



Psychology II | Lecture

Academic Year: 2020-2021

Course Information

Course Numbers

PSY202

Total Credits

3 (3 Lecture Only)

Time Requirement

45 hrs (Lecture Only)

Course Details

Recommended Prerequisites

High School Diploma or equivalent; General Education courses are highly recommended

Course Description

This Developmental Psychology course will focus on the lifespan perspectives and theories of human development. Specifically, this course will address physical, cognitive, social, and emotional changes that occur from the prenatal period through death. Critical thinking assignments and group activities will be used to understanding of important elements of development throughout a person's life.

Lecture and Laboratory Communication

A website will be set up on Canvas by your instructor.

Log in with your Username and password: <https://scuhs.instructure.com>

Faculty Information

Refer to the Canvas course webpage for this information.

Class Meeting Times

Refer to Canvas course webpage for this information.

Instructional Materials

Required Text(s)

A Topical Approach to Life-Span Development, 9th Ed., by Shamrock (Provided e-Text). Other materials are provided on the Canvas course page.

Required Materials

Access to a computer with webcam and microphone. Reliable internet connection.



Course Purpose

Student Learning Outcomes

At the conclusion of this course, a successful student should be able to:

1. Understand the foundations of the scientific method in psychological research.
2. Outline and contrast the different theoretical perspectives in developmental psychology from the prenatal period to death.
3. Explain and critically dissect the individual contributions and relations of “nature” and “nurture”
4. in human development.
5. Understand and analyze physical, cognitive, emotional, and psychosocial development across human lifespan.
6. Apply developmental psychological theories to everyday life.

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Course Schedule

(subject to slight modifications by the instructor)

Week	Topic	Assessment
1	Chapter 1: Introduction	Discover How Much You Know, Reading Assignment, Quiz, Reflective Response
	Chapter 2: Biological Beginnings	Discover How Much You Know, Reading Assignment, Quiz, Reflective Response
	Chapter 3: Physical Development and Biological Aging	Discover How Much You Know, Reading Assignment, Quiz, Reflective Response
	Chapter 4: Health	Discover How Much You Know, Reading Assignment, Quiz, Reflective Response
2	Chapter 5: Motor, Sensory and Perceptual Development	Discover How Much You Know, Reading Assignment, Quiz, Reflective Response
	Chapter 6: Cognitive Development Approaches	Discover How Much You Know, Reading Assignment, Quiz, Reflective Response
	Chapter 7: Information Processing	Discover How Much You Know, Reading Assignment, Quiz, Reflective Response
	Chapter 8: Intelligence	Discover How Much You Know, Reading Assignment, Quiz, Reflective Response
3	Chapter 9: Language Development	Discover How Much You Know, Reading Assignment, Quiz, Reflective Response
	Chapter 10: Emotional Development and Attachment	Discover How Much You Know, Reading Assignment, Quiz, Reflective Response
	Chapter 11: The Self, Identity, and Personality	Discover How Much You Know, Reading Assignment, Quiz, Reflective Response
4	Chapter 12: Gender and Sexuality	Discover How Much You Know, Reading Assignment, Quiz, Reflective Response
	Chapter 13: Moral Development, Values, and Religion	Discover How Much You Know, Reading Assignment, Quiz, Reflective Response
	Chapter 14: Families, Lifestyles, and Parenting	Discover How Much You Know, Reading Assignment, Quiz, Reflective Response

Week	Topic	Assessment
5	Chapter 15: Peers and the Sociocultural World	Discover How Much You Know, Reading Assignment, Quiz, Reflective Response
	Chapter 16: Schools, Achievement, and Work	Discover How Much You Know, Reading Assignment, Quiz, Reflective Response
	Chapter 17: Death, Dying, and Grieving	Discover How Much You Know, Reading Assignment, Quiz, Reflective Response

Tentative Grading Procedures

Assessment	Number of assessments	Number of assessments	Total Points	Weights
Discover How Much You Know (pre-reading activity)	5	17 (1 per chapter)	85	3%
Reading Assignment	40	17 (1 per chapter)	680	35%
Chapter Exams	50	17 (1 per chapter)	850	45%
Reflective Response	20	17 (1 per chapter)	340	17%

Grading scale:

Please note letter grades will be assigned only at the end of the trimester.

A = 90% to 100%

B = 80% - less than 90%

C = 70% - less than 80%

D = 60% - less than 70%

F = less than 60%

W = Withdrawal

Academic Integrity

Visit SCU's [Academic Integrity](#) page to review policies for professionalism and academic integrity.



