

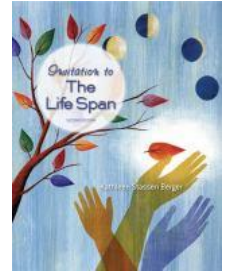
Instructor: Maggie Seibel
E-Mail: Use Canvas email for all correspondence
mseibel@bellevuecollege.edu only for emergency if Canvas is down
Phone: 425-564-2072 (Direct Line to Voice Mail)
Virtual Office Hours: 9:00am to 10:00am Mondays

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 with DSM-5 update, Worth Publishers, 2014. Any format is acceptable, including eBook, notebook, paperback, or cloth edition.



COURSE DESCRIPTION:

Psychology 200 presents research and theories regarding human growth and change across the life span. Students explore factors that affect psychosocial, cognitive, and physical development from psychological and socio-cultural perspectives.

COURSE FOCUS:

Psychology 200 is an introductory course on the science of human development from conception through death. It will discuss theories that provide the organization and framework for explaining the lifespan perspective, interaction between heredity and environment, plasticity, multicultural awareness, risk analysis, the damage-repair cycle, and family bonding.

COURSE FORMAT:

This is an online course with all assignments and exams completed on our Canvas website. To succeed in this course, you must regularly use a computer with Internet access. If you don't have a home computer with Internet access, and you live close to campus, an open computer lab is available in N250 to all BC credit students.

<http://depts.bellevuecollege.edu/helpdesk/students/computerlabs/>

If you have questions about the course, please read the Getting Started folder on our course website first before asking your professor. Take active responsibility for your own education. You will be expected to read the weekly chapters before completing the assignments. Challenge assumptions, and consider the implications and applications of course material. Thinking deeply about the course material will not only help you remember it better – it'll make it more fun and useful now and in the future.

PREREQUISITE:

Psychology 100 General Psychology

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.



EMAIL COMMUNICATIONS:

All email communication must be done through the Canvas learning system during the quarter. My regular BC email is only in the event of an emergency when Canvas is down. No communication regarding course work or grades will be sent to student's personal non-Bellevue College email accounts.

COURSE REQUIREMENTS & GRADES:

The final grade is based on a total of 1,000 points. These points are calculated as follows:		
Exams	4 x 100 points each	400 Points
Case Studies	9 x 20 points each	180 Points
Written Assignment	Interview an Older Adult	60 Points
Weekly Quizzes	4 x 10 points each 6 x 20 points each	160 Points
Discussions	10 Individual Posts x 10 points each 10 Responses x 10 points each	100 Points 100 Points
Total		1,000 Points



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

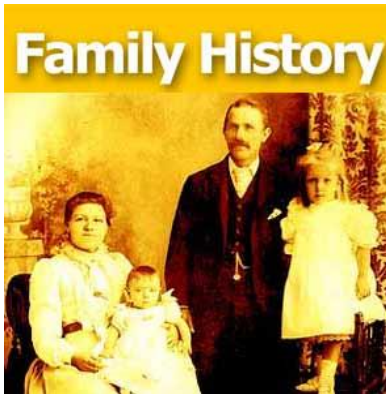
A 100% – 94%	1000 – 940 Points	C+ 79% – 77%	799 – 770 Points
A- 93% – 90%	939 – 900 Points	C 76% – 74%	769 – 740 Points
B+ 89% – 87%	899 – 870 Points	C- 73% – 70%	739 – 700 Points
B 86% – 84%	869 – 840 Points	D+ 69% – 67%	699 – 670 Points
B- 83% – 80%	839 – 800 Points	D 66% – 60%	669 – 600 Points
		F 59% - Below	599 – 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 without written documentation. **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.*

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:

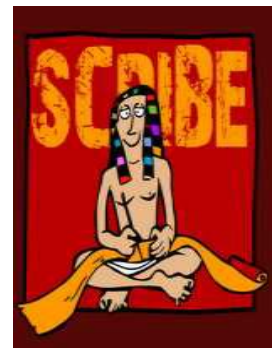
Students are required to interview a person from either the Older Adult (ages 65-90+) or the Adult (ages 25-64) age group using the developmental perspectives studied in this course. Formal interviews help students learn information about family history, culture, and traditions. Instructions for conducting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

WEEKLY QUIZZES:

These short weekly quizzes are incorporated into the various chapters of the textbook and used to help integrate terms and concepts to further learning. There will be ten quizzes over the course of the quarter.

