

Lifespan Psychology: PSYC& 200 Item 5430 C Winter 2016 Syllabus

Instructor:	Jessica Urschel, Ph.D.	Class Time:	TTh 10:30am-12:20pm
Office:	D200A	Location:	A138
Hours:	T 12:30-1:30p & by appointment	Prerequisite:	General Psychology
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Course Information

Description

In this course, we will examine research and theories regarding human growth and change across the lifespan, from prenatal development to late adulthood. We will explore many factors that affect psychosocial, cognitive, and physical development from varied perspectives. Students will engage with the course content through a variety of learning experiences, including lectures, active group and class discussions, videos, in class exam reviews, and written assignments designed to engage the student with empirical research.

The goals of this course can be lumped into two broad categories: Content goals and Process goals. Content goals involve conveying information. There are certain theories, psychologists, facts, definitions, and terms that I will want you to learn for quizzes and exams. Process goals involve learning new skills and ways to consider and evaluate information. These Process goals are, just as important, if not more important, than Content goals. As B. F. Skinner put it, "Education is what survives when what has been learned has been forgotten" (1964).

I hope that, after taking this class, you will ask yourself and others questions about biological, cognitive, and socioemotional factors affecting human development that you might not have otherwise. I hope that you will be more critical in your evaluation of claims about human development made by others (e.g., scientists, other academics, the media, your friends and family, and even me!). It is up to each one of us to reach our own conclusions, but I hope that you will have a new perspective from which to consider many important issues. Process goals are less easy to evaluate with tests than content goals, which is why you will have the opportunity to develop these skills through forum posts, which involve independent topic selection, research, writing, and responding to your classmates' posts. Accordingly, as you can see on page 2, these writing assignments comprise a significant portion of the course grade (36%).

Course Content

This course will involve some potentially provocative material 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 difficult material in this course. If you have any questions or concerns about course content or classroom climate, please speak with me immediately.

Outcomes

After completing this class, students should be able to:

- Compare and contrast stage theory and transition theory, discussing continuity, stability, and chronology issues.
- Identify descriptive, correlational and experimental designs and relate them to the unique challenges of developmental research.
- Describe the interactions of genetics and environmental influences at each stage of the lifespan.
- Compare and contrast the cognitive theory of Jean Piaget with the information processing theories of cognitive development.
- Compare and contrast the psychosocial theory of Erik Erikson with the psychosexual theory of Freud.
- Articulate the prenatal health issues and birthing options as influences on prenatal development.
- Apply knowledge of cross-cultural research to developmental differences across the lifespan.
- Articulate common issues and perspectives for each life stage in order to communicate effectively across the lifespan.

Grading

Course Format

The course will be comprised of 4 units. For each unit, students will take an in-class exam, complete and post a writing assignment in the Canvas forum. For the first three units, students will respond to two other students' writing assignments on the Canvas website.

Course Grade

- **Your course grade will be determined by the number of points you accumulate on the assignments described below.**
- **There will be opportunities to earn extra credit through several in-class activities throughout the semester. These will not be announced and cannot be made up for any reason.**
- **There will be NO extra credit assignments offered at the end of the semester.**
- **I will not round up final grades; an 89.9% is a B+ in all cases.**

<u>Assignment</u>	<u>Points</u>	<u>Percent of Grade</u>
Syllabus Review Quiz	6	1.2%
Chapter Quizzes (12 @ 6pts)	72	14.4%
Exams (4 @ 60pts)	240	48.0%
Original Forum Posts (4 @ 30pts)	120	24.0%
Responses to Forum Posts (6 @ 10pts)	60	12.0%
Completion of Course Evaluation	2	.4%
TOTAL	500	100%

The College Grading Policy is located on page 10 of the Course Catalog: [Grading Policy](#)

The course letter grade is related to the point total as follows:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Minimum %	93%	90%	87%	83%	80%	77%	73%	70%	67%	63%	60%	0%
Minimum Pts	465	450	435	415	400	385	365	350	335	315	300	0-299

Syllabus Review Quiz

You should always consult the syllabus first when you have a question about the class. Chances are, an associated policy is outlined here, and I strictly adhere to my policies. To make sure you have read and understand the policies for this course, you will take a 6-question syllabus review quiz. Learn the points in bold on this syllabus to do well on this quiz. There will be true/false, multiple choice, and fill in the blank questions.

Chapter Quizzes

Students will complete a 12 question, multiple-choice quiz for each chapter on the Canvas website. Although these quizzes are due on exam days, they will open at least one week before the due date and are available to retake as many times as needed to obtain a perfect score. **Quizzes cannot be made up for any reason beyond the due date.**

Unit Exams

Each unit will culminate in an in-class exam. These exams consist of multiple choice, short answer, and essay questions. These exams will be administered in class on the following dates: January 26, February 16, March 3, and March 22.

NOTE: If you are concerned about your ability to understand exam questions due to a language barrier, you may use an electronic translator without internet access. If this applies to you, please speak with me immediately. I must approve your device before you may use it on an exam.

