

SYLLABUS LIFESPAN PSYCHOLOGY

Summer 2014 (5440 online)

Instructor: Steffi Schrepfer, Ph.D.

Office Hours: by appointment

Emergency E-mail: sschrepf@bellevuecollege.edu. This is for emergencies only when CANVAS communication/ e-mail is not available.

PREREQUISITE: PSYC 100

TEXT: Belsky Janet (2013). Experiencing the life span (3rd ed.). N.Y.: Worth Publishers.



COURSE DESCRIPTION

This course is a survey of psychological changes (physical, social, emotional, and intellectual) from conception to senescence.

Learning Outcomes (at the end of this course students will be able to):

1. Compare and contrast stage theory, discussing continuity, stability, and chronology issues.
2. Identify the three major research methods: descriptive, correlational and experimental design and relate them to the unique challenges of developmental research.
3. Describe the interactions of genetics and environmental influences at each stage of the lifespan.
4. Compare and contrast the cognitive theory of Jean Piaget with the information processing theories of cognitive development.
5. Compare and contrast the psychosocial theory of Erikson with the psychosexual theory of Freud.
6. Articulate the prenatal health issues and birthing options as influences on prenatal development.
7. Apply knowledge of cross-cultural research to developmental differences across the lifespan.

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

COURSE REQUIREMENTS

Readings : You are expected to read the assigned literature and review the weekly objectives/ study guide.

Discussions: Topics/ Questions are presented at the beginning of each week. Discussions are intended to increase your experience as a learning community and should deepen your understanding/thinking about the subject matter. Weekly discussions will count 50 points. Total points possible for discussions are 350 points (50x7=350). Specific details on how to write discussion responses are available under 'Instructions for Discussions' in the 'Getting Started' Folder.

Assignments: The purpose of assignments is to give you an opportunity to apply knowledge to real life situations. Detailed instructions will be provided for each activity. You need to complete and submit one interview or one observation assignment during the quarter (170 points). In addition you need to submit an Introduction/Technical Plan the first week of class (50points). All assignments are due at the indicated dead-line and late papers will lose points (one day late: half a letter grade; two days late: one letter grade).

Quizzes: After completing a module you have to take a quiz of 50 multiple choice questions the following Monday. Each quiz will cover information pertaining to the module only. Total points possible for quizzes is 300 points (50 x 6 weeks= 300 points).

Quiz Rebuttal Policy: You may rebut, *in writing*, any question on any of the quizzes. Your rebuttals must include:

1. The complete question.
2. The option you chose.
3. Why you chose an incorrect option.
4. One reference from your textbook to support your argument.

Rebuttals are due within one week of the quiz.

Class Evaluation: Class evaluations are an important part of the class and you are required to complete the evaluation. Class evaluations will earn you 30 points.

Make-up policy: You can make-up one weekly quiz. Make-ups need to be scheduled with the instructor and will be given at the end of the quarter (Week 7).

GRADING

Grades will be determined as follows:

Exams	6@ 50 points	300
Discussions	7@ 50 points	350
Interview or Observation Assignment	1 (out of two possible)	170
Introduction and Technical Plan		50
Class Evaluation		30
Total =		900

Grading Scale:

<i>Grade</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>F</i>
plus	Not given	783 - 809	702 - 719	585 - 629	< 540
	838 - 900	747 - 782	657 - 701	540 - 659	
minus	810 - 837	720 - 746	630 - 656		

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

Tentative SCHEDULE

Please check your weekly module for any schedule changes or reading assignment changes!!!!

Week/Module	Reading Assignment	Due
Week 1	Belsky (2013):Chapter 1 and 2, 'Getting Started' Folder, Article: Emotional Support From Parents Early in Life	Discussion 1 due Thursday Introduction due Friday Quiz 1: following Monday

Week 2	Belsky (2013):Chapter 3 and 4	<p>Discussion Week 2 due Wednesday noon</p> <p>Quiz 2: following Monday</p>
Week 3	Chapters 3, Chapter 4	<p>Discussion Week 3 due Wednesday noon</p> <p>Quiz 3: following Monday</p>
Week 4	<p>Chapters 5 and 6, 7 pp. 203-10</p> <p>Article: Child rearing in African-American families</p>	<p>Discussion Week 4 due Wednesday noon</p> <p>Quiz 4: following Monday</p>
Week 5	Chapters 7 pp. 214-224, chapters 8 and 9.	<p>Discussion Week 5 due Wednesday noon</p> <p>Quiz 5: following Monday</p>
Week 6	Chapters 10,11, and 12.	<p>Discussion Week 6 due Wednesday</p> <p>Assignment 2 due Friday midnight</p> <p>Quiz 6: following Monday</p>
Week 7	Chapters 14, 15 and Epilogue: Death and Dying	Discussion Week 7 due Tuesday noon