

Instructor: Maggie Seibel
E-Mail: mseibel@bellevuecollege.edu
Existing students please use Canvas email
Phone: 425-564-2072 (Direct Line to Voice Mail)
Office D200-F Hours By Appointment

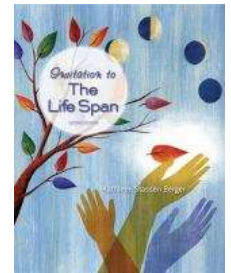
Social Science Division Office Location: D110
Social Science Division Phone: 425-564-2331
Social Science Division Website:
<http://www.bellevuecollege.edu/socsci/>

CLASS MEETING TIME AND LOCATIONS:

All classes will meet on the Evergreen Hospital Medical Center Campus, at the Surgery and Physicians Center, Education Department, known as the Tan Zone. Classes will be from 3:00pm to 4:20pm every Monday and Wednesday from Monday, January 6th through Wednesday, March 19th, with the following exceptions. There will be no class on Monday, January 20th and Monday, February 17th. The first class meets in room 136, but class locations are variable. Check the Course Schedule for the exact room location for each class.

REQUIRED TEXT BOOK:

Berger, Kathleen. *Invitation to the Lifespan*, second edition, Worth Publishers, 2014. Any format is acceptable, including eBook, notebook, paperback, or cloth edition



PREREQUISITE:

Psychology 100 General Psychology

COURSE DESCRIPTION:

This study of development encompasses the life span from conception to death. A survey of theories, research methods, prominent theoretical contributors, and controversies will be covered and applied to case studies, an interview, and a video analysis.



COURSE FOCUS:

Psychology 200 is an introductory course on the science of human development from conception through death. It will discuss the five theories that provide the organization and framework for explaining the lifespan perspective, the interaction between heredity and environment, plasticity, multicultural awareness, risk analysis, the damage-repair cycle, and family bonding. Each of seven distinct segments of the lifespan is divided into three parts that address the physical, cognitive, and psychosocial development within each domain. **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, take exams, and sustain your participation in the course.

COURSE FORMAT:

This is a hybrid course with two class meetings per week with the balance of the course requirements online. Students are required to read chapters in the assigned text, view modular content, submit assignments, and take exams online. The site is open 24/7 for your convenience and all assignments are open for the entire quarter so you can work at your own pace. The most successful students plan to visit the site every day.

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 climate, feel free to speak with me about it immediately.



STUDENT LEARNING OUTCOMES:

Upon completion of this course, the successful student will be able to:

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 genetic and environmental influences at each stage of the life span.
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 Sigmund 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 life span.

Course Requirements & Grades:

The final grade is based on a total of 810 points. These points are calculated as follows:		
Exams	4 x 100 points each	400 Points
Case Studies	9 x 20 points each	180 Points
Crossword Puzzles	4 x 10 points each	40 Points
	6 x 20 points each	120 Points
Written Assignment	Video Analysis	30 Points
Interview	Interview an Adult or Older Adult	20 Points
Attendance	Plan to attend every class	20 Points
Total		810 Points

In conformity with BC's grading policy, the grades will be assigned as follows:

A 100% – 94%	810 – 761 Points	C+ 79% – 77%	647 – 624 Points
A- 93% – 90%	760 – 729 Points	C 76% – 74%	623 – 511 Points
B+ 89% – 87%	728 – 705 Points	C- 73% – 70%	510 – 567 Points
B 86% – 84%	704 – 680 Points	D+ 69% – 67%	566 – 543 Points
B- 83% – 80%	679 – 648 Points	D 66% – 60%	542 – 486 Points
		F 59% - Below	485 – 000 Points



EXAMS:

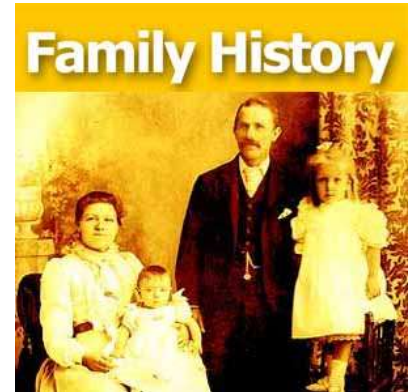
There will be four (4) exams, each worth 100 points. Each exam will cover information that is contained in the study guide. The exam format may contain multiple choice, fill-in-the-blank, or short answer questions. No exams will be available outside of the regular open exam window. **It is expected that 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 take your exams during the open exam window. *There will be no comprehensive final exam.*

CROSSWORD PUZZLES:

These fun and popular puzzles are incorporated into the various developmental stages in the lifespan and used to help integrate terms and concepts to further learning.

CASE STUDIES:

Every week there will be a new case study. While studying the weekly module students will write an analysis of a case corresponding to that week's specific stage in development. There will be a total of nine case studies throughout the quarter, each corresponding to a distinct challenge faced in the lifespan. Each case study and specific details including how to write a case study are available in the course modules.



INTERVIEW:

Students are required to interview a person from either the Adult (ages 25-64) or the Older Adult (ages 65-90+) age group using the developmental perspectives studied in this course. Formal interviews help students learn information about family history, culture, and traditions. Instructions for conducting the interview can be found in the course modules.

VIDEO ANALYSIS:

This paper is designed to help you integrate some of the concepts that we have studied so far. You will do this by viewing a specific episode of *Modern Family* and completing an analysis of two of the characters. You will be asked to discuss the interactions of the characters and their relationship by demonstrating theoretical perspectives and concepts covered in this course. Instructions for completing the assignment can be found in the course modules.



DUE DATES AND DEADLINES:

All assignments for the course will be open from the first day of the quarter and are to be submitted online using the Canvas learning system. ***Because of this generous and open schedule, no late work will be accepted.*** It is each student's responsibility to know the due dates and times for all assignments and make sure there is an alternate computer (public library, on campus, friend or family member) from which to complete assignments and take exams. Plan ahead. Save your work early, often, and in multiple locations.

ATTENDANCE:

Students need to plan on attending every class. If you cannot attend faithfully, arrive on time, and remain for its entirety, you should not take this course. This course is taught frequently and it would be in your best interest to find a time and section that fits better with your schedule. If you miss a class, you are responsible for obtaining lecture or class notes from another student and to gain information regarding class announcements or changes to the schedule that you may have missed.

**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!

ADVISING:

The Psychology Department has an in-house advisor, Deanne Eschbach, located in D110C.

Call 425-564-2216 or 425-564-2212 for personal appointment.

EMAIL COMMUNICATIONS:

All email communication must be done through the Canvas learning system during the quarter. No communication regarding course work or grades will be sent to student's personal email accounts.

INSTRUCTOR AVAILABILITY:

As your instructor for this course, I will make every effort to answer your email questions in a timely manner. My goal is to respond to a question posed in an email within 24 hours of receiving it Monday through Thursday between the hours of 8am and 8pm, and on Friday between 8am and noon. Outside of these times I will reply only if I happen to visit the course site. Note that this response time is only applicable to email questions, not to graded assignments.

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.

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 Bellevue College, 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 emails and 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.
- 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.

Cheating, stealing, plagiarizing, and inappropriate or disruptive online classroom behavior are violations of the Student Code of Conduct at Bellevue College. The instructor can refer any violation of the Student Code of Conduct to the Dean 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 Dean of Student Services.

DISTRIBUTION OF GRADES:

Students should access their grades online through the Bellevue College web site. Grades will not be posted in the Social Science Division office or in faculty offices.

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. Vista 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").

COURSE EVALUATIONS:

You are encouraged to complete a course evaluation before the end of the quarter. The Bellevue College Online Evaluation web site is secure and submissions are completely anonymous. College instructors, program chairs and administrators are granted access to a class composite document on the web site only after all grades are posted to transcripts at the close of the current quarter. To participate in the evaluation process, use your Student ID and PIN to log in on the following site:

<https://bellevuecollege.edu/ClassEval/default.aspx>



On the BC Online Evaluation site, you will find a listing for each of your classes. Access to each course evaluation is granted only once, and after you press the SUBMIT button at the bottom of the page, you will see a screen telling you which class evaluations have been completed. *After you have completed the online course evaluation, please send me a screen shot of the last page and you will receive extra credit for completing this assignment.* If you have questions or need assistance, please call the Distance Education Office at 425-564-2438 or toll free at 1-877-641-2712.

