



Spring Quarter 2014

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**Course: PSYC& 200 Lifespan Psychology**

5 credits

Item# 5433

Section HYC

**Time: M W 1:30 PM – 3:20 PM**

**Room: R110A**

**This is a Hybrid course wherein substantial amount of instruction and assignments occur Online.**

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**Instructor:** Deepti Karkhanis, Ph.D.

**Office:** D110K

**Office hours:** M W: 11 AM – 12:30 PM; T Th: 11 AM – Noon OR by appointment

**Email:** [deepti.karkhanis@bellevuecollege.edu](mailto:deepti.karkhanis@bellevuecollege.edu)

**Phone:** 425-564-2613

**Mailbox:** Social Science Division Office (D110)

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## ***COURSE INFORMATION***

### **Course Description:**

Welcome to Psychology 200 class!

This course presents an overview of human growth and development from prenatal development to old age. Theories, facts, principles, developmental processes, and empirical research will be explored during the course. Physical, cognitive, social, and emotional development for all age groups will be presented. Students in this course will experience a variety of learning experiences, including, but not limited to, presentations by lecture, in-class learning activities, written assignments, and active group discussions. **Students are required to work for minimum 1 hour online each week to complete class work in order to fulfill the hybrid portion of the course.** It is expected that if you go out of town, you will find a way to access the Internet (Internet cafes, hotel offices, public libraries, etc.) in order to complete assignments, respond to emails, and sustain your participation in the course. Students should expect to devote a *minimum* of **five hours per week outside of class** to reading course materials and completing assignments.

The chapters listed in the weekly class schedule (given on pg 6) are to be thoroughly read during the week of the classroom presentation on that topic. In addition, **good note taking** is essential for successful performance in the class. If you are absent from class, it is your responsibility to obtain notes from another student. Please consult the class schedule given below to prepare for exams, readings, and written assignments.

### **A Note About Course Content:**

Since Lifespan Psychology examines literally every aspect of the individual, this course will discuss some provocative material. Please be advised that when controversial topics are explored, they will be 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

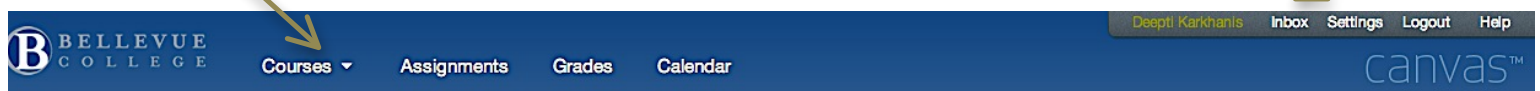
you choose not to participate. If a student has any questions or concerns about course content or classroom climate, feel free to speak with me about it immediately.

Students equally contribute to making a classroom effective, just as the instructor. Do your work, read, and participate in class discussions. Seek out campus resources for additional help. Please act maturely and respectfully. You are expected to work hard and earn your grade. **BE GRITTY!**

### Important Note About Technology Use:

I will be posting class material and documents such as the syllabus, class slides, announcements, readings, assignments, and links to articles on the **Canvas** course website. You are required to create a BC student network account (at <https://www.bellevuecollege.edu/netid/>) **Canvas** and access the **Canvas** course site regularly. 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 Bellevue College website (<http://bellevuecollege.edu/>) and click **Canvas** under Student Links to log into the course website.

This course makes extensive use of Canvas as a supplement to face-to-face class time. Canvas will be used for communication, downloading materials, submitting assignments, and so forth. Plan to check it regularly. Our course homepage can be accessed from the **Courses** dropdown menu on the left side of the page.



### Safe Space:

This class is a Safe Space for all students. Lesbian, gay, bisexual, questioning, queer-identified, and transgendered students along with students of all cultures, nationalities, and spiritual beliefs are welcome in this classroom and encouraged to share your thoughts and be an integral part of this course. If a student has any questions or concerns about this, feel free to speak with me or email me about it immediately. All are welcome in this class!

### Student Support Services:

If you need help with your academic problems, please use the following student support services:

- Academic Success Center: <http://bellevuecollege.edu/academicsuccess/>
- Academic Tutoring Center: <http://www.bellevuecollege.edu/asc/tutoring/>
- TRiO Student Support Services: <http://bellevuecollege.edu/TRiO/>
- Bellevue College Writing Lab: <http://bellevuecollege.edu/writinglab/>

### Academic Advising:

The Psychology Department has an in-house advisor, **Deanne Eschbach**, located in D110C. Call 425-564-2216 or 425-564-2212 to set up personal appointments.

### Email Communications:

All email communication must be done through **Canvas** or **BC e-mail** account during the quarter. No communication regarding course work or grades will be sent to student's personal email accounts.

