

PSYCHOLOGY 204
GENERAL DEVELOPMENTAL PSYCHOLOGY
COURSE SYLLABUS
WINTER QUARTER 2007

Instructor: Maggie Seibel, M.A., LMHC

Office Hours By Appointment

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REQUIRED TEXT:

Berger, Kathleen. *The Developing Person Through the Life Span*, Sixth Edition, Worth Publishers, 2005.

COURSE DESCRIPTION:

This study of development encompasses the life cycle from conception to death. A survey of theories, research methods, prominent theoretical contributors, and controversies will be covered and applied to experiential learning opportunities through service learning.

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. The Nature of Science (2)

COURSE REQUIREMENTS:

Your final grade will be based on a total of 700 points. These points are broken down as follows:

Exams = 400 points

Participation = 100 points

Service Learning = 200 points

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

A	100% – 95%	B+	89% – 86%	C+	79% – 75%	D+	59% – 55%
A-	94% – 90%	B	85% – 83%	C	74% – 70%	D	54% – 50%
		B-	82% – 80%	C-	69% – 60%	F	49% - Below

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EXAMS:

There will be five (5) exams, each worth 100 points. Your final grade will be calculated on the basis of your best four (4) exam scores. Each exam will cover information from the text, lectures, demonstrations, and videos. The test format may contain multiple choice, short answer, and essay questions. Anything covered in the classroom should be considered testable information.

**MAKE-UP & MISSED EXAM POLICY:
No make-up exams will be given.**

It is customary to drop your lowest exam score. If you are unable to attend class on the day of an exam, the missed exam will be accepted as your lowest score. If an exam is scheduled at a time when you know that you will be gone, you may sometimes arrange to take it early.

**Only one missed exam will be dropped.
Everyone is required to take the Final Exam.
Use this condition wisely.**

SERVICE LEARNING PROJECT:

In keeping with the experiential aspect of the class, there will be a service-learning component to this course. This is a powerful way to enrich your learning of the theories and principles of life span development through active participation in your community. An additional benefit to this learning experience is the acquisition of service hours that are often required or preferred in application to many undergraduate psychology programs. The goal of this assignment is to provide an opportunity for you to apply, critically evaluate, and reflect on the ways in which your acquired knowledge has equipped you to be an effective change agent in your community.

You are required to find a service-learning placement, develop a project that will employ the concepts and theories of life span development, log a minimum of fifteen (15) hours of service during the quarter, and keep a journal of your experience. A partial list of approved placement sites is shown here and a complete list is at <http://www.bcc.ctc.edu/servicelearning/>. If you wish to go outside of the list provided, you must consult with me before securing your placement.

SERVICE LEARNING OPPORTUNITIES & COMMUNITY PARTNERS:

- Eastside Hopelink
- Elderhealth Northwest
- Evergreen Healthcare
- Kirkland Boys and Girls Club
- Little Bit Therapeutic Riding Center
- The Neighborhood School House
- Sea Mar Community Health Centers

Your Service Learning Journal will consist of three written assignments:

1. A proposal of your selected service learning site and your proposed project.

In the heading of your assignment, state your name, the organization, and your contact person at that organization with her/his telephone number.

- a. What does your agency/organization do?
- b. What will you be doing for that organization?
- c. On what concepts, theories, and stage in the life span will your project focus?
- d. What reasons did you have for selecting this site?
- e. With whom will you be working?
- f. What do you hope to learn from this placement?

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2. A detailed description of your placement activities.

- a. What are the tasks of the staff at your placement?
- b. What is your role in the placement? How do you fit into the team?
- c. What is your assessment of the service that is provided by the agency?
- d. What developmental needs are being addressed by the agency and where does it fit in Bronfenbrenner's ecological systems theory?
- e. What developmental theories do you see reflected in the population that you are serving?
- f. How have these theories influenced your observations of and behavior toward the population you are serving?

