

## **Lifespan Psychology: PSYC& 200 Item 5428 Fall 2015 Syllabus**

Instructor:	Jessica Urschel, Ph.D.	Class Time:	MTWRF 9:30-10:20am
Office:	D200A	Location:	T127
Hours:	T 10:30-11:30am	Prerequisite:	General Psychology
Email:	<a href="mailto:Jessica.urschel@bellevuecollege.edu">Jessica.urschel@bellevuecollege.edu</a>		

### **Course Information**

#### **Description**

In this course, we will examine research and theories regarding human growth and change across the lifespan, from prenatal development to late adulthood. We will explore many factors that affect psychosocial, cognitive, and physical development from varied perspectives. Students will engage with the course content through a variety of learning experiences, including lectures, active group and class discussions, videos, and written assignments designed to engage the student with empirical research.

The goals of this course can be combined into two broad categories: Content goals and Process goals. Content goals involve conveying information. There are certain theories, psychologists, facts, definitions, and terms that I will want you to learn for quizzes and exams. Process goals involve learning new skills and ways to consider and evaluate information. I hope that after taking this class, you will be more critical in your evaluation of claims about human development made by others (e.g., scientists, other academics, the media, and your friends and family). I hope that you will ask yourself and others questions about why we are the way we are that you might not have otherwise. It is up to each one of us to reach our own conclusions, but I hope that you will have a new perspective from which to consider many important issues. These process goals are less easy to evaluate with tests than content goals, which is why you will have the opportunity to develop skills through your own topic selection, research, and writing. These Process goals are, just as important, if not more important, than Content goals. As B. F. Skinner put it, "Education is what survives when what has been learned has been forgotten" (1964).

#### **Course Content**

This course will involve some potentially provocative material framed within an academic context. Keep in mind that finding oneself in a space outside of one's comfort zone is an opportunity for learning. Students may be confronted with subject matter that is difficult to watch, see, discuss, or listen to. Please note, however, that you will be responsible for any course material you miss if you choose not to participate. If a student has any questions or concerns about course content or classroom climate, please speak with me about it immediately.

#### **Outcomes**

After completing this class, students should be able to:

- Compare and contrast stage theory and transition theory, discussing continuity, stability, and chronology issues.
- Identify descriptive, correlational and experimental designs and relate them to the unique challenges of developmental research.
- Describe the interactions of genetics and environmental influences at each stage of the lifespan.
- Compare and contrast the cognitive theory of Jean Piaget with the information processing theories of cognitive development.
- Compare and contrast the psychosocial theory of Erik Erikson with the psychosexual theory of Freud.

- Articulate the prenatal health issues and birthing options as influences on prenatal development.
- Apply knowledge of cross-cultural research to developmental differences across the lifespan.
- Articulate common issues and perspectives for each life stage in order to communicate effectively across the lifespan.

**Grading**

**Course Format**

The course will be comprised of 4 units. For each unit, students will take an in-class exam, complete and post a writing assignment in the Canvas forum, and respond to two other students’ writing assignments on the Canvas website.

**Course Grade**

Your course grade will be wholly determined by the total number of points you accumulate on the following. If class is canceled on a quiz day, all students will earn the 2 points for the day. **IMPORTANT NOTE: I WILL NOT ROUND UP ON FINAL GRADES.**

<b>Assignment</b>	<b>Points</b>	<b>Percent of Grade</b>
Quizzes (41 @ 2pts)	80	16%
Exams (4 @ 60pts)	240	48%
Original Forum Posts (4 @ 25pts)	100	20%
Responses to Forum Posts (8 @ 10pts)	80	16%
<b>TOTAL</b>	<b>500</b>	<b>100%</b>

The College Grading Policy is located on page 10 of the Course Catalog: [Grading Policy](#)

The course letter grade is related to the point total as follows:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Minimum %	93%	90%	87%	83%	80%	77%	73%	70%	67%	63%	60%	0%
Minimum Pts	465	450	435	415	400	385	365	350	335	315	300	0-299

**Quizzes**

Students will take a short quiz (max: 2 questions) at the end of every lecture period (denoted with an asterisk on the course calendar at the end of this syllabus). You will need to bring paper and a pen (or pencil) to each class to complete this quiz. The daily quiz is designed to reinforce the main focus of the day’s lecture, as well as encourage regular class attendance. Forty-one 2-point quizzes are planned for each lecture period during the quarter, meaning that one could 2 points of extra credit (82/80). Quizzes cannot be made up for any reason. If class is canceled on a quiz day for any reason, all students will automatically receive the 2 points.

