

PSYC 200: Lifespan Psychology Syllabus, Fall 2016

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Office Hours: Tues/Thurs 9:30-12:00pm
or By Appointment

Course Time: M-F 8:30AM –9:20AM
Credits: 5 Credits
Course Location: A206
Office Location: D100A

COURSE DESCRIPTION

This course presents an overview of human growth and development from prenatal stages to old age. Theories, facts, principles, developmental processes, and empirical research will be explored during the course. Physical, cognitive, social, and emotional development for all age groups will be presented. Students in this course will experience a variety of learning experiences, including, but not limited to, presentations by lecture, in-class learning activities, written assignments, and active group discussions.

COURSE OBJECTIVES

After completing this class, students should be able to:

1. Demonstrate a basic understanding of issues in the scientific study of human development across the lifespan, from conception through death, through the interaction of biological, psychological, and social aspects of human development across the lifespan.
2. Gain general knowledge of some of the most famous theorists in developmental psychology, including Piaget, Freud, Ainsworth, Kohlberg, Bronfenbrenner, Vygotsky, Arnett, and Erikson.
3. Relate course materials to a personal perspective on human developmental experiences, as well as learn how to test theories using qualitative and quantitative research methods.
4. Students will be able to identify and critically reflect on the variability and diversity of developmental pathways, and their own embeddedness in social, cultural, and political contexts.
5. Apply knowledge of cross-cultural research to developmental differences across the life span.
6. Develop skills in communicating using oral and written materials to discuss topics related to human developmental patterns, socialization, and aging.

Required Text

Arnett, J. (2015). Human Development: A Cultural Approach (2nd Ed). San Francisco, CA: Pearson. ISBN-13 9780133939163

If you would like the online REVEL access to the textbook:

Follow these steps to get started or watch a short video

(www.pearsonhighered.com/revel/students/registration) on how to register for REVEL:

You will create a Pearson account to access REVEL. After you verify your email address, you will click on "Join Course" and then you will be prompted to buy an access code, enter an access code, or start a 14-day free trial. At the end of 14 days, you will receive another email with some purchase options. Once you have access to Revel, you will use the website to complete daily readings and quizzes.

1. Enter your Course Invite Link in your web browser. Please use a recommended browser like Google Chrome, FireFox, or Safari.

COURSE INVITE LINK: <https://console.pearson.com/enrollment/p1pfys>

2. If you already have a Username and Password for another Pearson technology (i.e. MyMathLab), go ahead and sign in. If you do not have one, you'll need to create one using a valid email that you check regularly, like your school email address. Once you've signed in or created your Pearson Account, you'll immediately be directed to your REVEL account. Here you'll see your course appear.

3. To access REVEL throughout the semester log onto <http://console.pearson.com>. Make sure to bookmark this URL and NOT the course invite link. Remember to always use the same username and password to logon.

If you encounter any issues, support materials are available at www.pearsonhighered.com/revel/students/support/index.html, including a call in number: 855-875-1801.

Access to a computer or mobile electronic device (tablet or smartphone) with internet access is required to complete your REVEL assignments. Please let me know if you need information on computers available for use on campus.

Attendance/Participation

It is ***required*** that you come to class and participate accordingly. The material covered in class (in addition to what is provided in the text) will aid you in preparing for the exams and assignments. Therefore, please come to class prepared and ready to participate. This means reading the assigned material beforehand as well as being prepared to discuss and ask questions.

Class Website

We have a Canvas class website for our class. Given that this is a hybrid course, a portion of our class will be conducted online through this website. Please be sure to check the site regularly since I will use the site to post important class resources, your grades, and announcements. Lecture slides will be available the Sunday before the week starts on Canvas.

Contacting Me

I am here to help each of you excel in this class. Therefore, I am always free for questions about class, psychology, research, etc. If you cannot attend my office hours, I can meet with you by appointment. I check my email several times a day, so that is the best way to contact me. I will respond to your email within 24 hours of your sent email. Please put "PSYC 200" in your subject line of your email so that I can keep track of class emails. If I do not reply in time, please send the email again.

Special Needs

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 us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact asn@bellevuecollege.edu or (425) 564-2764. ASN is located in the Library Media Center in D 125. www.bellevuecollege.edu/autismspectrumnavigators/.