### Wireless Devices & Personal Computers:

All wireless devices are to be **turned OFF** and out of sight while in this classroom. Students whose cell phones ring, who engage in sending or receiving text messages, check emails, are seen wearing ear-buds, or are using electronic devices for any purpose will be asked to remove themselves from the classroom for the remainder of the class period. I also reserve the right to answer any student's phone that rings during class. If the problem persists, the student(s) will be referred to the Dean of Student Success for appropriate disciplinary actions.

### **A Note on Multitasking:**

Research shows that when we do more than one thing at a time, we're not actually doing them simultaneously. Instead, we're shifting our attention from one thing to another. During that shift, we lose focus, and it takes effort to refocus on the new task. In fact, some research shows that the more often we "multitask," the more distracted we are by irrelevant information, and the worse we are at concentrating. *Avoid the temptation to multitask* in class by silencing your cell phone and resisting the urge to check incoming texts and/ or social media.

### **Due Dates And Deadlines:**

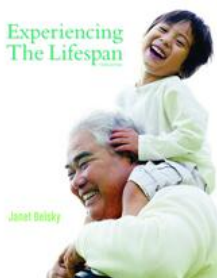
"My computer isn't working," "my internet connection is spotty," or "my hard disk crashed" are not acceptable excuses. This has become the new "my dog ate my homework." It is each student's responsibility to make sure there is an alternate computer (public library, on campus, friend or family member) from which to submit assignments. Plan ahead. Save your work early, often, and in multiple locations.

### **Course Purpose and Goals:**

Students successfully participating in this course will:

1. Compare and contrast stage theory and transition theory, discussing continuity, stability, and chronology issues.
2. Identify the three major research methods: descriptive, correlational and experimental designs 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 Erik 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 life span.
8. Articulate common issues and perspectives, for each life stage in order to communicate effectively across the lifespan.

### **Required Textbook:**



**Belsky, J. (2013). *Experiencing the Lifespan* (3<sup>rd</sup> Ed.). New York, NY: Worth Publishers.**

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

### **Format of course and course requirements:**

The course will follow a lecture format, but with questions both expected and encouraged. Textbook matter will be supplemented with other materials such as empirical articles, videos, and student support website. In a course of this size, it is important to exercise some judgment to ensure that questions are of general interest and are asked as clearly and audibly as possible. It is also helpful if you complete each week's reading assignment before

the class meeting. An approximate timetable of topics and reading assignments is listed below in this syllabus.

The students will be evaluated in the following **FIVE** ways:

1. **Attendance and Class Participation (10 points out of 250)** – Attendance is always expected. Students are required to manage time to meet obligations, and are responsible for material covered in their absence. However, **if you miss 4 or more classes it is unlikely that you will get a passing grade in the course.** Class participation assumes that you have read the course material before class, and you are prepared to be involved in both in-class activities as well as small group discussions.



2. **Article Review Papers (50 points out of 250)** – Because research in developmental science advances our understanding of human development, it is important that students in this course learn to critically examine research articles published the field. You will be required to read **three** journal articles throughout the quarter and write a minimum of two-page content (double-spaced, 1 inch margins) review of each article. Reviews must include the following:
  - Identification of the research question and variables (independent and dependent).
  - Brief description of the research study design and methods used.
  - Summary of the results and conclusions of the study.
  - Brief reflection on the overall content or specific aspect of the article.

**Reviews are due at 1:30 PM online** on the days/ dates noted below in the schedule and must be submitted online via Canvas (using Turnitin). The 1st review paper will be worth **10 points** and 2nd and 3rd review papers will be worth **20 points** each. You will only get 24 hours to turn in LATE work with a 10% (2 points) deduction, as penalty for not submitting on time. Late work will be emailed to me via *Canvas* Inbox or BC email only.

Papers graded with an "A" will contain the following elements →

- Effective, balanced review of the article.
- Clear identification of limitations and strengths of the study.
- Effective synthesis and reasoning by the student in the reflection section.
- Clear, academic writing in APA format style.

Below mentioned rubric will be provided on *Canvas* and it is required you ensure you have met the rubric guidelines.

**Rubric for grading article review papers → Total = 20 points**

1. Fulfilled the components: The student followed the appropriate guidelines for the assignment and answered questions mentioned in the template in a meaningful manner. The student utilized information, vocabulary, or other ideas from the article and applied them to the summary and reflection.

- Needs improvement – 2 pts
- Satisfactory – 4 pts
- Outstanding – 6 pts

2. Writing quality/ Clarity: The student clearly articulated his/her points. The student's assignment is organized and written in formal, language and in an academic manner. The student uses appropriate vocabulary and language, sentence structure, and grammar. The assignment is edited and proof-read before submission.

