

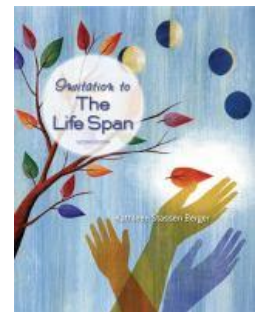


Lifespan Psychology
PSYC& 200, Item 5429, Section OAS
Summer 2016
Instructor: Maggie Seibel
E-Mail: mseibel@bellevuecollege.edu
Existing students please use Canvas email
Phone: 425-564-2072 (Direct Line to Voice Mail)

Bellevue College
Psychology Department
Social Sciences Division
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. ValoreBooks.com has used and rental textbooks. EBook edition is available at VitalSource.com.



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 segment of the lifespan addresses the physical, cognitive, and psychosocial development within each stage.

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. **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.

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 820 points. These points are calculated as follows:		
Exams	4 x 100 points each	400 Points
Case Studies	6 x 20 points each	120 Points
Discussions	6 x 20 points each	120 Points
Weekly Quizzes	5 x 20 points each 1 x 30 points 1 x 10 points	120 Points
Written Assignment	Interview with older adult	60 Points
Total		820 Points



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

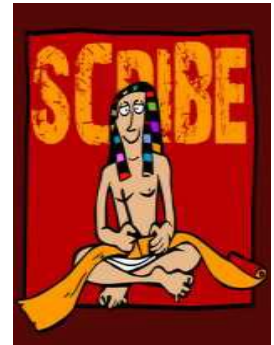
A 100% – 94%	C+ 79% – 77%
A- 93% – 90%	C 76% – 73%
B+ 89% – 87%	C- 72% – 70%
B 86% – 83%	D+ 69% – 67%
B- 82% – 80%	D 66% – 60%

EXAMS:

There will be four exams during the quarter; each worth 100 points. Each exam will cover information from the text, PowerPoint slides, case studies, and discussions. Test format will contain fill-in-the-blank and multiple choice. A study guide will be available for each exam. There will be no comprehensive final exam.

CASE STUDIES:

There will be six 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.

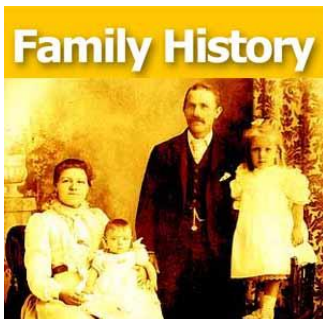


DISCUSSIONS:

There will be six discussions during the quarter. 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.

WEEKLY QUIZZES:

There will be six quizzes during the quarter. These short weekly quizzes are incorporated into the various chapter of the textbook and used to help integrate terms and concepts to further learning.



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.

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.



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, to validate 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. 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. 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 9am and 8pm, and on Friday between 9am and noon. Note that this response time is not a guarantee and 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 for the length of the quarter. Instructions for participating in online office hours is available in the Getting Started folder. Outside of these times I will reply only if I happen to visit the course 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, queer-identified, questioning, 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.

**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 violation 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.

**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").

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 each student's responsibility to be aware of these dates and act accordingly. The link is attached here: <http://www.bellevuecollege.edu/enrollment/deadlines/>

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. Please note that a Hardship Withdrawal cannot be used as an exit to failing the course.

STUDENT SUPPORT SERVICES:

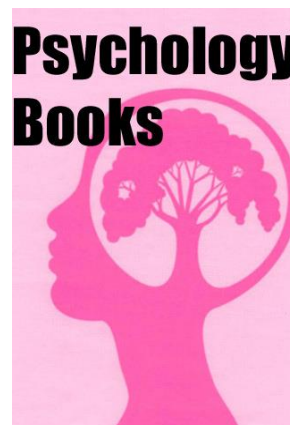
Submit proofread work only. If you need help with your writing, please use the following student support services:

- Academic Success Center: <http://www.bellevuecollege.edu/asc/>
- TRiO Student Support Services: <https://www.bellevuecollege.edu/trio/>
- LGBTQ Support Services: <http://www.bellevuecollege.edu/diversity/lgbtq/>

