



**Navajo Technical University**

PO Box 849, Crownpoint, NM 87313

<http://www.navajotech.edu>

Tel: (505) 387-7401

**Course Title: Developmental Psychology**  
**Course #: PSY 1120**  
**Pre-requisite: PSY 1110**

**Credit Hours: 3**  
**Semester: Spring 2022**  
**Cap: 20**

**Faculty:** DR. LUIS RILE

**E-mail:** l.rile@navajotech.edu

**Office:** STUDENT SERVICES, RM 105

**Office Phone:** 505.782.6022

**Office Hours** (face-to-face or online): M-T-W 8am-6pm, or by appointment

**Preferred Communication** (email and/or text; will respond within 24 hours): Email or phone

**Modality:** (online)

**Class Location:** ( )

**Class Day and Class Time:** (Saturday @ 12:30M-1:30PM)

**Required Materials:**

**Textbooks:** Rathus, Spencer. *HDEV: Human Lifespan Development, 6<sup>th</sup> Ed., Cengage*  
*ISBN 978-0-357-04081-2*

**Tools:**

**Laptop and Internet Access:** Every student is required to own a laptop and have internet access.

**Lab Fee (if applicable):**

**Mission, Vision, and Philosophy**

**Mission:** Navajo Technical University honors Diné culture and language, while educating for the future.

**Vision:** Navajo Technical University provides an excellent educational experience in a supportive, culturally diverse environment, enabling all community members to grow intellectually, culturally, and economically.

**Philosophy:** Through the teachings of Nitsáhákees (thinking), Nahátá (planning), Íina (implementing), and Siihasin (reflection), students acquire quality education in diverse fields, while preserving cultural values and gaining economic opportunities.

**Course Description**

Study of human physical and psychological change and stability from a lifespan development perspective

Course Learning Outcomes	Course Assessments
1. Relate the history of the study of human development	Homework, team activities, assignment, quizzes, exams (Midterm & Final), project presentation
2. Recount the major events of prenatal development	
3. Examine different methods of childbirth.	
4. Describe trends in the physical development of the infant	
5. Discuss the relationships between social deprivation, child abuse and neglect, autism spectrum disorders, and attachment	
6. Describe trends in physical development and motor development in early childhood.	
7. Discuss the development of gender roles and gender differences; personality and emotional development during early childhood, focusing on the self, Erikson's views, and fears.	
8. Discuss attention-deficit/hyperactivity disorder and learning disabilities	
9. Describe Piaget's concrete-operational stage. Discuss Piaget's and Kohlberg's theories of moral development	
10. Discuss the influences of peers and of the school on social development in middle childhood.	

### Connections to Program Assessment (Course-Embedded Measures)

#### Course Activities

Week	Date	Class Topics/Reading Due	Assessments/CLO	Evaluation
1		Introduction, syllabus review, classroom rules Ch 1		
		<b>Last day to add/drop</b>		
2		Ch 1		
3		Ch 2 Ch 3	Quiz 1 Multiple Choice <b>CLO 1, 2</b>	<b>Quiz 1-10%</b>
4		Ch 3		
5		Ch 4		

		<b>Graduation Petition due</b>		
6		Ch 4	Assignment Multiple Choice and Fill in the blank  <b>CLO 3, 4</b>	<b>Assignment-10%</b>
7		Ch 5		
		<b>Last day to withdraw with "W"</b>		
8		<b>Midterm</b>	<b>CLO 1,2,3,4,5</b>	<b>Midterm exam-20%</b>
9		Ch 6		
10		Ch 6          Ch 7	Homework-Group work <a href="http://psychclassics.yorku.ca/Harlow/love.htm">http://psychclassics.yorku.ca/Harlow/love.htm</a> Read the article and make your analysis based on the following format: <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Analysis (Discuss the pros &amp; cons)</li> <li>3. Recommendation</li> </ol> <b>CLO 5</b>	<b>Homework-10%</b>
11		Ch 7  Ch 8		
12		Ch 8  Ch 9	Quiz 2 Fill in the blank  <b>CLO 6, 7</b>	<b>Quiz 2-10%</b>
13		Ch 9  Ch 10	Group Project. <a href="http://www.nimh.nih.gov">http://www.nimh.nih.gov</a> Read the article and make your analysis on the following format: <ol style="list-style-type: none"> <li>1. Summarize the topics/contents on this website.</li> <li>2. What did you find interesting or thought-provoking within this website?</li> <li>3. What was new information for you? List three facts that were not in the textbook.</li> <li>4. What would you like to learn more about?</li> <li>5. How valuable was this website in terms of relevance to this course?</li> </ol> <b>CLO 9,10</b>	

