Course Syllabus

**Psyc& 200: Lifespan Psychology**

5 Credits

| Instructor | Shawn Curtis PsyD Candidate, MS |
|---|---|
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| Class Hours | Online |
| Office Hours | By Apt. Arrange |

**INTRODUCTION:**

Welcome to the online version of Psychology 200. This course is designed to meet the academic needs of a unique group of students who may be unable to attend traditional campus classes and who are motivated and self-disciplined. While the class meets in cyberspace, students can expect a heavy workload outside of class in order to meet the requirements of the course.

Check your readiness to take an online course by doing the self-assessment quiz for distance learning at, http://bellevuecollege.edu/distance/WebAssess/. It is important that students enrolled in the course are reading at college level, are able to work with less direct instruction, and have time available to complete the reading and assignments. The instructor will provide the structure for the class and act as a "coach" as you proceed through the course. You can leave messages for the instructor at any time by e-mail or phone, and he will respond to you as quickly as possible.

**FORMAT:**

Students are required to follow the 4 learning modules.  Within each module there are assigned chapter, quizzes, discussions, and assignments.  Students are expected to read chapters in the assigned text, participate in a weekly discussion forum, submit assignments, and take exams, **ALL ON LINE.**

Instructions for how to access the on-line portion of the class can be found at: http://bellevuecollege.edu/distance/Canvas_classroom.asp, or you can just go

to:  http://bc.instructure.com and log in using your BC Student ID number as your username, and your birthdate (mmddyy) as your password.

**REQUIRED TEXT:**

    Belsky, Janet (2013). *Experiencing the lifespan, 3rd Ed.* New York: Worth Publishing. ISBN: 978-1-4292-9922-0

    You may use any version of the 3rd Edition (e.g. hardcopy, looseleaf, softcover, pdf., kindle, etc.) however, if you intend to use an older edition note that the page numbers and order of material presented is for the 3rd Ed. and it is incumbent on you to find the corresponding material in your edition.  The instructor does not have the older editions and has not reviewed them.

There is also a web site from the publisher of the textbook with links to related web sites and student aids: http://bcs.worthpublishers.com/belsky3e/default.asp#t_830767      (Links to an external site.)

The text may be purchased from the Bellevue College Bookstore or online at http://bookstore.bellevuecollege.edu/ (Links to an external site.). However, since the text is needed right away, an in-person purchase is recommended if you haven't already ordered it. You may also find it on an online retailer however, IT IS YOUR RESPONSIBILITY TO GET THE BOOK. Extensions for missing material because of not having the text will only be granted in very extreme circumstances.

**LEARNING OBJECTIVES:**

After completion of this course, students will be able to:
Compare and contrast stage theory and transition theory, discussing continuity, stability, and chronology issues.

1. Identify the three major research methods: descriptive, correlational and experimental designs and relate them to the unique challenges of developmental research.

2. Describe the interactions of genetics and environmental influences at each stage of the lifespan.

3. Compare and contrast the cognitive theory of Jean Piaget with the information processing theories of cognitive development.

4. Compare and contrast the psychosocial theory of Erik Erikson with the psychosexual theory of Freud.

5. Articulate the prenatal health issues and birthing options as influences on prenatal development.

6. Apply knowledge of cross cultrual research to developmental differences across the life span

7. Articulate common issues and perspectives, for each life stage in order to communicate effectively across the lifespan.

<u>**General Education Outcomes**</u>

This course meets the following General Education outcome: Creative and Critical Thinking

**Course Components**

**QUIZZES AND FINAL EXAM**

There will be 10 quizzes, each covering 1 or 2 chapters. Each exam will consist of objective questions, and each will be worth 20 points.

All quizzes will be administered on-line as scheduled on the calendar. Students will have 30 minutes to answer 20 questions at .5 pt per question for a total of 10 pts per quiz. Total possible quiz points will be 100.

There will be 1 final exam. It will consist of 150 questions at 1 pt each for a total of 150 pts. (140 pts will be from material covered throughout the quarter and 10 from the material for week 11).

**WEEKLY DISCUSSION FORUM**

The discussion forum is the heart of the course. Students will be responding to my questions and responding to other students, just as they would in a "live" discussion. There will be 10 discussion sessions, running from Monday to Saturday every week. **<u>Students will respond to and will also need to respond to at least two other students in the week</u>**. Specifically, you are expected to participate in the discussion with at least three posts a week, at least once in response to my question and at least twice in response to other students' comments. The grade for this portion of the class will be a combination of points for participating and quality of participation (20 points total per discussion), for a total of 200 points.

