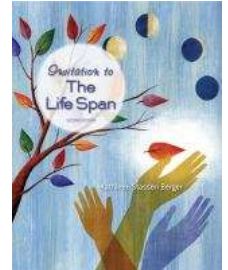


Instructor: Maggie Seibel
E-Mail: mseibel@bellevuecollege.edu
Existing students please use Canvas email
Phone: 425-564-2072 (Direct Line to Voice Mail)
Office D200-F Hours By Appointment

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

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, online discussions, 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** (free Wi-Fi spots, hotel offices, public libraries, etc.) in order to complete assignments, take exams, and sustain your participation in the course.

COURSE FORMAT:

This is an online course with students required to complete all 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.



COURSE OBJECTIVES:

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 800 points. These points are calculated as follows:		
Exams	4 x 100 points each	400 Points
Case Studies	9 x 20 points each	180 Points
Discussions	10 Individual Posts x 10 points each 10 Responses x 10 points each	100 Points 100 Points
Written Assignment	Interview an Adult or Older Adult	20 Points
Total		800 Points

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

A 100% – 94%	800 – 752 Points	C+ 79% – 77%	639 – 616 Points
A- 93% – 90%	751 – 720 Points	C 76% – 74%	615 – 592 Points
B+ 89% – 87%	719 – 696 Points	C- 73% – 70%	591 – 560 Points
B 86% – 84%	695 – 672 Points	D+ 69% – 67%	559 – 536 Points
B- 83% – 80%	671 – 640 Points	D 66% – 60%	535 – 480 Points
		F 59% - Below	479 – 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** (free Wi-Fi spots, hotel offices, public libraries, etc.) in order to take your exams during the open exam window. *There will be no comprehensive final exam.*

DISCUSSIONS:

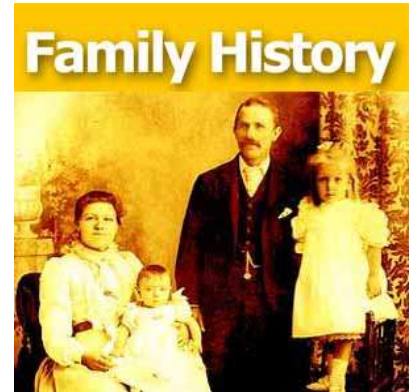
The discussions are the heart of the course and are intended to increase your experience in a learning community as well as deepen your understanding and thinking about the subject matter. New topics and discussion questions are open all quarter. Specific details on how to write discussion responses are available in the course modules.

CASE STUDIES:

There will be nine case studies during the quarter. While studying the weekly module students will write an analysis of a case corresponding to that module's specific stage in development and corresponding to a distinct challenge faced in the lifespan. Each case study and specific details including how to write a case study are located in the course modules.

INTERVIEW:

Students are required to interview a person from either the Older Adult (ages 65-90+) or the Adult (ages 25-64) 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.



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.

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.

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>



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.

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.

**KNOW THE
CODE**
INTEGRITY • RESPECT • RESPONSIBILITY



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.

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, watch for an Announcement indicating when the evaluation site will be open and how you can link to it.



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.*

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.

STUDENT SUPPORT SERVICES:

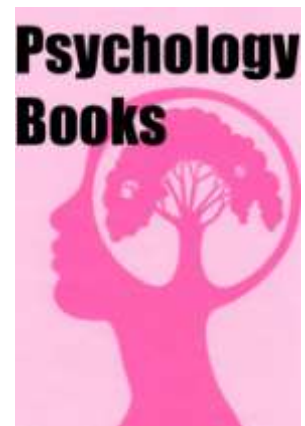
Submit proofread work only. If you need help with your writing, please use the following student support services:

- 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:

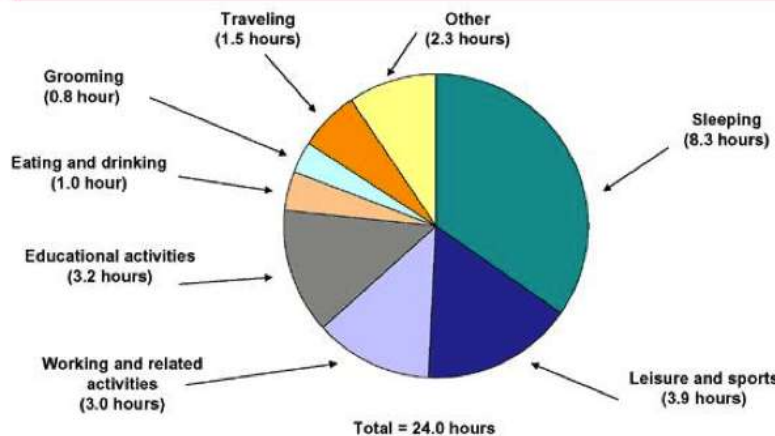
<http://www.bellevuecollege.edu/publicsafety/>

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/>

Time use on an average weekday for full-time university and college students



NOTE: Data include individuals, ages 15 to 49, who were enrolled full time at a university or college. Data include non-holidays and are averages for 2003-07.