14		Ch 10	Team activities <a href="http://www.cyberbullying.org">www.cyberbullying.org</a> Read the article and make your analysis on the following format: 1. Introduction 2. Analysis (Discuss the pros & cons) 3. Recommendation  <b>CLO 8,9</b>	<b>Team activities-10%</b>
15		<b>Group Project Presentation</b>	<b>CLO 9, 10</b>	<b>Group Project presentation-10%</b>
16		<b>Review for Final exam</b>		
17		<b>Final</b>	<b>CLO 6,7,8,9,10</b>	<b>Final exam-20%</b>
		<b>Grades due to the Registrar</b>		
		<b>Graduation</b>		

## Grades

Student work will be evaluated based on these individual factors:

FACTOR	VALUE	LEARNING OUTCOMES
Quiz 1	10%	1,2
Quiz 2	10%	6,7
Team activities	10%	8,9
Project presentation	10%	9,10
Homework	10%	5
Assignment	10%	3,4
Mid-term Examination	20%	1,2,3,4,5
Final Examination	20%	6,7,8,9,10
Total	100%	

Grading Scale %	
<b>90-100</b>	<b>A</b>
<b>80-89</b>	<b>B</b>
<b>70-79</b>	<b>C</b>
<b>60-69</b>	<b>D</b>
<b>Below 60</b>	<b>F</b>

### **Grading Policy**

Students must do their own work. Cheating and plagiarism are strictly forbidden. Cheating includes (but is not limited to) plagiarism, submission of work that is not one's own, submission or use of falsified data, unauthorized access to exams or assignments, use of unauthorized material during an exam, or supplying or communicating unauthorized information for assignments or exams.

### **Participation**

Students are expected to attend and participate in all class activities. Points will be given to students who actively participate in class activities including guest speakers, field trips, laboratories, and all other classroom events.

### **Cell phone and headphone use**

Please turn cell phones off **before** coming to class. Cell phone courtesy is essential to quality classroom learning. Headphones must be removed before coming to class.

### **Attendance Policy**

Students are expected to attend all class sessions. If more than ten minutes late, students will be counted as absent. A percentage of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of responsibility to complete all course work by required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention. **Instructors may drop students from the class after three (3) absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.**

### **Study Time Outside of Class for Face-to-Face Courses**

**For every credit hour in class, a student is expected to spend two hours outside of class studying course materials.**

### **Study Time for Hybrid or Blended Courses**

**For a hybrid or blended course of one credit hour, a student is expected to spend three hours per week studying course materials.**

### **Study Time for Online Courses**

**For an online course of one credit hour, a student is expected to spend four hours per week studying course materials.**

### **Academic Integrity**

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor. **The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism and is prohibited.**

### **Diné Philosophy of Education**

The Diné Philosophy of Education (DPE) is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes and so forth: Nitsáhákees, Nahát'á, Íina and Siih Hasin which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

At NTU's Zuni Campus, the A:shivi Philosophy of Education offers essential elements for helping students develop Indigenous and Western understandings. Yam de bena: dap haydoshna: akkya hon detsemak a:wannikwa da: hon de:tsemak a:ts'umme. *Our language and ceremonies allow our people to maintain strength and knowledge.* A:shivi core values of hon i:yyulashik'yanna:wa (respect), hon delank'oha:willa:wa (kindness and empathy), hon i:yyayumola:wa (honesty and trustworthiness), and hon koho! lewuna:wediyahnan, wan hon kela i:tsemanna (think critically) are central to attaining strength and knowledge. They help learners develop positive self-identity, respect, kindness, and critical thinking skills to achieve life goals successfully.

### **Students with Disabilities**

Navajo Technical University is committed to serving all students in a non-discriminatory and accommodating manner. Any student who feels that she or he may need special accommodations should contact the Accommodations Office (<http://www.navajotech.edu/student-services#accomodations-services>) in accordance with the university's Disability Accommodations Policy (see [http://www.navajotech.edu/images/about/policiesDocs/Disability\\_Exhibit-A\\_6-26-2018.pdf](http://www.navajotech.edu/images/about/policiesDocs/Disability_Exhibit-A_6-26-2018.pdf)).

### **Email Address**

Students are required to use NTU's email address for all communications with faculty and staff.

### **Final Exam Date: End of Week 17**

#### **10 Point Rubric**

**It provides well-defined criteria from which learners can improve their performance**

<b>Level</b>	<b>Description</b>	<b>Value</b>
Outstanding	Well written and very organized. Excellent grammar and spelling mechanics. Clear and concise statements. Excellent effort and presentation with detail. Demonstrates a thorough understanding of the topic	9-10
Good	Writes fairly clear. Good grammar and spelling mechanics. Good presentation and organization. Sufficient effort and detail.	7-8
Fair	Minimal effort. Good grammar and spelling mechanics Fair presentation. Few supporting details	6

Poor	Somewhat unclear. Shows little effort. Poor grammar mechanics. No organization of thoughts.	4-5
Very Poor	Lacking effort. Very poor grammar mechanics Very unclear Does not address topic Limited attempt	1-3