**WRITTEN ASSIGNMENTS**

| Assignment 1 | 100 points | Due 5/3 |
| Assignment 2 | 100 points | Due 5/31 |
| Assignment 3 | 100 points | Due 6/19 |

This quarter, you are required to complete three written assignments.

Each assignment will be described in detail in the Learning Modules. A grade will be assigned based on criteria for that assignment. It is expected that assignments will be proofread for grammatical errors and will be submitted on time. **Assignments will be accepted one day late only with a five-point deduction.**

**GRADING**

   **Grades will be determined as follows:**

| Quizzes | 10 @ 10 points | 100 |

| Discussions | 10 @ 20 points | 200 |
|---|---|---|
| Assignments | 3 @ 100 | 300 |
| Final Exam | 1 @ 150 | 150 |
| | | |
| Total = | | 750 |

**Grades will be determined by adding up scores for the exams and all of the assignments:**

| A | 94-100% | | C+ | 77-79% | |
|---|---|---|---|---|---|
| A- | 90-93% | | C | 74-76% | |
| B+ | 87-89% | | C- | 70-73% | |
| B | 84-86% | | D+ | 67-69% | |
| B- | 80-83% | | D | 64-66% | |

**Students with special learning needs should contact the instructor as soon as possible.**

**Learning Modules/ Topics** (You are expected to read each chapter, but I have included areas of focus or areas where you can skim below)

| | **Introduction to Lifespan Studies, Conception, Birth, & Infancy** |
|---|---|
| Module 1- Weeks 1-3 | Wk 1: **Ch. 1** (skim research section pp. 26-36) & **Ch. 2** (be familiar w/ fertilization and birth stages, focus on Threats to the Developing Baby and Development Just After Birth) |
| | Wk 2: **Ch 3** (Focus on neural pruning, and Sensory & Motor Development, Cognition, and Language Development) |
| | Wk 3: **Ch 4** (Entire Chapter is important) |
| Module 2- Weeks 4-7 | **Assignment 1 is Due May 3** |
| | **Childhood and Adolescence** |
| | Wk 4: **Ch 5** (Entire Chapter is important) |
| | Wk 5: **Ch 6** (Entire Chapter is important) & **Ch 7** (Focus on Parenting Styles pp. 205-210, School pp. 216-230) |
| | Wk 6: **Ch 8** (Entire Chapter is important) |
| | Wk 7: **Ch 9** (Entire Chapter is important) |

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| | **Assignment 2 is Due May 31** | |
| Module 3<br><br>Weeks 8-9 | **Early & Middle Adulthood**<br><br>Wk 8: **Ch 10** (Entire Chapter is important) & **Ch 11** (Marriage Section pp. 331-343)<br><br>Wk 9: **Ch 11** (Parenthood-end of chapter pp. 344-358) & **Ch 12** (Entire Chapter is important) | |
| Module 4<br><br>Weeks 10-11 | **Late Adulthood, Death & Dying, and Course Final**<br><br>Wk 10: **Ch 13** (Focus on The Evolving Self & Life Transitions pp. 398-418) & **Ch 14** (Tracing Physical Aging & Sensory Motor Changes pp. 423-438)<br><br>Wk 11: **Ch 14** (Dementia pp. 439-443 & Skim Options and Services... pp. 444-448) & **Ch 15** (Entire Chapter is important, but focus on Kübler Ross and challenging views pp.458-463, and The Dying Process pp. 472-475)<br><br>**Assignment 3 is Due June 19**<br><br>**FINAL EXAM** Available June 17-19 | |
| | Note that there will be weekly quizzes that cover the week's chapter(s). | |

**Accommodations**

If you need course modifications / adaptations or accommodations because of a disability, please let me know as soon as possible. If you have not done so already, you can contact the Disability Resource Center (DRC) in B132 or by calling 425.564.2498 or TTY 425.564.4110. Information is also available on their website at http://bellevuecollege.edu/drc/ (Links to an external site.).

**Affirmation of Inclusion:**
Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

**For technical help with the online part of the class:**

Link to Canvas student guides:  http://guides.instructure.com/m/4212

Link to Student Technical Help Desk:  http://depts.bellevuecollege.edu/helpdesk/students/ (Links to an external site.)

**For behavioral and grading guidelines of the Social Science Division:**
http://bellevuecollege.edu/socsci/student_policies.asp (Links to an external site.)