- Needs improvement – 2 pts

- Satisfactory – 4 pts
- Outstanding – 6 pts

3. **Critical Thinking:** The student built on, summarized, and critically evaluated topics addressed in the article. The student made connections to the material covered in class and his/her personal life. The student responded with informed thought.

- Needs improvement – 2 pts
- Satisfactory – 4 pts
- Outstanding – 6 pts

4. **APA style writing:** The student followed APA guidelines (12 size font, Times New Roman, double-spaced, 1" margins, header etc.) and used the template provided on canvas to write the assignment.

- APA format is incorrect OR not attempted – 0 pts
- APA format is correct – 2 pts

3. **Homework quizzes (70 points out of 250)** – For each chapter, a short quiz (**worth 5 points**) is to be completed online as homework. These quizzes will be attempted online on Canvas each week. No LATE work will be accepted. There are 14 chapters, so you will get 14 homework quizzes during the quarter. You are allowed to use the textbook to complete the homework.
4. **Behavioral Observation and Interview Paper (40 points out of 250)** – Each student will choose a child, teenager, or senior citizen (i.e., age  $\geq 65$ ). The student is (1) to observe the person (i.e. subject) doing some activity for at least 30 minutes, and (2) to interview the person for at least 20 minutes. Observations should be objective behavioral descriptions that are free from interpretation and subjective commentary. Interviews should be designed to garner information about the person's developmental functioning. Conclusions should tie together the collected data into a description of the person's developmental functioning. These conclusions should employ a developmental model from the course lectures and readings.

The sub-headings for the paper should be as follows:

- **Introduction**
  - Identification of the subject and contextual information.
- **Observation** description.
- **Interview** findings.
- **Evaluations** and **conclusions** about the person's developmental functioning.
- **References.**

#### **Grading Rubric for BO&I paper:**

Clearly describes the purpose and context of the assignment	5 points
Describes participants (age, family organization, ethnic background, siblings, day-care etc.) and possible difficulties	5 points
Provides a summary description of theory(ies) related to behaviors observed	5 points
Gives detailed evaluation of the child's behavior. Supports conclusions with specific, observed behaviors and includes citations.	5 points
Formulates relevant questions for an interview (attach list of question asked to paper after references). Provides detailed summary of the interview findings.	10 points
Coherent and logical presentation/ grammar, spelling, and syntax are correct.	5 points
Sources cited in-text and referenced according to APA-guidelines	5 points
<u>Total:</u>	<b>40 points</b>

Papers graded with an "A" will contain the following elements →

- Complete and detailed, clear descriptions in all sections of the paper.
- Objective descriptions of observations and findings from the interview and/or planned activities.
- Effective integration of class readings, lectures, and outside readings.
- A creative, engaging content in APA writing style.

5. **Exams (80 points out of 250)** – There will be **TWO** exams worth **40 points each** that will count towards your final grade in class. Each exam will consist of multiple-choice questions, fill-in-the-blank, and true/ false statements. Each student will take an exam first individually and then in a group of four. The scores from two attempts will be averaged to get an exam's total. There will be **NO** make-up exams. Anything covered in the classroom, including demonstrations, videos, etc. should be considered testable information. *There will be NO comprehensive final exam.* All exams require a **scantron and #2 pencil**. These materials can be purchased in the bookstore and you are responsible for providing them.



### Grading:

Grading Category	Points	%
<b>Article Review Papers (3)</b>	50	20
<b>Exams (2)</b>	80	32
<b>HW Quizzes (14)</b>	70	28
<b>Observation &amp; Interview Paper (1)</b>	40	16
<b>Participation</b> (Attendance + class contribution)	10	4
<i>Total</i>	<i>250</i>	<i>100</i>

<b>A</b>	235-250 pts	94-100 %	<b>C+</b>	192-199 pts	77-79 %
<b>A-</b>	225-234 pts	90-93 %	<b>C</b>	185-191 pts	74-76 %
<b>B+</b>	217-224 pts	87-89 %	<b>C-</b>	175-184 pts	70-73 %
<b>B</b>	210-216 pts	84-86 %	<b>D+</b>	167-174 pts	67-69 %
<b>B-</b>	200-209 pts	80-83 %	<b>D</b>	150-166 pts	60-66 %

### Tentative Course Schedule \*\*

Week	Day/ Date	Topic(s)	Reading/ Assignment(s)
1	M Apr 7	Introduction; Themes in Psychology (e.g. Nature vs. Nurture)	Syllabus
	W Apr 9	Foundations: The People	Belsky Chap 1; HW 1
2	M Apr 14	Foundations: Psychological Enquiry Methods	Belsky Chap 1 contd.
	W Apr 16	Developing Child: Prenatal Growth	Belsky Chap 2; HW 2
3	M Apr 21	<b>Article Review Paper # 1: Field et al. (2012)</b> Infancy: Physical and Cognitive Development	<b>Due online via Canvas</b> Belsky Chap 3; HW 3
	W Apr 23	Infancy: Socio-emotional Development	Belsky Chap 4; HW 4
4	M Apr 28	Childhood: Physical and Cognitive Development	Belsky Chap 5; HW 5



