

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA D: Social Science

See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: PSYC 210		Course Title: Introduction to Developmental Psychology	
Number of Units: 3 _____			
College or Program: Psychology X CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____		Desired term of implementation: X Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2014	Mode of Delivery: X face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Maureen Fitzpatrick		Email: mjfitzpa@csusm.edu	Submission Date: 03/10/2014

1. Course Catalog Description: This is an introductory survey course that utilizes a chronological approach to examine human development from birth through adolescence. It includes the 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.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

X	Course description, course title and course number
X	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
X	Topics or subjects covered in the course
X	Registration conditions
X	Specifics relating to how assignments meet the writing requirement
X	Tentative course schedule including readings
X	Grading components including relative weight of assignments

SIGNATURES

Maureen Fitzpatrick 03/10/14
Course Proposer Date

MW Paet 3/10/14
Department Chair date

Please note that the department will be required to report assessment data to the GEC annually.

MW Paet
DC Initial

_____	Support	Do not support*	_____	Support	Do not support*
Library Faculty	<input type="checkbox"/>	<input type="checkbox"/>	Impacted	<input type="checkbox"/>	<input type="checkbox"/>
Date			Discipline Chair	Date	
_____	Support	Do not Support*	_____	Approve	Do not Approve
Impacted Discipline	<input type="checkbox"/>	<input type="checkbox"/>	GEC Chair	<input type="checkbox"/>	<input type="checkbox"/>
Chair			Date		

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Maureen Fitzpatrick Phone: x8016 Email: mjfitzpa@csusm.edu

From: Miriam Schustack
Sent: Tuesday, March 18, 2014 9:45 PM
To: Marshall Whittlesey
Subject: FW: PSYC forms for GE recertification
Attachments: GE recert D form PSYC 215.pdf; GE recert D form PSYC 110.pdf; GE recert D form PSYC 210 D D7.pdf; GE recert D form PSYC100.pdf

Dear GEC:

Attached are forms for GE recertification for PSYC UEDGE course. As shown in the message below, we have obtained library faculty approval for these courses.

PSYC 100
PSYC 110
PSYC 210
PSYC 215

There is one additional PSYC course, PSYC 104, on which we are still working to meet the LDGE certification requirements. As soon as that form and syllabus has been revised and has gotten Library approval, we will submit it to GEC.

~~~~~  
Miriam W. Schustack, Ph.D.  
Professor of Psychology and  
Chair, Department of Psychology  
California State University San Marcos San Marcos, CA 92096  
Voice: 760 750-4095  
FAX: 760 750-3418

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**From:** Yvonne Meulemans  
**Sent:** Tuesday, March 18, 2014 12:47 PM  
**To:** Miriam Schustack  
**Subject:** Re: PSYC forms for GE recertification

Hi Miriam:

Thank you for providing the recert forms for my review. I am also a member of GEC this year, so I was able to also look at the accompanying syllabi. Please consider this email the signature in support from Library Faculty for: PSYC 100, PSYC 110, PSYC 210, PSYC 215.

For PSYC 104, it looks like this is a course that is offered as an Area E course. I see on Part A of the form that reflection papers are used as the assignments to assess information literacy. There is also mention, in Part D, about a library representative presenting in the class. Also, the last two rows under Part D are blank. Could you provide additional information about these how these outcomes/goals of the course are fulfilled? The outcomes in Part A, B, and D that refer to finding/searching/using information in an academic/scholarly community are the primary ways that the information literacy component of Area E courses are provided.

Thanks,  
Yvonne

Yvonne Nalani Meulemans

Information Literacy Program Coordinator  
California State University at San Marcos  
Kellogg Library 3422/760-750-4375

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**From:** Miriam Schustack <[mschusta@csusm.edu](mailto:mschusta@csusm.edu)>  
**Date:** Monday, March 17, 2014 at 4:27 PM  
**To:** Yvonne Meulemans <[ymeulema@csusm.edu](mailto:ymeulema@csusm.edu)>  
**Subject:** PSYC forms for GE recertification

Attached are forms for GE recertification for PSYC UEDGE course. These require library faculty approval before we can submit to the GEC.

PSYC 100  
PSYC 104  
PSYC 110  
PSYC 210  
PSYC 215

Let us know if there are any questions. (I didn't have a scan of the version signed by the course proposer for PSYC 104, but it was prepared by Spencer McWilliams.)

--Miriam

~~~~~  
Miriam W. Schustack, Ph.D.
Professor of Psychology and
Chair, Department of Psychology
California State University San Marcos
San Marcos, CA 92096
Voice: 760 750-4095
FAX: 760 750-3418

**California State University, San Marcos General Education Program
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• AREA D: Social Science