3. A reflective summary.

- a. What have you learned about the population that you served, the agency that serves them, and the broader social issues that affect them?
- b. How does what you learned at your placement relate to the theories that have been explored in the readings and class discussions?
- c. What have you learned about yourself, e.g. your preconceptions, experiences, and insights?
- d. What have you learned about the influence of your community, your society, and the agency on the developmental needs of the population that you served?
- e. In what ways did the service learning experience connect to the learning outcomes of the course?

Each Service Learning Journal assignment is potentially worth 50 points. Each assignment must be typed using either 10-point Arial or 10-point Helvetica fonts, double-spaced, and bound in a flat binder. **No three-holed binders or plastic covers will be accepted. Assignments are due no later than the date designated in your class schedule. Late papers will be assessed ten percentage points (10%) for each day that they are late. There are no exceptions. College level writing skills are essential for full credit on your papers.**

A **50-point paper** contains clear, thorough responses to the items identified in the assignment and goes beyond the scope of the items to critically analyze the project experience. It provides evidence that the student has diligently researched the subject beyond the scope of the course. It follows normal written conventions for good sentence construction, paragraph development, and spelling. It is punctual.

A **40-point paper** responds to the items of the assignment in detail. It provides evidence of the writer's clear thinking and communication. It is adequate in its thoroughness and conforms to good sentence construction, paragraph development, and spelling.

A **30-point paper** responds to the items of the assignment, but leaves questions for the reader as to the facts and impressions of the writer. It needs to be proofread for spelling or mechanics.

A **20-point paper** does not adequately address all of the items in the assignment. It does not provide evidence of the student's reflective thought and it contains errors in sentence structure and paragraph development.

A **10-point paper** does not adequately respond to the items in the assignment and is grossly in need of correction in spelling, grammar, and sentence and paragraph construction.

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The balance of the service learning project points (**50 points**) are assigned to the time sheet. This is an all or none component of the project. The log is to be signed off by the placement representative and must show the required minimum of 15 hours to meet the course requirements. **Failure to turn in your agency contract and your time sheet will invalidate your service learning journal grades.**

CLASS ATTENDANCE:

As adult students, you are expected to be able to manage your own time and priorities. With the exception of days when special presentations, exams and activities are scheduled, attendance will not be taken. You are not expected to call and explain your absence. However, you are responsible for obtaining lecture notes from another student and to gain information regarding announcements or changes in the schedule that you may have missed. **Class attendance will be taken into consideration for those students with borderline grades.**

CLASS CONDUCT:

While it is my hope that you will learn to view your time in class as yours to use as best meets your needs, it is important to keep in mind that you are sharing this time with other students who may have needs that differ from your own. To meet these objectives is important to make sure that the classroom environment is as conducive to scholarship as possible. Therefore, a few courtesies are required and will be enforced by me:

1. PUNCTUALITY:

Please **be on time** for class. Late arrivals result in loss of important information and distract from students' opportunity to hear announcements and clarify information from previous class discussions and readings. If circumstances prevent you from arriving on time, please take a seat **closer to the door** to reduce the number of students who are distracted by your late arrival. Once class has commenced, **do not leave before class is over**. Students sometimes encounter circumstances in which they have to leave class before it is released. Once again, this creates a distraction for others. If you should have to leave early, **please arrange to sit close to the door and do not re-enter the room once you have left.**

2. CLASS PARTICIPATION:

You are encouraged to participate in discussions of the theories and concepts that I will be presenting to the class. This has the effect of expanding your comprehension of the material and enriching the learning experience for yourself and your fellow students. Many of the theories may seem counter-intuitive and will provoke much reaction. You are encouraged to share your reactions with the class as long as they pertain to the material. However, **side comments directed to fellow students contribute to distractions, not to learning, and will not be tolerated. Students distracting from the lecture will be asked to remove themselves from the classroom for the remainder of that class period.**

3. CELL PHONES:

Cell phones are a convenience, not a right. They create a distraction for your fellow students. Cell phones are to be turned off while in a classroom, **not merely turned to silent or vibrate only. Students whose cell phones ring during class will be asked to remove themselves from the classroom for the remainder of that class period.**

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4. DISABLED STUDENTS:

If you require accommodations based on a documented disability, have emergency medical information to share, or need assistance in case of an emergency evacuation; please inquire about becoming a DSS (Disability Support Services) student. Call 425-564-2498 or TTY 425-564-4110 to establish your eligibility for accommodation or visit their office located in B132. The DSS office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DSS accommodation letter with me during the first week of class.