**Exams**

Exams will consist of multiple choice, fill in the blank, short answer, and essay questions. These exams will be administered in class on the following dates: October 9, October 27, November 13, and December 3.

### **Writing Assignments: Original Forum Posts**

For each exam period there will be an open-topic discussion forum. The Canvas forum will be used for these discussions. Though you may post at any time after the assignment instructions are posted, original posts are due on review days before class (October 8, October 26, November 12, and December 2).

For each topic forum you will post one original discussion thread related to any topic, concept, or issue discussed in the textbook or lectures assigned for that period. Follow the instructions carefully. Original posts should always include correct capitalization, spelling, and grammar. Although these are online posts, they should be written in an organized, paragraph form.

In this post, you will further explore a topic of interest by summarizing and analyzing a related research article. Thorough rubrics and specific instructions will be posted on Canvas at least one week before the due date. You **must** cite and include the reference for your source(s) in your post to receive credit. PsychCentral does not qualify. Wikipedia does not qualify. Plagiarism guidelines do apply; be careful to cite appropriately. We will discuss how to find appropriate academic sources and cite them appropriately early in the semester.

### **Writing Assignments: Forum Post Responses**

Again, though you may post at any time, responses are due before the class period following an exam (October 12, October 28, November 16, and December 4).

In addition to your own original post, you need to provide 2 thoughtful responses to other students' posts for each exam period. Here you might elaborate on the information presented, disagree with the information (respectfully), generate new questions, or extend the topic in some other, useful way. Avoid empty general comments such as, "I agree" or "I think your comments are interesting." In other words, always back up your response with facts. Again, you must reference at least one outside academic source of information in your response following the same guidelines noted in the instructions for your original post. Plagiarism guidelines apply.

### **Late Policy**

Forum posts may be submitted late. For every calendar day (including weekends) that a post is late, 10% will be deducted for the first 5 days. The maximum late penalty is 50%. No work will be accepted after December 8 at 9:30am.

### **Make Up Exams**

If you miss one of the four units exams given during the semester for any reason, you may make up that exam during the final exam period. Please be advised that if you miss 2 (or more) exams, you will not be allowed to make up the second exam and will receive a 0 for the second exam.



### **Required Text**

Arnett, J. (2016). *Human development: A cultural approach (2nd ed.)*. San Francisco, CA: Pearson Education.

Any format is acceptable, including eBook, notebook, paperback, or loose-leaf edition.

Students will also be responsible for finding, summarizing, and analyzing research articles related to the course material.

### **Tips for Success**

- PowerPoint slides will be available online. Download the day's material before class.
- Attend all classes. Information will be provided in lecture that cannot be found in the readings.
- Read all material before coming to class. Read and be able to answer the chapter learning objectives.
- Take advantage of office hours or email if you have questions about the material.
- Make flash cards of key terms, be able to name terms when given a description, and vice versa. Make sure you can identify and give examples of concepts.
- Form a study group with other students in the class (but make sure to complete assignments independently).

### **Important Notes About Technology Use**

I will be posting class material (e.g., syllabus, Powerpoints, announcements, readings, assignments, and links to articles) regularly on the Canvas course website. Plan to check the Canvas website regularly. If you don't have a home computer with Internet access, an open computer lab is available in N250. You will have plenty of time to complete assignments. Excuses such as "my internet wasn't working" or "I couldn't make it to the computer lab this morning" will not be accepted.

You are required to create a BC student network account [here](#). The student network account may be created any time after you receive your student identification number (SID) and personal identification number (PIN). For students enrolled in credit classes, the SID and PIN are issued after you apply for admissions. For students enrolled in classes through BC Continuing Education, the SID and PIN are established after you register for a class. Continuing Education students may contact the Continuing Education office directly to request this identification information. Once you have your student network account, go to the Bellevue College website and click Canvas under Student Links to log into the course website. Our course homepage can be accessed from the Courses dropdown menu on the left side of the page.

### **Classroom Learning Atmosphere**

#### **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.

#### **Religious Holidays**

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

### **College Anti-Discrimination Statement (Title IX)**

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates. For further information and contacts, please consult College Anti-Discrimination Statements.

### **Procedures & Guidelines of the Social Sciences Division**

#### **Bellevue College's 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 BC, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

The college's "Affirmation of Inclusion" is in line with the principle of free speech in a free society: we have the right to express unpopular ideas as long as we don't show disrespect for reasonable people who might believe otherwise. In this course, you will be expressing ideas through the medium of the course site as well as face to face in the classroom. In that case, these expectations refer to the courtesy with which you communicate with one another in the classroom and on the course website. Part of this respect involves professional behavior towards the instructor, colleagues, and the class itself.

