe disciplinary sanction. Academic dishonesty is an especially serious offense. It diminishes the quality of scholarship and defrauds those who depend upon the integrity of the campus programs. Such dishonesty includes:

#### **A. Cheating**

Using any external assistance during an exam without the instructor's permission (e.g., conversation with others [including text messaging], books, notes, calculators)

Allowing others to conduct research or prepare work for you without the instructor's permission (this includes using the services of commercial term paper companies)

#### **B. Fabrication**

Fabrication is the falsification or invention of any information (including data) or citation for any class assignment or academic exercise.

#### **C. Facilitating Academic Dishonesty**

Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty (e.g., knowingly allowing someone to copy your paper, homework or exam; providing information about the contents of an exam to someone who will later take the exam).

#### D. Plagiarism

Plagiarism most commonly occurs when material is taken from a source without proper citation. Source material must be rewritten into the students' own words and cited and referenced.

#### STATEMENT ON STUDENTS WITH DISABILITIES:

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, phone (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

**GRADING** Grades are based on points earned and will not be curved. Grade points are earned as follows:

Test 1	100
Test 2 (Final)	100
Paper 1	100
Paper 2	100
Chapter Quizzes	50
Special Quizzes & Exercises	50
<b>Total Points</b>	<b>500</b>

These points will translate to letter grades as follows:

A	470—500	Excellent	C+	385—399	Satisfactory	F	<300	points
Failing								
A-	450—469		C	370—384				
B+	435—449	Good	C-	350—369				
B	420—434		D+	335—349	Passing			
B-	400—419		D	320—334				
			D-	300—319				

**SCHEDULE:** *(It may be necessary to change dates as the semester progresses.)*

<b>DATE</b>	<b>WEEK</b>	<b>CHAPTER</b>	<b>ASSIGNED READINGS</b>	<b>PAPERS &amp; TESTS</b>
1/20 & 1/22	1	Ch. 1	Perspectives, Background and Scientific Method	
1/27 & 1/29	2	Ch. 2	Theories	
2/3 & 2/5	3	Ch. 3	Heredity and Environment	
2/10 & 2/12	4	Ch. 4	Conception to Birth	
2/17 & 2/19 (2/19 by 10PM)	5	Ch. 5	Biosocial: First Two Years	<b>PAPER 1 DUE</b>
2/24 & 2/26	6	Ch. 6	Cognitive: First Two Years	
3/3 & 3/5	7	Ch. 7	Psychosocial: First Two Years	
3/10	8		<b>REVIEW FOR TEST 1</b>	
3/12 (Chap. 1-7)			Bring Green Scantron	<b>TEST 1</b>

3/17 & 3/19	9	Ch. 8	Biosocial: Two to Six	
3/24 & 3/26 (3/26 by 10PM)	10	Ch. 9	Cognitive: Two to Six	PAPER 2 DUE
3/31 & 4/2	11		<b>CESAR CHAVEZ DAY AND SPRING BREAK</b>	
4/7 & 4/9	12	Ch. 10	Psychosocial: Two to Six	
4/14 & 4/16	13	Ch. 11	Biosocial: Six to Twelve	
4/21 & 4/23	14	Ch. 12	Cognitive: Six to Twelve	
4/28	15	Ch. 13	Psychosocial: Six to Twelve	
4/30		Ch. 14	Biosocial: Adolescence	
5/5	16	Ch. 15	Cognitive: Adolescence	
5/7		Ch. 16	Psychosocial: Adolescence	
5/12 TUES (Chap. 8-16)	17		DIFFERENT TIME: 11:30-1:30	TEST 2
			Bring Green Scantron	