The DRC office is located in B 132 or you can call our reception desk at (425) 564-2498. Deaf students can reach us by TTY at (425) 564-4110.

Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc/.

Academic Integrity

Academic Dishonesty: Any act of academic dishonesty, including but not limited to cheating, plagiarism, and fabrication.

- Cheating includes any attempt to give or obtain unauthorized assistance relating to the completion of an academic assignment.
- Plagiarism includes taking and using as one's own, without proper attribution, the ideas, writings, or work of another person in completing an academic assignment. May also include the unauthorized submission for credit of academic work that has been submitted for credit in another course.
- Fabrication includes falsifying data, information, or citations in completing an academic assignment and also includes providing false or deceptive information to an instructor concerning the completion of an assignment.

Incidents of plagiarism or cheating on examinations may result in an irreversible grade of F for the course. All exams are to be taken without the aid of books, notes, access to electronic devices, or assistance from others. All written assignments will be analyzed for plagiarism.

Writing Lab

The writing lab offers free support for revision skills of class assignments, college applications, resumes; see: <http://www.bellevuecollege.edu/asc/writing/>

Counseling Service

Bellevue College has resources for students experiencing non-academic difficulties, such as personal strain. The Counseling Center offers confidential consultation for students. For more information please visit their web site: <https://www.bellevuecollege.edu/counseling/>

Students also have frequently questions about their career options. The Center for Career Connections provides comprehensive career resources for all stages of your academic and professional career; see: <http://depts.bellevuecollege.edu/careers/>

Grading

Letter Grade (Percentage of Points)		Assignment	Points
93-100% = A	73-76% = C	Quizzes	110
90-92% = A-	70-72% = C-	Article Critiques	100
87-89% = B+	67-69% = D+	Exams (Midterm and Final)	200
83-86% = B	63-66% = D	Assignment #1	100
80-82% = B-	60-62% = D-	Assignment #2	100
77-79% = C+	Less than 59% = F	Total Points Possible	610

Guidelines

Paper Formatting:

- White 8.5 x 11 inch paper
- Typed in black ink
- *Stapled* neatly in appropriate corner
- Standard margins (1 inch on each side)
 - Note: If you have an older version of Microsoft word the default margin is 1.25 inches
- 12 point, Times New Roman font
- APA style, 6th Edition (www.apastyle.org)
- <https://owl.english.purdue.edu/owl/resource/560/01/>

*Points will be deducted for length if these guidelines are not followed.

Ground Rules for Discussion

- Come prepared to section.
- Speak Up Freely.
- Listen.
- Be Courteous.
- Ask questions of clarification, and questions that probe assumptions, reasons, and implications.
- Practice critical thinking and active learning.

CLASS SCHEDULE

Class Date	Topic(s)	Readings	Assignments
Week of 9/19/16	Introduction A Cultural Approach to Human Development	Chapter 1	
Week of 9/26/16	Birth and the Newborn Child	Chapter 3	
Week of 10/3/16	Infancy	Chapter 4	
Week of 10/10/16	Toddlerhood	Chapter 5	Assignment #1 Due at 11:59pm Sunday 10/16
Week of 10/17/16 *No Class 10/18/16	Early Childhood	Chapter 6	
Week of 10/24/16	Middle Childhood Midterm Review Midterm on 10/28/16	Chapter 7	
Week of 10/31/16	Adolescence	Chapter 8 Schofield et al. (2012)	Article Critique Due in Class Friday 11/4
Week of 11/7/16 *No Class on 11/11/16	Emerging Adulthood	Chapter 9	Assignment #2 Due at 11:59pm Sunday 11/13
Week of 11/14/16	Young Adulthood	Chapter 10 Mireles-Rios & Romo (2014)	Article Critique Due in Class Friday 11/18
Week of 11/21/16 *No Class on 11/24-11/25/16	Middle Adulthood	Chapter 11	
Week of 11/28/16	Late Adulthood Exam Review	Chapter 12	
Week of 12/5/16 *No Class on 12/5/16	Final Exam Thursday 12/8/16 7:30am-9:20am		

*The syllabus is subject to change. I will notify the class of any changes. Please check our class website for the most updated syllabus and schedule.

Class Requirements

1. Quizzes: 110 Course Grade Points Total

Chapter quizzes will be given in class at the end of each week (worth 10 points each).