	W Apr 30	Childhood: Socio-emotional Development	Belsky Chap 6; HW 6
5	M May 5	Socio-Cultural Contexts: Home and School <i>Exam Review session</i>	Belsky Chap 7; HW 7
	W May 7	<b>Exam 1 (Time: 1:30 p.m. - 3:20 p.m.)</b>	<b>Belsky Chaps 1-7</b>
6	M May 12	<i>Exam Feedback</i> ; Adolescence: Physical Development	Belsky Chap 8; HW 8
	W May 14	<b>Article Review Paper # 2: Lomas et al. (2012)</b> Adolescence: Cognitive Development	<b>Due online via Canvas</b> Belsky Chap 9; HW 9
7	M May 19	Adolescence: Socio-emotional Development	READ: Unger (2014)
	W May 21	Emotions, Parenting and Academic Achievement	READ: Valiente, Swanson & Eisenberg (2012)
8	M May 26	<b>HOLIDAY!!</b>	<b>Have fun! ☺</b>
	W May 28	Emerging Adulthood	READ: Arnett (2004); Zarrett & Eccles (2006)
9	M June 2	Early Adulthood: Constructing an Adult Life	Belsky Chap 10; HW 10 <i>Prep for BO &amp; I paper</i>
	W June 4	<b>Article Review Paper # 3: Kim et al. (2011)</b> <b>OR Aly &amp; Moscovitch (2010)</b> Adulthood: Relationships and Roles	<b>Due online via Canvas</b> Belsky Chap 11; HW 11
10	M June 9	Adulthood: Midlife	Belsky Chap 12; HW 12; READ: Freund & Ritter (2009)
	W June 11	Cognitive Challenges of Aging	Belsky Chap 13; HW 13
11	M June 16	<b>Behavioral Observation and Interview Paper</b> Physical Challenges of Aging; Death and Dying	<b>Due in class in PRINT</b> Belsky Chap 14; HW 14
	W June 18	<b>Exam 2 (Time: 1:30 p.m. - 3:20 p.m.)</b>	<b>Belsky Chaps 8-14</b>

**\*\* Subject to change**

### **TIPS for Success in this Course:**

1. **Attend Class:** Not only is attendance a factor in your final grade, but you will also find that there will be material covered in class that will not be in the textbook or on class slides. Attending the lecture will give you the opportunity to learn from rich discussion as well as get any of your own questions answered.
2. **Read the Textbook:** Reading the course textbook as well as assigned readings/ articles will be essential for understanding the course material. It will also give you the opportunity to experience the material in a different media. It will be assumed that you have completed the readings before class, and that you will be able discuss the material that you have read. Taking notes on the readings will also assist you with taking notes in class.
3. **Take Notes in Class:** Coming to class prepared to take notes will be in your best interest. While taking notes you should not focus on writing the instructor's words verbatim. Your notes should be written in a way that you can reference them at a later date and remember what was said about the topic. If you would like additional tips on note taking, please visit the Academic Success Center (<http://www.bellevuecollege.edu/asc/>).
4. **Manage Your Time Efficiently:** Do not wait until the last minute to start a class assignment. Starting your work early allows you to spend the appropriate amount of time on the assignment, and it allows

you to contact the instructor if you have any questions. **PLAN AHEAD.** Save your work early, often, and in multiple locations. Submit proofread work only.

5. **Check *Canvas* and Your BC e-mail Regularly:** In order to be informed and know about changes in the schedule, assignments, and other information about the class it will be necessary for you to check your BC e-mail and Canvas course website regularly.
6. **Come See Me:** I will be available for a short talk before and after class; however, due to time constraints and the personal nature of some issues, it may be best for you to come to see me during my office hours (M W: 11 AM – 12:30 PM; T Th: 11 AM – 12:00 PM) in D110K. If for any reason, you are unable to make it to my office hours, please contact me via BC e-mail to schedule an appointment at another time.

## **ONLINE PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE 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 an online course, you will be expressing ideas through the medium of the course site rather than face to face in the classroom. In that case, these expectations refer to the courtesy with which you communicate with one another through e-mails and e-discussions. 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.

### **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.

Summer Quarter: College policy states that students must formally withdraw from a class by the end of the fifth week of the quarter (Registration Office, B125). After the sixth day and through the end of the fifth week of the quarter, the "Th" grade will become part of the student's transcript record.

Check <http://www.bellevuecollege.edu/enrollment/calendar/deadlines/> 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.