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 so you can work at your own pace after reading the corresponding chapters. Specific details on how to write discussion responses are available in the course modules.



DUE DATES AND DEADLINES:

All assignments for the course will be open from the first day of the quarter, but have weekly due dates and times when work is due. **Because of this generous and open schedule, no late work will be accepted, except under the following circumstances.** If you are able to provide written documentation, such as a letter from your health care provider, for your need for an exception, it will be considered. 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. *Computer malfunction or technical problems are not valid excuses to grant an exception to the due date.* Plan ahead. Put all due dates and exam times in your phone to help manage your time efficiently. Save your work early, often, and in multiple locations, such as the cloud, a memory stick, or another computer.

INSTRUCTOR AVAILABILITY:



As your instructor for this course, I will make every effort to answer your email questions in a timely manner. This may include answering a question in class or through Canvas, whichever is more appropriate. My goal is to respond to a question within 24 hours of receiving it Monday through Thursday between the hours of 9am and 7pm, and on Friday between 9am 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. I will also hold virtual office hours on Mondays from 9:00am to 10:00am. Instructions for participating in online office hours is available in the Getting Started folder.

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.



TIPS FOR SUCCESS IN THIS COURSE:

1. **Log onto our Canvas site every day:** In order to complete the weekly assignments and be informed about any changes to the schedule, assignments, and other information about the course it will be necessary for you to check Canvas course website regularly.
2. **Read the Textbook:** Reading the course textbook as well as assigned readings/articles will be essential for understanding the course material. It will also give you the opportunity to experience the material in a different media. It will be assumed that you have completed the readings before completing the discussions and case studies so that you will be able discuss and reference the material that you have read.
3. **Manage Your Time Efficiently:** Do not wait until the last minute to start an assignment. Even though all assignments are open for the entire quarter, each assignment has a weekly due date. Starting your work early allows you to spend the appropriate amount of time on the assignment, and it allows you to contact the instructor if you have any questions. Plan ahead. Save your work early, often, and in multiple locations. Submit proofread work only.
4. **Talk with me:** I will be available for virtual office hours every Monday from 9:00am to 10:00am. You can also send me an email through our Canvas website where we can correspond or set up a private chat on our site.

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 transgender 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!**

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.



INCOMPLETE:

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

HARDSHIP WITHDRAWAL (HW):

HW indicates a withdrawal request made because of extenuating circumstances after the official withdrawal period is over. You must contact me directly to request this withdrawal option, and you must provide documented proof of the need for this exception. Also be aware that a hardship withdrawal cannot be used as an option to avoid receiving a failing grade for the course.

LETTER OF RECOMMENDATION:

If you would like a letter of recommendation I require that you notify me *at least* one month before the letter is due; complete a detailed questionnaire as completely as possible; and meet with me if I have any further questions.

STUDENT SUPPORT SERVICES & RESOURCES FOR SUCCESS:

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, whether in person or via the web. 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/>

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. 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.

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:

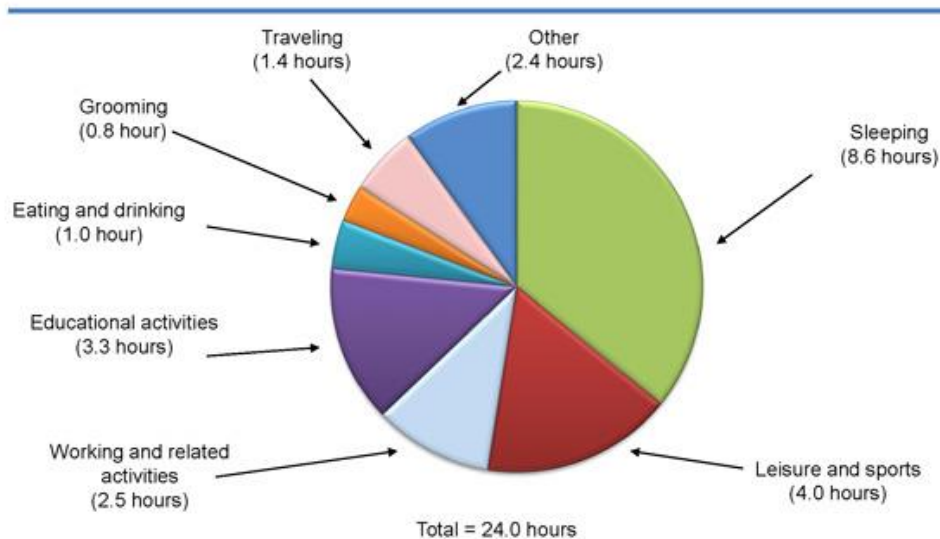
- a. You do not cite quotations and/or attribute borrowed ideas.
- b. You fail to enclose borrowed language in quotation marks.
- c. You do not write summaries and paraphrases in his/her own words and/or doesn't document his/her source.
- d. You turn in work created by another person.
- e. You submit 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.