See GE Handbook for information on each section of this form

Part A: D Social Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Social Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.	Students record, describe, and analyze behaviors of children of two different ages and compare the observed behaviors with typical milestones for children of those ages.	Two observation papers (4-5 pages each) will be graded with a rubric to assess whether students met this learning outcome.
D.2 Students will analyze the impact of race, class, gender, and cultural context on individuals and/or local and global societies.	Much of the course content will address this SLO. For example, students will learn about caregivers in other cultures, how SES affects parenting style, and development of gender differences.	These SLOs will be embedded in exam questions—some brief essays and some multiple choice questions. Percent of students meeting the SLO will be determined.
D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments	Students will learn about the psychological, technological, and cultural developments and how they have shaped the development of children and adolescents	These SLOs will be embedded in exam questions—some brief essays and some multiple choice questions. Percent of students meeting the SLO will be determined.
D.4 Students will explain the usefulness of a disciplinary perspective and field of knowledge for social issues and problems.	Although this course will not focus on social issues, social development is a key aspect under study and this, in turn, affects social issues. For example, we will cover issues such as school dropouts, teen pregnancies, and aggression when we study social development. These issues are related to economics, sociology, history, and other areas.	These SLOs will be embedded in exam questions—some brief essays and some multiple choice questions. Percent of students meeting the SLO will be determined.

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	The research project proposal, the detailed outline of the project and the two observation papers will all involve writing effectively.	These will be assessed through a grading rubric. Percent of students successfully meeting the rubric standards will be determined.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	When the students write their observation papers, a major part of the paper is analyzing the observed child's developmental milestones and comparing them to what is within the average ages for each milestone (e.g., average age of walking).	In the rubric of the observation papers, scores will be recorded for correct analysis of milestones. Percent of students successfully completing this will be determined.

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<p>Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)</p>	<p>Students will do an information literacy assignment on a developmental topic using various reference materials (e.g., <i>The Encyclopedia of Human Development</i>). Based on this they will write a detailed outline, cite in APA style, and make an oral presentation to the class.</p>	<p>A grading rubric will be used to assess students' appropriate use and evaluation of the researched topic. Percent of students successfully completing the project will be determined.</p>
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• AREA D: Social Science

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Part C: GE Programmatic Goals: *The GE program aligns with CSUSM specific and LEAP Goals. All D courses must meet at least one of the LEAP Goals.*

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>Through examination of diverse cultures, genders, disabilities, etc.</i>
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>Through examination of diverse cultures—both western and non-western, especially with regard to caregiving/parenting.</i>

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	Two observation paper (4-5 pages each) plus a one-page research proposal, plus a 2-page detailed outline.
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.	Through the use of a rubric. Percent of students successfully completing the project will be determined.
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	As a lower-division course, we will focus on reference materials as opposed to scholarly articles (e.g., The Encyclopedia of Human Development) and respected websites (e.g., Society for Research in child Development)
All social sciences core course proposals/syllabi shall require information literacy: This includes opportunities for students to read, evaluate and analyze social science information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.	Students will do an independent research project based on a developmental topic of their choice. We will meet with the science librarian who will give an introduction to reference materials and respected websites as sources of information for this research project.

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• **AREA D7: Interdisciplinary Social Science**
See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: PSYC 210	Course Title: Introduction to Developmental Psychology	
Number of Units: 3		
College or Program: Psychology X CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: X Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2014	Mode of Delivery: X face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Maureen Fitzpatrick	Email: mjfitzpa@csusm.edu	Submission Date: 03/10/2014

1. Course Catalog Description: This is an introductory survey course that utilizes a chronological approach to examine human development from birth through adolescence. It includes the 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.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

X	Course description, course title and course number
X	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
X	Topics or subjects covered in the course
X	Registration conditions (none)
X	Specifics relating to how assignments meet the writing requirement
X	Tentative course schedule including readings
X	Grading components including relative weight of assignments

SIGNATURES


03/10/14

3/10/14
 Course Proposer Date Department Chair date
Please note that the department will be required to report assessment data to the GEC annually.  DC Initial

	Support	Do not support*		Support	Do not support*
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library Faculty			Impacted Discipline Chair		
	Support	Do not Support*		Approve	Do not Approve
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impacted Discipline Chair			GEC Chair		

* If the proposal is not supported, a memo describing the nature of the objection must be provided.