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 <http://www.bellevuecollege.edu/lmc/>
- Academic Success Center: <http://www.bellevuecollege.edu/asc/>
- TRiO Student Support Services: <http://www.bellevuecollege.edu/TRiO/>



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:

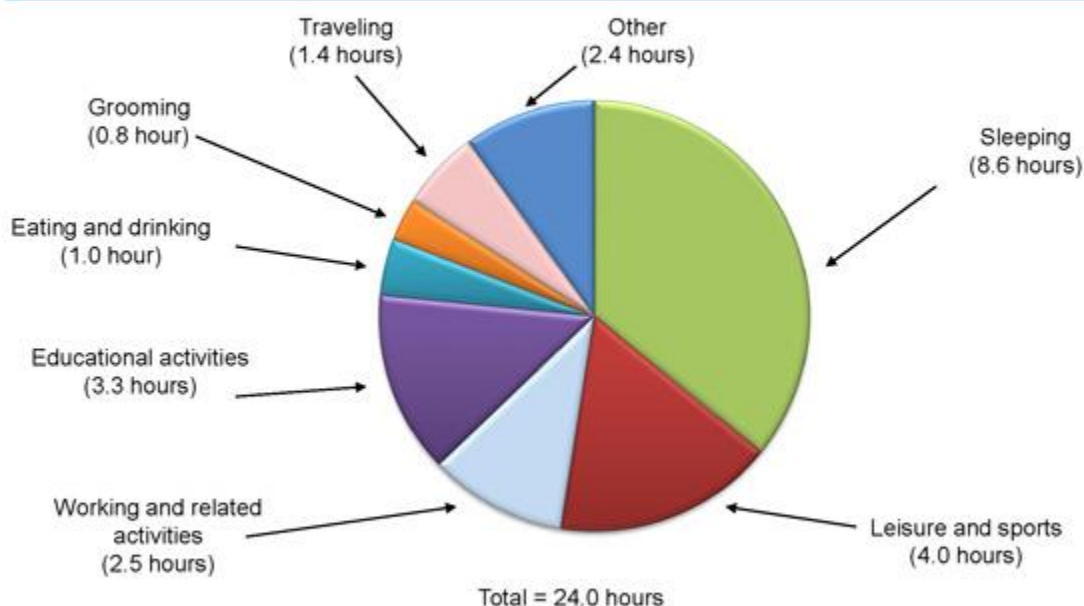
<http://www.bellevuecollege.edu/publicsafety/>

CAMPUS CLOSURES:

To get announcements of campus closures:

- Receive email and text messages through the BC Alert System (sign up at [www://bellevuecollege.edu/alerts](http://www.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 at <http://www.bellevuecollege.edu/> for a link to the BC emergency information website, or access that page directly at <http://www.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-holiday weekdays and are averages for 2009 -13.

SOURCE: Bureau of Labor Statistics, American Time Use Survey

Psychology 200& Lifespan Psychology

Item 5429 Section: OAS

Summer Quarter 2016

Course Schedule

Module & Week:

Textbook Chapters & Activities:

Module 1 Week 1

Monday, June 27 to

Sunday, July 3

	Chapter 1	Getting Started Folder
	Chapter 2	The Science of Human Development
	Chapter 3	From Conception to Birth
	Chapter 4	The First Two Years: Body and Mind
	Discussion #1	The First Two Years: Psychosocial Development
Wednesday, June 29, 10:00pm		Personal Introductions Part 1 Due – <i>Getting to Know You</i>
Sunday, July 3, 8:00am	Exam 1 Opens	Chapters 1, 2, 3, & 4

Module 1 Week 2:

Monday, July 4 to

Sunday, July 10

**July 4 - Holiday
College Closed**

Tuesday, July 5, 8:00am

Tuesday, July 5, 10:00pm

Wednesday, July 6, 10:00pm

Chapter 5	Early Childhood: Body and Mind
Chapter 6	Early Childhood: Psychosocial Development
Discussion #1	Personal Introductions Part 2 Due – <i>Getting to Know You</i>
Case Study #1	Case Study Due – <i>Diane & Matt's Blended Family</i>
Quiz #1	Chapters 5 & 6
Extra Credit	Avatar Due
Exam 1 Closes	Chapters 1, 2, 3, & 4
Discussion #2	Discussion Part 1 Due – <i>Sex and Gender Differences</i>

Module 2 Week 3:

Monday, July 11 to

Sunday, July 17

Monday, July 11, 8:00am

Wednesday, July 13, 10:00pm

Sunday, July 17, 8:00am

Chapter 7	Middle Childhood: Body and Mind
Chapter 8	Middle Childhood: Psychosocial Development
Discussion #2	Discussion Part 2 Due – <i>Sex and Gender Differences</i>
Case Study #2	Case Study Due – <i>Chloe is a Bully</i>
Quiz #2	Chapters 7 & 8
Discussion #3	Discussion Part 1 Due - <i>Food Insecurity</i>
Exam 2 Opens	Chapters 5, 6, 7, & 8

Module 2 Week 4:

Monday, July 18 to

Sunday, July 24

Monday, July 18, 8:00am

Monday, July 18, 10:00pm

Wednesday, July 20, 10:00pm

Chapter 9	Adolescence: Body and Mind
Chapter 10	Adolescence: Psychosocial Development
Discussion #3	Discussion Part 2 Due - <i>Food Insecurity</i>
Case Study #3	Case Study Due – <i>Cindy's Dilemma</i>
Quiz #3	Chapters 9 & 10
Exam 2 Closes	Chapters 5, 6, 7, & 8
Discussion #4	Discussion Part 1 Due – <i>I Hate My Body</i>

Module 3 Week 5:

Monday, July 25 to

Sunday, July 31

Monday, July 25, 8:00am

Wednesday, July 27, 10:00pm

Sunday, July 31, 8:00am

Chapter 11	Emerging Adulthood: Body, Mind, and Social World
Chapter 12	Adulthood: Body and Mind
Chapter 13	Adulthood: Psychosocial Development
Discussion #4	Discussion Part 2 Due - <i>I Hate My Body</i>
Case Study #4	Case Study Due – <i>Kerri Disappoints Her Parents</i>
Quiz #4	Chapters 11, 12, & 13
Discussion #5	Discussion Part 1 Due – <i>Chronological Age vs. Real Age</i>
Exam 3 Opens	Chapters 9, 10, 11, 12, & 13

Psychology 200& Lifespan Psychology

Item 5411 Section: OAS

Summer Quarter 2015

Course Schedule

Module & Week:

Textbook Chapters & Activities:

Module 3 Week 6:

Monday, August 1 to

Sunday, August 7

Monday, August 1, 8:00am

Chapter 14

Late Adulthood: Body and Mind

Chapter 15

Late Adulthood: Psychosocial Development

Discussion #5

Discussion Part 2 Due - *Chronological Age vs. Real Age*

Case Study #5

Case Study Due – *Miriam Decides to Retire*

Quiz #5

Chapters 14 & 15

Assignment Due

Assignment: Interview Older Adult or Adult

Monday, August 1, 10:00pm

Exam 3 Closes

Chapters 9, 10, 11, 12, & 13

Wednesday, August 3, 10:00pm

Discussion #6

Discussion Part 1 Due – *Older Women and Quality of Life*

Module 4 Week 7:

Monday, August 8 to

Thursday, August 11

Monday, August 8, 8:00am

Epilogue

Death and Dying

Discussion #6

Discussion Part 2 Due - *Older Women and Quality of Life*

Case Study #6

Case Study Due – *Nancy's Grief*

Quiz #6

Epilogue

Wednesday, August 10, 8:00am

Exam 4 Opens

Chapters 14, 15, & Epilogue

Thursday, August 11, 10:00pm

Exam 4 Closes

Chapters 14, 15, & Epilogue

End of Summer Quarter