WITHDRAWAL FROM CLASS:

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter during the standard academic year (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course. Check Enrollment Calendar Deadlines, Refunds/Withdrawals, 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):

HW indicates a withdrawal request made because of extenuating circumstances after the official withdrawal period is over. The student must contact me to request this withdrawal option, or the faculty member may initiate the contact. No points are calculated into the grade-point average.

STUDENTS WHO REQUIRE DISABILITY ACCOMMODATIONS:

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the DRC as soon as possible. The DRC office is located in B132. Their reception desk can be contacted by calling 425-564-2498 or TTY 425-564-4110. Information is also available on their website at <http://www.bellevuecollege.edu/drc>

STUDENT SUPPORT SERVICES:

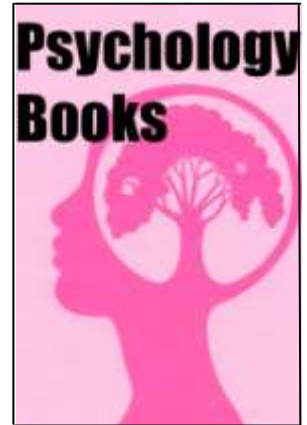
Submit proofread work only. If you need help with your writing, please use the following student support services:

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

LIBRARY MEDIA CENTER:

You are strongly encouraged to use the resources of the Library Media Center, whether in person or via the web. Talk to a Reference Librarian at the Library (D-126), by calling 425-564-6161, or by email at reference@bellevuecollege.edu.

- Main Library Media Center: <http://bellevuecollege.edu/lmc/>
- For the LMC online catalog: <http://bellevuecollege.edu/lmc/catalogs.html>
- For article databases: <http://bellevuecollege.edu/lmc/periodicals.html>

**PUBLIC SAFETY:**

The Bellevue College Public Safety Department's well-trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day and seven days per week. Their phone number is 425-564-2400. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements, and critical information in the event of an emergency. The Public Safety office is located in K100 and on the web at: <http://www.bellevuecollege.edu/publicsafety/>

CAMPUS CLOSURES:

To get announcements of campus closures:

- Receive email and text messages through the BC Alert System (sign up at <http://bellevuecollege.edu/alerts>).
- Visit www.SchoolReport.org or subscribe to their emergency email and text message service.
- Call BC's emergency information line: 425-401-6680.
- Check the BC home page (<http://bellevuecollege.edu>) for a link to the BC emergency information website, or access that page directly at <http://bellevuecollege.edu/publicsafety/>

Psy& 200 Lifespan Psychology

Item 5440 Section: EVG

3:00pm - 4:20pm Mondays & Wednesdays

Course Schedule

Winter Quarter 2014

Week:

Textbook Chapters & Activities:

Module 1 Week 1 Monday, January 6 to Sunday, January 12 Monday, January 6, 3:00pm	Chapter 1	Monday, January 6 - Room 136 Wednesday, January 8 - Room 136 The Science of Human Development Syllabus & Schedule Review
Module 1 Week 2: Monday, January 13 to Sunday, January 19 Monday, January 13, 3:00pm	Chapter 2 Case Study #1	Monday, January 13 - Room 120 Wednesday, January 15 - Room 119 From Conception to Birth Case Study Due – <i>Julie Fears She's Pregnant</i>
Module 2 Week 3: Monday, January 20 to Sunday, January 26 <i>Monday, January 20 Holiday, No Classes</i> Tuesday, January 21, 3:00pm Wednesday, January 22	Chapter 3 Chapter 4 Case Study #2 Review	Monday, January 20 - No Class Wednesday, January 22 - Room 120 The First Two Years: Body and Mind The First Two Years: Psychosocial Development Case Study Due – <i>Angie, Rob, & Baby Gunner</i> Exam Review & Jeopardy Game
Module 2 Week 4: Monday, January 27 to Sunday, February 2 Sunday, January 26, 8:00am Monday, January 27, 10:00pm Monday, January 27, 3:00pm	Chapter 5 Chapter 6 Exam 1 Opens Exam 1 Closes Case Study #3	Monday, January 27 - Room 120 Wednesday January 29 - Room 120 Early Childhood: Body and Mind Early Childhood: Psychosocial Development Chapters 1, 2, 3, & 4 Chapters 1, 2, 3, & 4 Case Study Due – <i>Diane & Matt's Blended Family</i>
Module 3 Week 5: Monday, February 3 to Sunday, February 9 Monday, February 3, 3:00pm Wednesday, February 5	Chapter 7 Chapter 8 Case Study #4 Review	Monday, February 3 - Room 120 Wednesday, February 5 - Room 120 Middle Childhood: Body and Mind Middle Childhood: Psychosocial Development Case Study Due – <i>Chloe is a Bully</i> Exam Review & Jeopardy Game
Module 3 Week 6: Monday, February 10 to Sunday, February 16 Sunday, February 9, 8:00am Monday, February 10, 10:00pm Monday, February 10, 3:00pm Wednesday, February 12, 3:00pm	Chapter 9 Chapter 10 Exam 2 Opens Exam 2 Closes Case Study #5 Assignment	Monday, February 10 - Room 120 Wednesday, February 12 - Room 120 Adolescence: Body and Mind Adolescence: Psychosocial Development Chapters 5, 6, 7, & 8 Chapters 5, 6, 7, & 8 Case Study Due – <i>Cindy's Dilemma</i> Video Analysis Due
Module 4 Week 7: Monday, February 17 to Sunday, February 23 <i>Monday, February 17, No Class</i> Tuesday, February 18, 3:00pm	Chapter 11 Case Study #6	Monday, February 17 - No Class Wednesday, February 19 - Room 136 Emerging Adulthood: Body, Mind, and Social World Case Study Due – <i>Kerri Disappoints Her Parents</i>

Week:**Textbook Chapters & Activities:**

Module 4 Week 8: Monday, February 24 to Sunday, March 2		Monday, February 24 - Room 120 Wednesday, February 26 - Room 120
Monday, February 24, 3:00pm Wednesday, February 26	Chapter 12 Chapter 13 Case Study #7 Review	Adulthood: Body and Mind Adulthood: Psychosocial Development Case Study Due – <i>Kathy's Elderly Father Moves In</i> Exam Review & Jeopardy Game
Module 5 Week 9: Monday, March 3 to Sunday, March 9		Monday, March 3 - Room 120 Wednesday, March 5 - Room 120
Sunday, March 2, 8:00am Monday, March 3, 10:00pm Monday, March 3, 3:00pm	Chapter 14 Chapter 15 Exam 3 Opens Exam 3 Closes Case Study #8 Assignment	Late Adulthood: Body and Mind Late Adulthood: Psychosocial Development Chapters 9, 10, & 11 Chapters 9, 10, & 11 Case Study Due – <i>Miriam Decides to Retire</i> Interview Due
Module 5 Week 10: Monday, March 10 to Sunday, March 16		Monday, March 10 - Room 120 Wednesday, March 12 - Room 120
Monday, March 10, 3:00pm	Epilogue Case Study #9	Death and Dying Case Study Due – <i>Nancy's Grief</i>
Module 5 Week 11: Monday, March 17 Sunday, March 23		Monday, March 17 - Room 120 Wednesday, March 19 - Room 120
Monday, March 17, 3:00pm Wednesday, March 19	Guest Speakers Review	Evergreen Hospice Program Exam Review & Jeopardy Game
Finals Week: March 24, 25 & 26		
Monday, March 24, 8:00am Tuesday, March 25, 10:00pm	Exam 4 Opens Exam 4 Closes	Chapters 12, 13, 14, 15, & Epilogue