Course Coordinator: Maureen Fitzpatrick Phone: x8016 Email: mjfitzpa@csusm.edu

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• AREA D7: Interdisciplinary Social Science

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Part A: D7 Interdisciplinary Social Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Interdisciplinary Social Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.	Students record, describe, and analyze behaviors of children of two different ages and compare the observed behaviors with typical milestones for children of those ages.	Two observation papers (4-5 pages each) will be graded with a rubric to assess whether students met this learning outcome.
D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.	Much of the course content will address this SLO. For example, students will learn about caregivers in other cultures, how SES affects parenting style, and development of gender differences.	These SLOs will be embedded in exam questions—some brief essays and some multiple choice questions. Percent of students meeting the SLO will be determined.
D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments	Students will learn about the psychological, technological, and cultural developments and how they have shaped the development of children and adolescents	These SLOs will be embedded in exam questions—some brief essays and some multiple choice questions. Percent of students meeting the SLO will be determined.
D7.1 Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues.	Although this course will not focus on social issues, social development is a key aspect under study and this, in turn, affects social issues. For example, we will cover issues such as school dropouts, teen pregnancies, and aggression when we study social development. These issues are related to economics, sociology, history, and other areas.	These SLOs will be embedded in exam questions—some brief essays and some multiple choice questions. Percent of students meeting the SLO will be determined.

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	The research project proposal, the detailed outline of the project and the two observation papers will all involve writing effectively.	These will be assessed through a grading rubric. Percent of students successfully meeting the rubric standards will be determined.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	When the students write their observation papers, a major part of the paper is analyzing the observed child's developmental milestones and comparing them to what is within the average ages for each milestone (e.g., average age of walking).	In the rubric of the observation papers, scores will be recorded for correct analysis of milestones. Percent of students successfully completing this will be determined.

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Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Students will do an information literacy assignment on a developmental topic using various reference materials (e.g., <i>The Encyclopedia of Human Development</i>). Based on this they will write a detailed outline, cite in APA style, and make an oral presentation to the class.	A grading rubric will be used to assess students' appropriate use and evaluation of the researched topic. Percent of students successfully completing the project will be determined.
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• AREA D7: Interdisciplinary Social Science

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Part C: GE Programmatic Goals: *The GE program aligns with CSUSM specific and LEAP Goals. All D7 courses must meet at least one of the LEAP Goals.*

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>Through examination of diverse cultures, genders, disabilities, etc.</i>
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>Through examination of diverse cultures—both western and non-western, especially with regard to parenting/caregiving</i>

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	Two observation paper (4-5 pages each) plus a one-page research proposal, plus a 2-page detailed outline.
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.	Through the use of a rubric. Percent of students successfully completing the project will be determined.
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	As a lower-division course, we will focus on reference materials as opposed to scholarly articles (e.g., <i>The Encyclopedia of Human Development</i>) and respected websites (e.g., Society for Research in child Development)
All social sciences core course proposals/syllabi shall require information literacy: This includes opportunities for students to read, evaluate and analyze social science information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.	Students will do an independent research project based on a developmental topic of their choice. We will meet with the science librarian who will give an introduction to reference materials and respected websites as sources of information for this research project.

INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY PSYC 210

Course #XXXXX, California State University San Marcos

Professor: Maureen Fitzpatrick, Ph.D.
Office: SBSB 3238
Phone: (760) 750-8016

Office hours: XXXXXXXX
E-mail: mjfitzpa@csusm.edu

Catalog Description

This is an introductory survey course that utilizes a chronological approach to examine human development from birth through adolescence. It includes the 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.

Requirements Fulfilled

This course fulfills the lower-division General Education requirement for Area D (Social Sciences) and Area D7 (Interdisciplinary Social Sciences).

Student Learning Outcomes

As a lower-division course in psychology and as a course that fulfills lower-division General Education requirements (D or D7) this course has learning outcomes for the psychology program (PSLOs), learning outcomes for lower-division general education courses (GESLOs), as well as learning outcomes that are specific to this course on the growth and development of children and adolescents (210SLOs). The overall objective of this course is for students to learn about child growth and development and how sociocultural contexts affect development.

Psychology Student Learning Outcomes:

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 sociocultural perspectives and ethical issues related to psychological topics

Lower-division General Education Student Learning Outcomes (Area D and D7):

GESLO D1: Describe and critically apply social science theories and methods to problems.

GESLO D2: Analyze the impact of race, class, gender, and cultural context on individuals.

GESLO D3: Outline the contemporary and/or historical perspectives of major psychological and scientific developments.

GESLO D7: Explain the usefulness of an interdisciplinary approach for studying social phenomena and issues.

Student Learning Outcomes Specific to PSYC 210:

210SLO 1: Explain the processes (e.g., biological, cognitive, social) of typical and atypical growth and development from infancy through adolescence

210SLO 2: Explain the scientific approach to developmental psychology and the various methodological designs used in child and adolescent development research

210SLO 3: Locate and summarize information from reference books (e.g., *Encyclopedia of Human Development*)

210SLO 4: Describe the role of contemporary issues (e.g., violence, poverty, divorce) and diversity (e.g., cultural, gender, racial/ethnic, socioeconomic) in explaining variability in developmental trajectories

210SLO 5: Observe, record, and analyze behavior of children of two distinct ages

210SLO 6: Communicate effectively in writing, citing in APA style.