Writing Assignments: Original Forum Posts

For each exam period there will be an open-topic discussion forum. The Canvas forum will be used for these discussions. Though you may post at any time after the assignment instructions are posted, original posts are due on review days before class starts @ 10:30am.

For each topic forum you will post one original discussion thread related to any topic, concept, or issue discussed in the textbook or lectures assigned for that period. Follow the instructions carefully. Original posts should always include correct capitalization, spelling, and grammar. Although these are online posts, they should be written in an organized, paragraph form. **There should be no difference in tone between online forum posts and a formal writing assignment.** Of course you should address the comments, topics, and questions of your classmates; however, doing so in a respectful, well-written manner is imperative.

In this post, you will further explore a topic of interest by summarizing and analyzing a related **empirical, scholarly, peer-reviewed research article**. Thorough rubrics and specific instructions will be posted on Canvas at least one week before the due date. You must cite and include the reference for your source(s) in your post to receive credit. PsychCentral does not qualify. Wikipedia does not qualify. Plagiarism guidelines do apply; be careful to cite appropriately. We will discuss how to find appropriate academic sources and cite them appropriately early in the semester. If you miss the class period in which guidelines for appropriate sources are discussed, it is your responsibility to find the information. **A post based on a non-scholarly source will earn a maximum of 12.5/25 (50%).**

Writing Assignments: Forum Post Responses

In addition to your own original post, you need to provide 2 thoughtful responses to other students' posts for the first three exam periods. Here you might elaborate on the information presented, disagree with the information (respectfully), generate new questions, or extend the topic in some other, useful way. Avoid empty general comments such as, "I agree" or "I think your comments are interesting." In other words, always back up your response with facts. Again, you must reference at least one outside **scholarly, peer-reviewed research article** in your response following the same guidelines noted in the instructions for your original post. Plagiarism guidelines apply.

Late Policy

Forum posts and responses may be submitted up to one week late. Ten percent will be deducted for each day late (-10%). Again, because of the nature of the quizzes, they may not be made up for any reason.

Make Up Exams

If you miss one of the unit exams given during the semester for any reason, you may make up that exam during the final exam period in addition to exam 4. Please be advised that if you miss 2 (or more) exams, you will not be allowed to make up the second exam and will receive a 0 for the second exam.



Required Text

Arnett, J. (2016). *Human development: A cultural approach (2nd ed.)*. San Francisco, CA: Pearson.

Any format is acceptable, including eBook, notebook, paperback, or loose-leaf edition.
An Access code is not required for this course.

Students will also be responsible for finding, summarizing, and analyzing research articles related to the course material.

Tips for Success

- Attend all classes. Information will be provided in lecture that cannot be found in the readings.
- Read all material before coming to class. Read and answer the chapter learning objectives before class. Have questions ready!
- Make personal connections to the material.
- Take advantage of office hours or email if you have questions about the material.
- PowerPoint slides will be available online. Download the day's material before class.
- Google SAFMEDs. Make flash cards of key terms. Make sure you can identify and give examples of concepts.
- Form a study group with other students in the class (but make sure to complete assignments independently).
- Go to Psychology Tutoring in the Academic Success Center (D204). If you fall below a C in the course, I will send you an unprompted referral.

Important Notes About Technology Use

This is a hybrid course. You are expected to spend at least one hour per week on the Canvas course website. I will be posting class material (e.g., syllabus, Powerpoints, announcements, readings, assignments, and links to articles) regularly on the Canvas course website. **Plan to check the Canvas website regularly.** If you don't have a home computer with Internet access, an open computer lab is available in N250. You will have plenty of time to complete assignments. Excuses such as "my internet wasn't working" or "I couldn't make it to the computer lab this morning" will not be accepted.

You are required to create a BC student network account [here](#). The student network account may be created any time after you receive your student identification number (SID) and personal identification number (PIN). For students enrolled in credit classes, the SID and PIN are issued after you apply for admissions. For students enrolled in classes through BC Continuing Education, the SID and PIN are established after you register for a class. Continuing Education students may contact the Continuing Education office directly to request this identification information. Once you have your student network account, go to the Bellevue College website and click Canvas under Student Links to log into the course website. Our course homepage can be accessed from the Courses dropdown menu on the left side of the page.

Classroom Learning Atmosphere

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.

Religious Holidays

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

College Anti-Discrimination Statement (Title IX)

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender

identity or veteran status in educational programs and activities which it operates. For further information and contacts, please consult College Anti-Discrimination Statements.

Procedures & Guidelines of the Social Sciences Division

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 BC, 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 this course, you will be expressing ideas through the medium of the course site as well as face to face in the classroom. In that case, these expectations refer to the courtesy with which you communicate with one another in the classroom and on the course website. 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 as references.
- 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.