LEARNING METHODS AND ACTIVITIES

The course requires a significant time commitment from students. In the four weeks of classes, chapters 1-12 of the book will be covered. Students are expected to study each topic in greater detail through studying textbook and participating in class and homework activities.

Discover How Much You Know

Each chapter will involve an informational survey exam (pre-test) to determine the prior content knowledge of the chapter. Students will begin this assignment first before starting any other assignment. This provides a foundational understanding of the chapter content.

Reading Assignments

The e-Text book offers students the opportunity to learn through interactive measurements. This SmartBook helps students maximize their studying and to be better prepared to mastering content knowledge from each chapter. Upon completion of this assignment, students are ready to proceed to their quiz assignment.

Chapter Exams

To measure student learning, each chapter will contain an exam. Exams are proctored by live recording, both visual and auditory methods. Students must have a webcam and microphone to participate in this exam process.

Reflective Homework Assignments

Each chapter will contain a reflective assignment which connects to the content for that chapter. These reflective assignments will allow students to understand the different facets of psychology through industry leaders and enable students to reflect on how they can apply what they learned in their own life. Students will be required to provide a reflective log for each assignment.

GRADING & ASSIGNMENT RUBRICS

Discover How Much You Know Assignments:

These are mandatory assignments in order for students to move forward beyond the other course assignments. Students who submit these assignments will be granted full participation credit. However, students who do not submit these assignments cannot move forward beyond the coursework assignments. Thus, it is important that students understand that these necessary assignments must be completed in order to move forward and submit other course assignments. Failure to submit these assignments will negatively affect the students course grade for future assignments.

Reading Assignments:

Students will go through the POWER Learning Smart Text Book through a series of activities and assignments. Upon completion of this assignment, students will be granted full participation credit for these assignments. Failure to finish the assignment will result in a zero grade for each reading assignment not submitted.

Quizzes:

Quizzes will be conducted online through the McGraw Hill Connect software. Both are timed and measure the learning outcomes for the class. Quizzes will be proctored through webcam and audio microphone.

Reflective Response Rubric:

Students will be asked to respond to a series of critical thinking prompts. A minimum of 300 words are required for submission. Students will be graded according to the below rubric.

Areas Measured	Performance & Evaluations Standards				
	Beginning (0-69%)	Developing (70-79%)	Accomplished (80 – 89%)	Exemplary (90 – 100%)	Points Possible
Summarizes Article Content	Several inaccuracies or misconceptions; Or, does not attempt to write about the topic.	Minimally communicates a response to the questions proposed. Provide a response that supports the topic but presents little effort to stimulate thought in response to the question.	Provides meaningful thought to support the topic response. Address topic in a manner that stimulates well formulated thought and provides a response with logic, theories, or through other sources.	Demonstrates a high capacity to provide a meaningful response which provides engaging and high-level thought processes through the support of research findings.	15
	0 Points	5 Points	10 Points	15 Points	
Writing, Grammar, & Style	Unintelligible due to improper grammar, sentence structure,	Several instances of improper grammar sentence structure,	Well-constructed sentences and with few grammar and/or	Grammar is correct and a minimum of two paragraphs are	5
	0 Points	1 Points	3 Points	5 Points	
Total					20

University Policies

Accommodations

As a learning-centered community, Southern California University of Health Sciences recognizes that all students should be afforded the opportunity to achieve their academic and individual potential. The University recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act and

the American with Disabilities Act (ADA). In accordance with its mission and federal and applicable state laws, the University is committed to making reasonable accommodations for qualified applicants for admission and enrolled students with disabilities. A student who needs accommodation(s) due to a disability should contact the Academic Support Office located in the Learning Resource Center.

Faculty and Dr./Patient Relationships

SCU faculty are highly skilled. However, per University Policy, health care is offered to students through the University Health System only. Neither preclinical nor clinical faculty can provide advice, assessment, treatment, or other elements that would be considered part of a Doctor-Patient relationship outside of a clinical setting established for that purpose.

Learning Activities

Students are expected to spend at least two hours for each lecture hour of course time per week in activities and assessments outside the classroom. Examples of activities include, but are not limited to: writing papers; reading articles or text; small group work; presentations; completing assignments; preparation for assessments; online activities and other activities that do not include direct instructor interaction and involvement.



All university policies apply to this course and all others. For full policy information please consult the university SCU Policy Manual. For a quick reference guide to the following policies: make-up examination, F-challenge examination, grade posting, results of failing grades, student support information, syllabus amendments, special needs, student conduct, and attendance, please consult the academic policies document housed on the [Online Student Services](#) .