Student Responsibilities

Class participation

Attendance in class is *expected*. Material on the exams will come from the textbook, lectures, demonstrations, videos, and handouts. Discussion and questions are encouraged during class. Group topic work and discussions during lectures are important aspects of the learning process. Records will be kept of both attendance and participation. Because in-class exercises cannot be rescheduled, there is no make-up opportunity for missed participation points.

Textbook

The book is available in the bookstore. It is expected that each student will read and be responsible for all the assignments. It is suggested that students read the assigned sections of the book *before* the class in which they will be covered. This process helps students better understand the lecture; it also allows for more intelligent questions and discussions during class.

Berger, K. S. (2012). *The developing person: Through childhood and adolescence* (9th ed.). New York: Worth Publishers.

Exams

Four section exams worth 15 points each (multiple-choice and short answer) and one final exam worth 50 points (multiple-choice, short answer, and essays) will be given. You must take the final exam in order to pass the class.

Assignments

Three written assignments will be completed outside class to meet the all-university writing requirement. All papers are to be typed and well written, using college-level English, spelling, and organization. In addition, an oral report will be presented to the class based on the information collected for the research paper. Detailed explanations will be handed out in class. A brief description of each assignment is given below.

Research paper and oral report: Each student will research a topic in the field of developmental psychology (infancy through adolescence) and report on the findings in a 5-minute class presentation. A one-page proposal (5 points) will be turned in that specifies the topic, the reason it is of interest to you, and the likely sources to be used in your research. The oral report will be given, and a one to two-page detailed outline and reference list will be handed in at the time of the presentation (20 points).

Observation of children (2): Each student will make arrangements to observe two children of different ages. Each child will be observed for 30-45 minutes and then **two papers** (20 points each) detailing the observed behaviors and how they relate to what is learned in class will be submitted. For each paper you will describe and evaluate the behaviors of the children and compare those behaviors to typical milestones for each age (4 pages each; 40 points total).

IMPORTANT NOTE

Makeup exams and late papers will only be considered in EXTRAORDINARY CIRCUMSTANCES, and ONLY with my permission prior to the scheduled exam or due date. No makeup opportunities will be possible for students who do not make arrangements with me beforehand. Note that "make arrangements with me..." does not include leaving an email or voicemail message to which I have not responded.

Student work

Any evidence of cheating (including, but not limited to, plagiarism) will result in a failing grade for that exam or paper and possibly a failing grade for the course. Be sure to familiarize yourself with the university's policies on academic honesty (e.g., plagiarism, cheating) that are fully explained in the *2012-2014 General Catalog* (pp. 92-93).

Students with disabilities

Students requiring reasonable accommodations because of a disability need to contact Disabled Student Services (DSS) in order to make the necessary arrangements. DSS is located in Craven Hall 4300 and can be reached by phone at (760) 750-4905 or (760) 750-4909 (TDD users).

Tentative Course Outline and Reading Assignments

SECTION ONE—FOUNDATIONS

Week One: Introduction and overview Domains, contexts, research designs, ethics The scientific method	Reading due:	Notes and due dates: Welcome!
Week Two: Research in developmental psychology Theories of development	Chapter 1 Chapter 2	<i>Meet in library</i> → <i>Room 2303</i>
Week Three: Genes and heredity Prenatal development and birth	Chapter 3 Chapter 4	Research proposal (due before class)

SECTION TWO—INFANTS AND TODDLERS

Week Four: Biosocial development of infants and toddlers	Chapter 5	Exam #1 (Chapters 1-4)
Week Five: Cognitive development of infants and toddlers	Chapter 6	-----
Week Six: Psychosocial development of infants and toddlers	Chapter 7	-----

SECTION THREE—THE PLAY YEARS

Week Seven: Biosocial development of preschoolers	Chapter 8	→ <i>Class observation</i> (don't miss class!)
Week Eight: Cognitive development of preschoolers	Chapter 9	Exam #2 (Chapters 5-7)
Week Nine: Psychosocial development of preschoolers	Chapter 10	Observation #1 (due before class)

SECTION FOUR—THE SCHOOL YEARS

Week Ten: Biosocial development in the school years	Chapter 11	Exam #3 (Chapters 8-10)
Week Eleven: Cognitive development in the school years	Chapter 12	-----
Week Twelve: Psychosocial development in the school years	Chapter 13	Observation #2 (due before class)