If you are new to writing then please come talk to me during office hours and/or visit the Writing Center. Their website is <http://www.bellevuecollege.edu/asc/writing/> and they are located in D204. Also if you are new to writing in APA format, then refer to the following document:

<http://www.bellevuecollege.edu/asc/writing/essays-guides/documents/apa2010styleessay.pdf>

Cheating, Stealing and Plagiarizing

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: Plagiarizing material from the internet and posting rude or personal attacks in discussions. When you are in doubt about any behavior, please consult your instructor. In addition, you may wish to review the general applicable rules of cyberspace, such as in the Core Rules of Netiquette. The instructor reserves the right to remove posted messages, and downgrade assessments as a result of these types of behaviors.

The instructor can refer any violation of the Student Code of Conduct to the Vice President 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 Vice President of Student Services.

http://www.bellevuecollege.edu/policies/2/2050_Student_Code.asp

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. Canvas 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”). There is a standard form that instructors have access to in their instructor’s grade briefcase.

F Grade

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

Final Examination Schedule

Final examinations may involve proctored on-campus arranged exams or may be administrated completely online at the discretion of the instructor and in keeping with the stated policies provided in the course syllabus. Please refer to the syllabus at the start of the quarter for additional details and contact the instructor directly for any clarifications. A student who is not in compliance with the scheduled format may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be in compliance with any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

For this class, there is no final exam. Students may make up 1 missed exam during the final exam period.

Withdrawal from Class

Academic Year: College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course. Check the [enrollment calendar](#) 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)

Hardship Withdrawal indicates a withdrawal request made because of extenuating circumstances after the official withdrawal period is over. The student must contact the instructor to request this withdrawal option, or the faculty member may initiate the contact. No points are calculated into the grade-point average. Students may also contact the enrollment Services Office BEFORE grades are assigned in cases of hardship.

Students Who Require Disability Accommodations

Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Centre (DRC) <http://bellevuecollege.edu/drc/>. The office is located in B132 (telephone 425.564.2498 or TTY 425.564.4110 email drc@bellevuecollege.edu). Students will need to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter or contact your online instructor directly by email. Students who require accommodation in a course should review the DRC accommodation letter with each instructor during the first week of the quarter.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Centre, and review those needs with the instructor as well.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact Autism Spectrum Navigators. Email and phone number are on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by Skype: the address is DRCatBC (NOTE: There is no @ sign...it is actually DRCatBC). Please visit our website at Disability Resource Center for application information into our program and other helpful links.

Course Schedule

Any changes to this calendar will be posted to Canvas announcements.

Day/Date	Topics	Readings/Videos and Assignments Due
T 1/5	Introductions & Syllabus What is Developmental Psychology? Major Historical Theories of Human Development: Freud, Erikson, and Bronfenbrenner	Obtain textbook and read syllabus carefully; On day 1, we will cover Arnett 1.1, 1.2
Th 1/7	Scientific Method & Research Designs	Arnett 1.3
T 1/12	Genetic Influences on Development Prenatal Development and Prenatal Care Pregnancy Problems	Syllabus Review Quiz Arnett Chapter 2 Watch Inside Pregnancy: Fertilization, Weeks 1-9, 10-14, 15-20, 21-27, 28-37
Th 1/14	Olds et al. discussion Forum Post Expectations: Searching for Articles & APA Style	Read Olds et al. and answer questions for discussion
T 1/19	Birth & The Neonate	Arnett 2.3, Chapter 3 Watch Labor and Birth (animation)
Th 1/21	Unit 1 Summary and Review	Forum post due @ 10:30am
T 1/26	Exam 1	Quizzes 1, 2, & 3 due via Canvas @ 10:30am
Th 1/28	Infancy: Physical, Cognitive and Social Development	Forum responses due @ 10:30am Arnett Chapter 4
T 2/2	Toddlerhood: Physical, Cognitive and Social Development	Arnett Chapter 5
Th 2/4	Early Childhood: Physical, Cognitive and Social Development	Arnett Chapter 6
T 2/9	Unit 2 Summary and Review	Forum post due @ 10:30am
Th 2/11	College Issues Day: No classes. Offices closed.	None
T 2/16	Exam 2	Quizzes 4, 5, & 6 due @ 10:30am
Th 2/18	Middle Childhood: Physical, Cognitive and Social Development	Forum responses due @ 10:30am Arnett Chapter 7
T 2/23	Adolescence: Physical, Cognitive and Social Development	Arnett Chapter 8
Th 2/25	Emerging Adulthood: Physical, Cognitive and Social Development	Arnett Chapter 9
T 3/1	Unit 3 Wrap up and Review	Forum post due @ 10:30am
Th 3/3	Exam 3	Quizzes 7, 8, & 9 due @ 10:30am
T 3/8	Faculty Professional Development Day: No classes. Offices closed.	None
Th 3/10	Young Adulthood Middle Adulthood: Physical Development and Cognitive Development	Arnett Chapter 10, 11.1, 11.2
T 3/15	Middle Adulthood: Social Development Late Adulthood	Arnett 11.3, Chapter 12
Th 3/17	Unit 4 Wrap up and Review	Forum post due @ 10:30am
T 3/22	Exam 4 (covers only chapters 10-12)	Quizzes 10, 11, & 12 due @ 10:30am