Source: Bureau of Labor Statistics

Psy& 200 Lifespan Psychology

Item 5436 Section: OAS

Course Schedule

Spring Quarter 2014

Week:

Textbook Chapters & Activities:

Module 1 Week 1 Monday, April 7 to Sunday, April 13			Syllabus & Schedule Review The Science of Human Development Personal Introductions Part 1 Due – <i>Getting to Know You</i>
Wednesday, April 9, 10:00pm	Chapter 1 Discussion #1		
Module 1 Week 2: Monday, April 14 to Sunday, April 20			
Monday, April 14, 8:00am	Chapter 2 Discussion #1 Case Study #1	From Conception to Birth Personal Introductions Part 2 Due – <i>Getting to Know You</i> Closes Case Study Due – <i>Julie Fears She's Pregnant</i>	
Wednesday, April 16, 10:00pm	Discussion #2	Discussion Part 1 Due – <i>Adoption and Fetal Health</i>	
Module 2 Week 3: Monday, April 21 to Sunday, April 27			
Monday, April 21, 8:00am	Chapter 3 Chapter 4 Discussion #2 Case Study #2	The First Two Years: Body and Mind The First Two Years: Psychosocial Development Discussion Part 2 Due – <i>Adoption and Fetal Health</i> Closes Case Study Due – <i>Angie, Rob, & Baby Gunner</i>	
Wednesday, April 23, 10:00pm Sunday, April 27, 8:00am	Discussion #3 Exam 1 Opens	Discussion Part 1 Due – <i>Should Children Still Be Immunized?</i> Chapters 1, 2, 3, & 4	
Module 2 Week 4: Monday, April 28 to Sunday, May 4			
Monday, April 28, 8:00am	Chapter 5 Chapter 6 Discussion #3 Case Study #3	Early Childhood: Body and Mind Early Childhood: Psychosocial Development Discussion Part 2 Due – <i>Should Children Still Be Immunized?</i> Closes Case Study Due – <i>Diane & Matt's Blended Family</i>	
Wednesday, April 30, 10:00pm Monday, April 28, 10:00pm	Discussion #4 Exam 1 Closes	Discussion Part 1 Due – <i>Sex and Gender Differences</i> Chapters 1, 2, 3, & 4	
Module 3 Week 5: Monday, May 5 to Sunday, May 11			
Monday, May 5, 8:00am	Chapter 7 Chapter 8 Discussion #4 Case Study #4	Middle Childhood: Body and Mind Middle Childhood: Psychosocial Development Discussion Part 2 Due – <i>Sex and Gender Differences</i> Closes Case Study Due – <i>Chloe is a Bully</i>	
Wednesday, May 7, 10:00pm Sunday, May 11, 8:00am	Discussion #5 Exam 2 Opens	Discussion Part 1 Due - <i>Food Insecurity</i> Chapters 5, 6, 7, & 8	
Module 3 Week 6: Monday, May 12 to Sunday, May 18			
Monday, May 12, 8:00am	Chapter 9 Chapter 10 Discussion #5 Case Study #5	Adolescence: Body and Mind Adolescence: Psychosocial Development Discussion Part 2 Due - <i>Food Insecurity</i> Closes Case Study Due – <i>Cindy's Dilemma</i>	
Monday, May 12, 10:00pm Wednesday, May 14, 10:00pm	Exam 2 Closes Discussion #6	Chapters 5, 6, 7, & 8 Discussion Part 1 Due – <i>I'm Just Not Hungry</i>	

Week:**Textbook Chapters & Activities:****Module 4 Week 7:**

Monday, May 19 to
Sunday, May 25

Monday, May 19, 8:00am	Chapter 11 Discussion #6 Case Study #6	Emerging Adulthood: Body, Mind, and Social World Discussion Part 2 Due – <i>I'm Just Not Hungry</i> Closes Case Study Due – <i>Kerri Disappoints Her Parents</i>
Wednesday, May 21, 10:00pm	Discussion #7	Discussion Part 1 Due – <i>Let's Move in Together</i>

Module 4 Week 8:

Monday, May 26 to
Sunday, June 1

May 26-Holiday, No Classes	Chapter 12 Chapter 13	Adulthood: Body and Mind Adulthood: Psychosocial Development
Tuesday, May 27, 8:00am	Discussion #7 Case Study #7	Discussion Part 2 Due – <i>Let's Move in Together</i> Closes Case Study Due – <i>Kathy's Elderly Father Moves In</i>
Wednesday, May 28, 10:00pm	Discussion #8	Discussion Part 1 Due – <i>Chronological Age vs. Real Age</i>
Sunday, June 1, 8:00am	Exam 3 Opens	Chapters 9, 10, 11, 12, & 13

Module 5 Week 9:

Monday, June 2 to
Sunday, June 8

Monday, June 2, 8:00am	Chapter 14 Chapter 15	Late Adulthood: Body and Mind Late Adulthood: Psychosocial Development
Wednesday, June 4, 10:00pm	Discussion #8 Case Study #8 Assignment	Discussion Part 2 Due – <i>Chronological Age vs. Real Age</i> Closes Case Study Due – <i>Miriam Decides to Retire</i> Interview Due
Monday, June 2, 10:00pm	Discussion #9 Exam 3 Closes	Discussion Part 1 Due – <i>Older Women and Quality of Life</i> Chapters 9, 10, 11, 12, & 13

Module 5 Week 10:

Monday, June 9 to
Sunday, June 15

Monday, June 9, 8:00am	Epilogue Discussion #9	Death and Dying Discussion Part 2 Due – <i>Older Women and Quality of Life</i> Closes
Wednesday, June 11, 10:00pm	Case Study #9 Discussion #10	Case Study Due – <i>Nancy's Grief</i> Discussion Part 1 Due – <i>When Death Occurs</i>

Module 5 Week 11:

Monday, June 16

Monday, June 16, 8:00am	Discussion #10 Fun Discussion Fun Discussion	Discussion Part 2 Due – <i>When Death Occurs</i> Closes Fun Discussion Closes - <i>How Have You Changed?</i> Not Graded Fun Discussion Closes - <i>A Fond Farewell</i> Not Graded
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Finals Week:

June 17, 18, & 19

Tuesday, June 17, 8:00am	Exam 4 Opens	Chapters 14, 15, & Epilogue
Wednesday, June 18, 10:00pm	Exam 4 Closes	Chapters 14, 15, & Epilogue