2. Article Critiques: 100 Course Grade Points Total

A total of 2 research articles will be assigned to read and critique. I will assign homework for you to complete after reading the article, see assignment at end of syllabus (worth 50 points each). Please bring in your homework and we will discuss/critique the article in class.

3. Exams: 100 Course Grade Points Each

Exams will each consist of 50 multiple-choice questions. Exams are not cumulative. The midterm will cover chapters 1, 3, 4, 5, 6, & 7. The final will cover chapters 8, 9, 10, 11, & 12.

The dates for the exams are given well in advance. Please see me immediately if this will be a problem. Study guides will be provided on the Canvas class website. Reviews for both exams will be done in class (see class schedule).

4. Paper Assignments: 100 Course Grade Points Each

You will be assigned two written assignments (below). Each paper will be 4-5 pages (not including the title and reference page). All papers should be in APA format, 6th edition. Instructions for each assignment are included at the end of the syllabus and will be discussed in class. Due dates for each assignment are on the class schedule.

Assignment #1: Researching Infant Toys

Assignment #2: Emerging Adults on TV

Article Critique Homework Assignment (2 Total)

Your article critique homework should be approximately 1-2 pages long, typed, double-spaced, and in APA style (6th). Include in-text citations, a reference page, and try your best to paraphrase – do not use quotes. Please bring your completed homework to class for discussion. There will be a total of two of these assigned throughout the course.

First briefly summarize the article:

- What were the aims/research questions of the study?
- What were the authors' hypotheses?
- How did they answer their research questions (procedure)?
- What were their findings?

Then thoughtfully *evaluate and critique* the article and address each of these areas:

Sample/Participants:

- Critique the sample: Was it too small? Not representative? Was not enough information given?

Procedure:

- Would there be a better design for the study? If so, what would it be and why?

Ethical Issues:

- Were there any biases in the study? Any research risks you noticed? Any issues with informed consent?
- If you do not notice any ethical issues, please say this.

Discussion:

- Does the author summarize the findings?
- Do the conclusions match the findings?
- Are strengths and limitations considered? Are there any additional strengths and /or limitations that you noticed?
- Was the study worth it? Considering limitations and strengths, does it advance our understanding of the given topic?

Research Infant Toys – Paper Assignment #1

Examine several toys marketed for infants (see package for age ranges). Try to find one good toy and one poor toy. Report on the following:

1. Describe the toys (you may include a picture of each toy within your paper) and the recommended age range of the toys.
2. Report your ratings for each toy on durability, safety, attractiveness, and stimulation (1= poor, 2= fair, 3= average, 4= good, 5= excellent) and explain why you gave those scores.
3. Determine how each toy is designed for infant safety and to stimulate infant development, especially sensory development. What does each toy do to improve development and in what ways?
4. Discuss why you think your good toy improves development and why the poor toy does not. Use developmental concepts and research to support your argument.
5. Conclude with a summary of what you learned and recommendations for improvements of infant toys.

This assignment should be in APA 6th Edition format (See template on Canvas for guidelines. The OWL Purdue website is also very helpful.). You will need a title page and reference page. You do not need an abstract. Use the textbook for a reference. You are welcome to use additional scientific sources. The assignment should be 4-5 pages, not including the title page and reference page.

Emerging Adults on TV – Paper Assignment #2

Choose one TV episode/series that includes emerging adults. If you do not watch TV, you can choose a book. Answer the questions below and use your textbook (or any other additional peer reviewed articles) as a reference(s).

1. What did you watch? In what type of programming did you observe the portrayals of emerging adults (e.g., TV drama, situation comedies, movie, reality show, etc.).
2. Describe the emerging adult characters you observed.
3. Were the portrayals realistic? Explain.
4. Would you characterize any of the portrayals as stereotypical? Explain.
5. Was there a clear delineation between adolescents, emerging adults, and adults depicted? Explain.
6. Other observations?
7. Lastly, apply two developmental theories (e.g., Piaget, Erikson, Bronfenbrenner) to the episode you watched. Make sure to discuss how it applies and use examples.

This assignment should be in APA 6th Edition format (See template on Canvas for guidelines. The OWL Purdue website is also very helpful.). You will need a title page and reference page. You do not need an abstract. Use the textbook for a reference. You are welcome to use additional scientific sources. The assignment should be 4-5 pages, not including the title page and reference page.