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 2009 -13.

SOURCE: Bureau of Labor Statistics, American Time Use Survey

Psychology 200 Lifespan Development

Item 5432 Section: OBS

Winter Quarter 2016

Course Schedule

Week:

Textbook Chapters & Activities:

<p>Module 1 Week 1 Monday, January 4 to Sunday, January 10</p> <p>Monday, January 4, midnight Wednesday, January 6, 10:00pm Sunday, January 10, 8:00am</p>	<p>Quarter Begins Chapter 1 Discussion #1, Pt 1 Due Quiz 1 Opens</p>	<p>Syllabus & Schedule Review The Science of Human Development Personal Introductions – <i>Getting to Know You</i> Chapter 1</p>
<p>Module 1 Week 2: Monday, January 11 to Sunday, January 17</p> <p>Monday, January 11, 8:00am Monday, January 11, 10:00pm Wednesday, January 13, 10:00pm Sunday, January 17, 8:00am</p>	<p>Chapter 2 Discussion #1 Pt 2 Due Case Study #1 Due Quiz #1 Due Discussion #2 Pt 1 Due Quiz #2 Opens</p>	<p>From Conception to Birth Personal Introductions Part 2 – <i>Getting to Know You</i> Case Study – <i>Julie Fears She's Pregnant</i> Chapter 1 Discussion – <i>Adoption and Fetal Health</i> Chapter 2</p>
<p>Module 2 Week 3: Monday, January 18 to Sunday, January 24 Monday, January 18 - No Classes</p> <p>Tuesday, January 19, 8:00am Tuesday, January 19, 10:00pm Wednesday, January 20, 10:00pm Sunday, January 24, 8:00am</p>	<p>Chapter 3 Chapter 4 Discussion #2 Pt 2 Due Case Study #2 Due Quiz #2 Due Discussion #3 Pt 1 Due Quiz #3 Opens Exam 1 Opens</p>	<p>The First Two Years: Body and Mind The First Two Years: Psychosocial Development Discussion – <i>Adoption and Fetal Health</i> Case Study – <i>Angie, Rob, & Baby Gunner</i> Chapter 2 Discussion – <i>Should Children Still Be Immunized?</i> Chapters 3 & 4 Chapters 1, 2, 3, & 4</p>
<p>Module 2 Week 4: Monday, January 25 to Sunday, January 31</p> <p>Monday, January 24, 8:00am Monday, January 24, 10:00pm Wednesday, January 27, 10:00pm Sunday, January 31, 8:00am</p>	<p>Chapter 5 Chapter 6 Discussion #3 Pt 2 Due Case Study #3 Due Quiz #3 Due Exam 1 Closes Discussion #4, Pt 1 Due Quiz #4 Opens</p>	<p>Early Childhood: Body and Mind Early Childhood: Psychosocial Development Discussion – <i>Should Children Still Be Immunized?</i> Case Study – <i>Diane & Matt's Blended Family</i> Chapters 3 & 4 Chapters 1, 2, 3, & 4 Discussion – <i>Sex and Gender Differences</i> Chapters 5 & 6</p>
<p>Module 3 Week 5: Monday, February 1 to Sunday, February 7</p> <p>Monday, February 1, 8:00am Monday, February 1, 10:00pm Wednesday, February 3, 10:00pm Sunday, February 7, 8:00am</p>	<p>Chapter 7 Chapter 8 Discussion #4, Pt 2 Due Case Study #4 Due Quiz #4 Due Discussion #5, Pt 1 Due Quiz #5 Opens Exam 2 Opens</p>	<p>Middle Childhood: Body and Mind Middle Childhood: Psychosocial Development Discussion – <i>Sex and Gender Differences</i> Case Study – <i>Chloe is a Bully</i> Chapters 5 & 6 Discussion – <i>Food Insecurity</i> Chapters 7 & 8 Chapters 5, 6, 7, & 8</p>

Week:**Textbook Chapters & Activities:**

Module 3 Week 6:

Monday, February 8 to

Sunday, February 14

Thursday, February 11 - No Classes

Monday, February 8, 8:00am

Monday, February 8, 10:00pm

Wednesday, February 10, 10:00pm

Sunday, February 14, 8:00am

Chapter 9
Chapter 10
Discussion #5, Pt 2 Due
Case Study #5 Due
Quiz #5 Due
Exam 2 Closes
Discussion #6, Pt 1 Due
Quiz #6 Opens

Adolescence: Body and Mind
Adolescence: Psychosocial Development
Discussion – *Food Insecurity*
Case Study – *Cindy's Dilemma*
Chapters 7 & 8
Chapters 5, 6, 7, & 8
Discussion – *I'm Just Not Hungry*
Chapters 9 & 10

Module 4 Week 7:

Monday, February 15 to

Sunday, February 21

Monday, February 15 - No Classes

Tuesday, February 16, 8:00am

Tuesday, February 16, 10:00pm

Wednesday, February 17, 10:00pm

Sunday, February 21, 8:00am

Chapter 11
Discussion #6, Pt 2 Due
Case Study #6 Due
Quiz #6 Due
Discussion #7, Pt 1 Due
Quiz #7 Opens

Emerging Adulthood: Body, Mind, and Social World
Discussion – *I'm Just Not Hungry*
Case Study – *Kerri Disappoints Her Parents*
Chapters 9 & 10
Discussion – *Let's Move in Together*
Chapter 11

Module 4 Week 8:

Monday, February 22 to

Sunday, February 28

Monday, February 22, 8:00am

Monday, February 22, 10:00pm

Wednesday, February 24, 10:00pm

Sunday, February 28, 8:00am

Chapter 12
Chapter 13
Discussion #7, Pt 2 Due
Case Study #7 Due
Quiz #7 Due
Discussion #8, Pt 1 Due
Quiz #8 Opens
Exam 3 Opens

Adulthood: Body and Mind
Adulthood: Psychosocial Development
Discussion – *Let's Move in Together*
Case Study – *Kathy's Elderly Father Moves In*
Chapter 11
Discussion – *Chronological Age vs. Real Age*
Chapters 12 & 13
Chapters 9, 10, 11, 12, & 13

Module 5 Week 9:

Monday, February 29 to

Sunday, March 6

Monday, February 29, 8:00am

Monday, February 29, 10:00pm

Wednesday, March 2, 10:00pm

Sunday, March 6, 8:00am

Chapter 14
Chapter 15
Discussion #8, Pt 2 Due
Case Study #8 Due
Quiz #8 Due
Exam 3 Closes
Discussion #9, Pt 1 Due
Quiz #9 Opens

Late Adulthood: Body and Mind
Late Adulthood: Psychosocial Development
Discussion – *Chronological Age vs. Real Age*
Case Study Due – *Miriam Decides to Retire*
Chapters 12 & 13
Chapters 9, 10, 11, 12, & 13
Discussion – *Older Women and Quality of Life*
Chapters 14 & 15

Module 5 Week 10:

Monday, March 7 to

Sunday, March 13

Tuesday, March 8 - No Classes

Monday, March 7, 8:00am

Monday, March 7, 10:00pm

Wednesday, March 9, 10:00pm

Epilogue
Discussion #9, Pt 2 Due
Case Study #9 Due
Quiz # 9 Due
Discussion #10, Pt 1 Due
Assignment Due
Quiz #10 Opens

Death and Dying
Discussion – *Older Women and Quality of Life*
Case Study – *Nancy's Grief*
Chapters 14 & 15
Discussion – *When Death Occurs*
Assignment: **Interview** Older Adult or Adult
Epilogue

Week:**Textbook Chapters & Activities:***Module 5 Week 11:**Monday, March 14 to**Sunday, March 20*

Monday, March 14, 8:00am	Discussion #10, Pt 2 Due	Discussion – When Death Occurs
	Fun Discussion Opens	Fun Discussion – <i>A Fond Farewell</i> (Not Graded)
Monday, March 14, 10:00pm	Quiz #10 Due	Epilogue

*Finals Week:**March 21, 22, & 23*

Sunday, March 20, 8:00am	Exam 4 Opens	Chapters 14, 15, & Epilogue
Monday, March 21, 10:00pm	Exam 4 Closes	
	Fun Discussion Closes	Fun Discussion – <i>A Fond Farewell</i> (Not Graded)
Thursday, March 24, 11:59pm		End of Winter Quarter