5. CHEATING POLICY:

BCC has zero tolerance concerning cheating. Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate or disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue Community College. Cheating in this class is not tolerated. Anyone turning in work not his/her own will receive an "F" for the course and any violator of the Student Code of Conduct will be referred to the Dean of Student Services for possible probation or suspension from Bellevue Community 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.

6. INCOMPLETE

If a student fails to complete all the required work for the course, I may assign an Incomplete ("I") at my discretion. You must contact me before grades are assigned to be considered for this exception. The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

7. WITHDRAWAL

College policy states that a student must formally withdraw from a class by the end of the seventh week of the quarter. Go to the Registration Office, B125 to do this. If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

8. HARDSHIP WITHDRAWAL

As the instructor, I may assign the grade "HW" (hardship withdrawal) at my discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. You must contact me before grades are assigned to be considered for this exception. Students may also contact the Enrollment Services office *before* grades are assigned.

9. DISTRIBUTION OF GRADES

Students should access their grades through the BCC web site. Grades will not be posted publicly with the department secretary or on my office door.

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<u>WEEK:</u>	<u>CHAPTERS:</u>	<u>READINGS:</u>
January 2 & 4 <i>End of Week 1</i>	Chapter 1 Chapter 2 Chapter 3	Introduction Theories of Development Heredity and Environment
January 9 & 11 <i>End of Week 2</i>	Chapter 4 Chapter 5 Chapter 6	Prenatal Development and Birth The First Two Years: Biosocial Development The First Two Years: Cognitive Development
January 16 & 18 January 18 <i>End of Week 3</i>	Chapter 7 Chapter 8 Exam I	The First Two Years: Psychosocial Development The Play Years: Biosocial Development ➡ Chapters 1, 2, 3, 4, 5, & 6
January 23 & 25 January 25 <i>End of Week 4</i>	Chapter 9 Chapter 10	The Play Years: Cognitive Development The Play Years: Psychosocial Development ➡ Journal Assignment #1 Due
January 30 & February 1 February 1 <i>End of Week 5</i>	Chapter 11 Chapter 12 Exam II	The School Years: Biosocial Development The School Years: Cognitive Development ➡ Chapters 7, 8, 9 & 10
February 6 & 8 <i>End of Week 6</i>	Chapter 13 Chapter 14	The School Years: Psychosocial Development Adolescence: Biosocial Development
February 13 & 15 February 15 <i>End of Week 7</i>	Chapter 15 Chapter 16 Exam III	Adolescence: Cognitive Development Adolescence: Psychosocial Development ➡ Chapters 11, 12, 13 & 14
February 20 & 22 February 22 <i>End of Week 8</i>	Chapter 17 Chapter 18	Early Adulthood: Biosocial Development Early Adulthood: Cognitive Development ➡ Journal Assignment #2 Due
February 27 & March 1 March 1 <i>End of Week 9</i>	Chapter 19 Chapter 20 Exam IV	Early Adulthood: Psychosocial Development Middle Adulthood: Biosocial Development ➡ Chapters 15, 16, 17, & 18
March 6 & 8 <i>End of Week 10</i>	Chapter 21 Chapter 22	Middle Adulthood: Cognitive Development Middle Adulthood: Psychosocial Development
March 13 & 15 March 15 <i>End of Week 11</i>	Chapter 23 Chapter 24	Late Adulthood: Biosocial Development Late Adulthood: Cognitive Development ➡ Journal Assignment #3 Due
March 20 <i>Finals Week – End of Qtr</i>	Exam V	➡ Chapters 19, 20, 21, 22, 23, & 24