

# SYLLABUS LIFESPAN PSYCHOLOGY

**Spring 2014 Item # 5438**

**Instructor:** Steffi Schrepfer, Ph.D.

**Office Hours:** by appointment

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**PREREQUISITE:** PSYC 100

**TEXT:** Belsky Janet (2013). Experiencing the life span (3<sup>rd</sup> 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 450 points (50x9=450). Specific details on how to write discussion responses are available under 'Instructions for Discussions' in the 'Getting Started' Folder. Week 1 is a practice week to give you the opportunity to better understand the requirements. Completing Week 1 discussions will also give you the option to miss one discussion.

**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 (30points). 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 short quiz of 30 multiple choice questions the following Monday and Tuesday. Each quiz will cover information pertaining to the module only. Total points possible for quizzes is 300 points (30 x 9 weeks= 270 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 before you will get access to the final exam. Completing the class evaluations will earn you 30 points.

**Final:** The Final exam, given during finals week, will be comprehensive and will consist of 50 multiple choice and true/false items (50 points).

**Make-up policy:** You can make-up one weekly quiz. Make-ups need to be scheduled with the instructor and will be given during final's week.

## GRADING

Grades will be determined as follows:

Exams	9@ 30 points	270
Discussions	9@ 50 points	450
Interview or Observation Assignment	1 (out of two possible)	170
Introduction and Technical Plan		30
Class Evaluation		30
Final Exam		50
Total =		1000

## Grading Scale:

<i>Grade</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>F</i>
plus	Not given	870 - 899	770 - 799	660 - 699	< 600
	930 - 1000	830 - 869	730 - 769	600 - 659	
minus	900 - 929	800 - 829	700 - 729		

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!!!!

<b>Week/Module</b>	<b>Reading Assignment</b>	<b>Due</b>
Week 1	Belsky (2013):Chapter 1, 'Getting Started' Folder, Article: Emotional Support From Parents Early in Life	Discussion 1 due Thursday  Introduction due Friday  Quiz 1: following Monday and Tuesday
Week 2	Belsky (2013):Chapter 2	Discussion Week 2 due Wednesday midnight  Quiz 2: following Monday and Tuesday
Week 3	Chapter 3, Chapter 4 pp.122-125, Chapter 5 pp. 141-148	Discussion Week 3 due Wednesday midnight  Quiz 3: following Monday and Tuesday
Week 4	Chapters 4 and 6.	Discussion Week 4 due Wednesday midnight  Quiz 4: following Monday and Tuesday
Week 5	Chapters 5 pp.148-172 and 6 pp. 221-226.	Discussion Week 5 due Wednesday midnight  Quiz 5: following Monday and Tuesday
Week 6	Chapters 7.  Article: Child rearing in African-American families.	Discussion Week 6 due Wednesday midnight  Quiz 6: following Monday and Tuesday
Week 7	Chapters 8 and 9.	Discussion Week 7 due Wednesday midnight  Quiz 7: following Monday and Tuesday
Week 8	Chapters 10 and 11 pp. 331-342	Discussion Week 8 due Wednesday midnight  Quiz 8: following Monday and Tuesday

Week 9	Chapter 11 pp. 344-360, chapter 12.	Discussion Week 9 due Wednesday midnight  Assignment 2 Option A: Adolescent Interview is due Friday midnight  Quiz 9: following Monday and Tuesday
Week 10	Chapters 13 and 14.  Epilogue Death and Dying	Discussion Week 10 due Wednesday midnight.  Assignment 2 Option B: Life Review Interview is due Friday
Week 11		Final comprehensive Exam will be June 16 and 17.