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### **REQUIRED TEXT:**



Berger, Kathleen. *The Developing Person through the Life Span*, eighth edition, Worth Publishers, 2011. Any format is acceptable, including eBook, notebook, paperback, or cloth edition.

### **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 each domain of human development: biosocial, cognitive, and psychosocial.

### **COURSE FORMAT:**

Psychology 200 is taught entirely online, with no face to face meetings and no on campus exams. Students are required to read chapters and view PowerPoint presentations in the assigned text, participate in a weekly discussion forum, submit case studies, and take exams online. The site is open 24/7 for your convenience. **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 sustain your participation in the course.

### **PREREQUISITE:**

Psychology 100 General Psychology

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### **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.

### **GENERAL EDUCATION OUTCOMES:**

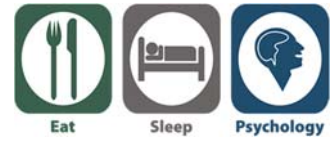
This course meets the following General Education outcomes:

1. Critical Thinking, Creativity, and Problem Solving (2)
2. Listening and Speaking (2)
3. Historical and Intellectual Perspectives (2)
4. Nature of Science (2)



**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 two hours of receiving it Monday through Thursday between the hours of 7am and 7pm, and on Friday between 7am 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.



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**Course Requirements & Grades:**

<b>The final grade is based on a total of 570 points. These points are calculated as follows:</b>		
Exams	3 x 100 points each	300 Points
Discussion Forums	6 Individual Posts x 10 points each 12 Responses x 5 points each	60 Points 60 Points
Case Studies	6 x 20 points each	120 Points
Written Assignments	Self-Evaluation Comparative Evaluation Parts 1 & 2	10 Points 20 Points
<b>Total</b>		<b>570 Points</b>



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

A	100% – 93%	570 – 530 Points	C+	79% – 77%	455 – 439 Points
A-	92% – 90%	529 – 513 Points	C	76% – 73%	438 – 417 Points
B+	89% – 87%	512 – 496 Points	C-	72% – 70%	416 – 399 Points
B	86% – 83%	495 – 473 Points	D+	69% – 67%	398 – 382 Points
B-	82% – 80%	472 – 456 Points	D	66% – 60%	381 – 342 Points
			F	59% - Below	341 – 000 Points

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**Course Content:**

**Exams:**

There will be three (3) exams, each worth 100 points. Each exam will cover information from the text, PowerPoint slides, and discussions. The test format may contain multiple choice, fill-in-the-blank, short answer, or essay questions. Anything covered in the class, including discussions and assignments, is considered testable information.

**DISCUSSION FORUMS:**

The discussion forum is the heart of the course and is intended to increase your experience as a learning community as well as deepen your understanding and thinking about the subject matter. New topics and discussion questions will be presented at the beginning of each week. There will be six weekly discussion sessions throughout the quarter. Students will generate a response to each of the weekly discussion questions corresponding to a specific stage of development. In addition, students will respond to two other students who have posted their individual replies to the weekly discussion question. Specific details on how to write discussion responses are available in the "Getting Started" folder and under "Discussion Instructions" in the weekly modules.

**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 six 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 'Getting Started' folder and under "Case Study Guidelines" in the weekly modules.



**WRITTEN ASSIGNMENTS:**

There will be two separate written assignments. These will consist of a two part Comparative Evaluation at the beginning and end of the quarter plus a Self-Evaluation at the end of the quarter. Each assignment will be described in detail in the corresponding weekly modules.

**DUE DATES AND DEADLINES:**

No late work will be accepted. "My computer isn't working" or "my hard disk broke" is not an acceptable excuse. It 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.

**A NOTE ABOUT COURSE CONTENT:**

Since Lifespan Development examines many aspects 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 read about, view, or discuss. If a student has any questions or concerns about course content or climate, feel free to email me about it immediately.

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**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.

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

**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.

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### **Distribution of Grades:**

Students should access their grades through the BC web site. Any returned material should be accessed prior to the end of the quarter. After the end of the quarter, Vista class sites may not be accessible by students. Individual instructors may use non-Vista tools for recording and maintaining the students' progress. Questions about grades assigned should be directed to me.

### **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").



### **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 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 an appointment.

### **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>

### **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.



### **F GRADE:**

Students who fail a course will receive a letter grade of "F."

### **DISTRIBUTION OF GRADES:**

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### **Technical Assistance:**

Vista-related or technical issues should be referred to Distance Education, <http://bellevuecollege.edu/distance/>. You may also email them at [landerso@bellevuecollege.edu](mailto:landerso@bellevuecollege.edu) or call 425-564-2438 (1-877-641-2712). Vista tutorial help and basic instructions can be found at <http://bellevuecollege.edu/distance/studentguide/>

### **Student Support Services:**

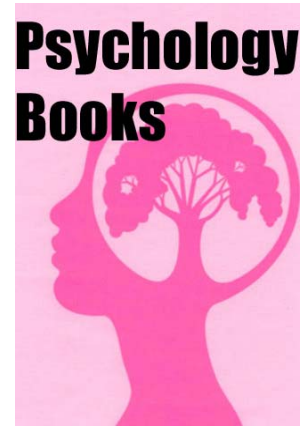
Submit proofread work only. If you need help with your writing, please make use of the following student support services:

- 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/>

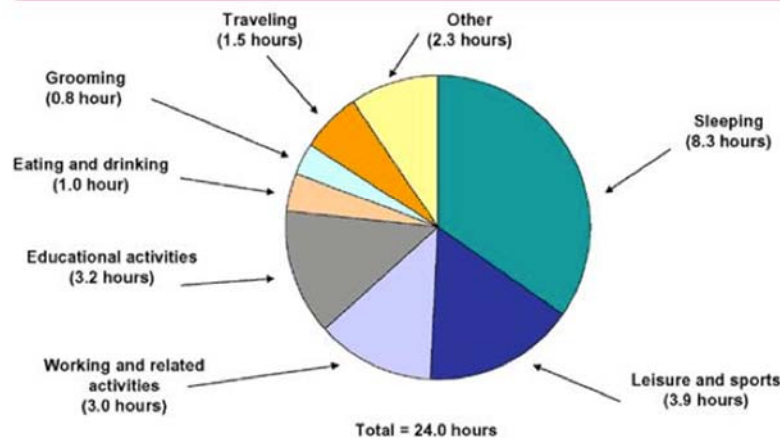
### **Library Media Center:**

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](mailto: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>



### 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-holiday weekdays and are averages for 2003-07.

SOURCE: Bureau of Labor Statistics