#### **Plagiarism and Other Conduct Policies**

Plagiarism is a form of academic dishonesty that occurs when students use information or material from outside sources and do not properly cite those sources. This is grounds for disciplinary action. It is your responsibility to understand plagiarism and its consequences. Plagiarism occurs if:

- a. You do not cite quotations and/or attribute borrowed ideas as references.
- b. You fail to enclose borrowed language in quotation marks.
- c. You do not write summaries and paraphrases in his/her own words and/or doesn't document his/her source.
- d. You turn in work created by another person.
- e. You submit or use your own prior work for a current or past course, or work from one current course in another course without express permission from your professors. This may also be considered academic dishonesty.

Consequences: If it is determined that you have plagiarized or engaged in other forms of academic dishonesty, you will likely fail the assignment and possibly the course, despite points earned through other work. Acts of academic dishonesty are reviewed for disciplinary action.

If you are new to writing then please come talk to me during office hours and/or visit the Writing Center. Their website is <http://www.bellevuecollege.edu/asc/writing/> and they are located in D204. Also if you are new to writing in APA format, then refer to the following document:

<http://www.bellevuecollege.edu/asc/writing/essays-guides/documents/apa2010styleessay.pdf>

#### **Cheating, Stealing and Plagiarizing\***

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive behavior are violations of the Student Code of Conduct at Bellevue

College. Examples of unacceptable behavior include, but are not limited to: Plagiarizing material from the internet and posting rude or personal attacks in discussions. When you are in doubt about any behavior, please consult your instructor. In addition, you may wish to review the general applicable rules of cyberspace, such as in the Core Rules of Netiquette. The instructor reserves the right to remove posted messages, and downgrade assessments as a result of these types of behaviors.

The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services.

[http://www.bellevuecollege.edu/policies/2/2050\\_Student\\_Code.asp](http://www.bellevuecollege.edu/policies/2/2050_Student_Code.asp)

### **Incomplete**

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete (“I”). It is the student’s responsibility for maintaining contact and adhering to the agreed-upon actions. Canvas class sites, and material, may not be directly accessible after the end of the quarter so it is important to make arrangements before the quarter ends. The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an “F”). There is a standard form that instructors have access to in their instructor’s grade briefcase.

### **F Grade**

Students who fail a course will receive a letter grade of "F."

### **Final Examination Schedule**

Final examinations may involve proctored on-campus arranged exams or may be administrated completely online at the discretion of the instructor and in keeping with the stated policies provided in the course syllabus. Please refer to the syllabus at the start of the quarter for additional details and contact the instructor directly for any clarifications. A student who is not in compliance with the scheduled format may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be in compliance with any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

For this class, there is no final exam. Students may make up 1 missed exam during the final exam period.

### **Withdrawal from Class**

Academic Year: College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course. Check the [enrollment calendar](#) for additional details. As with most enrollment deadlines, it is the student’s responsibility to be aware of these dates and act accordingly.

### **Hardship Withdrawal (HW)**

Hardship Withdrawal indicates a withdrawal request made because of extenuating circumstances after the official withdrawal period is over. The student must contact the instructor to request this

withdrawal option, or the faculty member may initiate the contact. No points are calculated into the grade-point average. Students may also contact the enrollment Services Office BEFORE grades are assigned in cases of hardship.

### Students Who Require Disability Accommodations

Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Centre (DRC) <http://bellevuecollege.edu/drc/>. The office is located in B132 (telephone 425.564.2498 or TTY 425.564.4110 email [drc@bellevuecollege.edu](mailto:drc@bellevuecollege.edu)). Students will need to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter or contact your online instructor directly by email. Students who require accommodation in a course should review the DRC accommodation letter with each instructor during the first week of the quarter.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Centre, and review those needs with the instructor as well.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact Autism Spectrum Navigators. Email and phone number are on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by Skype: the address is DRCatBC (NOTE: There is no @ sign...it is actually DRCatBC). Please visit our website at Disability Resource Center for application information into our program and other helpful links.

### Course Schedule

Any changes to this calendar will be posted to Canvas.

Day/Date	Topics	Readings and Assignments Due <b>*Quiz day!</b>
M 9/21	Introductions & Syllabus	Obtain textbook and read syllabus carefully*
T 9/22	What is Developmental Psychology?	Arnett 1.1*
W 9/23	Theories of Human Development: Focus on Freud	Arnett 1.2*
R 9/24	Theories of Human Development: Focus on Erikson and Bronfenbrenner	Arnett 1.2*
F 9/25	Scientific Method & Research Designs	Arnett 1.3*
M 9/28	Research Designs II	Arnett 1.3*
T 9/29	Genetic Influences on Development	Arnett 2.1*
W 9/30	Searching for Articles Olds et al. discussion	Olds et al. – posted on Canvas*
R 10/1	Prenatal Development and Prenatal Care	Arnett 2.2*
F 10/2	Pregnancy Problems	Arnett 2.3*
M 10/5	Birth	Arnett 3.1*
T 10/6	The Neonate I	Arnett 3.2*
W 10/7	The Neonate II	Arnett 3.3*
R 10/8	Unit 1 Review	<b>Original Forum Post due via Canvas by 9:30am</b>
F 10/9		<b>Exam 1 @ 9:30am</b>
M 10/12	Infancy: Physical Dev.	Arnett 4.1* <b>Forum Responses due via Canvas by 9:30am</b>
T 10/13	Infancy: Cognitive Dev.	Arnett 4.2*

W 10/14	Infancy: Social Dev.	Arnett 4.3*
R 10/15	Toddlerhood: Physical Dev.	Arnett 5.1*
F 10/16	Toddlerhood: Cognitive Dev.	Arnett 5.2*
M 10/19	Toddlerhood: Social Dev.	Arnett 5.3*
<b>T 10/20</b>	<b>NO CLASS!</b>	
W 10/21	Early Childhood: Physical Dev.	Arnett 6.1*
R 10/22	Early Childhood: Cognitive Dev.	Arnett 6.2*
F 10/23	Early Childhood: Social Dev.	Arnett 6.3*
M 10/26	Unit 2 Review	<b>Original Forum Post due via Canvas by 9:30am</b>
T 10/27		<b>Exam 2 @ 9:30am</b>
W 10/28	Middle Childhood: Physical Dev.	Arnett 7.1* <b>Forum Responses due via Canvas by 9:30am</b>
R 10/29	Middle Childhood: Cognitive Dev.	Arnett 7.2*
F 10/30	Middle Childhood: Social Dev.	Arnett 7.3*
M 11/2	Adolescence: Physical Development	Arnett 8.1*
T 11/3	Adolescence: Cognitive Development	Arnett 8.2*
W 11/4	Adolescence: Social Development	Arnett 8.3*
R 11/5	Emerging Adulthood: Physical Dev.	Arnett 9.1*
F 11/6	Emerging Adulthood: Cognitive Dev.	Arnett 9.2*
M 11/9	Emerging Adulthood: Social Dev.	Arnett 9.3*
T 11/10	Unit 3 Wrap-up	
<b>W 11/11</b>	<b>NO CLASS!</b>	
R 11/12	Unit 3 Review	<b>Original Forum Post due via Canvas @ 9:30am</b>
F 11/13		<b>Exam 3 @ 9:30am</b>
M 11/16	Young Adulthood: Physical Dev.	<b>Forum Responses due via Canvas @ 9:30am</b> Arnett 10.1*
T 11/17	Young Adulthood: Cognitive Dev.	Arnett 10.2*
W 11/18	Young Adulthood: Social Dev.	Arnett 10.3*
R 11/19	Middle Adulthood: Physical Dev.	Arnett 11.1*
F 11/20	Middle Adulthood: Cog Dev.	Arnett 11.2*
M 11/23	Middle Adulthood: Social Dev.	Arnett 11.3*
T 11/24	Late Adulthood: Physical Dev.	Arnett 12.1*
W 11/25	Late Adulthood: Cognitive Dev.	Arnett 12.2*
<b>R 11/26</b>	<b>NO CLASS!</b>	
<b>F 11/27</b>	<b>NO CLASS!</b>	
M 11/30	Late Adulthood: Social Dev.	Arnett 12.3*
T 12/1	Course Wrap Up & Feedback	(2pts for attendance)*
W12/2	Unit 4 Review	<b>Original Forum Post due via Canvas @ 9:30am</b>
R 12/3		<b>Exam 4 @ 9:30am</b>
F 12/4		<b>Forum Responses due via Canvas @ 9:30am</b>
T 12/8	Make up exam period 9:30-11:20am	<b>NO LATE WORK ACCEPTED AFTER 9:30am</b>