

PSYCHOLOGY 200
LIFESPAN PSYCHOLOGY
ITEM 5432, SECTION A
COURSE SYLLABUS
SUMMER QUARTER 2011

INSTRUCTOR:

Maggie Seibel, M.A., LMHC

Office: A200C

Office Hours: By Appointment Only

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Phone: 425-564-2072 (Voice mail. This number will not be answered.)

Social Science Division Office: 425-564-2331

CLASS MEETING TIME AND LOCATION:

Class will meet in Room A138 from 9:30am to 11:20am Monday through Thursday from June 27th to August 10th, with the following exception. There will be no class on Monday, July 4th. The campus will be closed for Independence Day. The final exam will be given on Thursday, August 11th at 9:30am. *There will not be a comprehensive final exam.*

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.

COURSE FOCUS:

Psychology 200 is an introductory course on the science of human development from conception through death. Because this summer quarter is only seven weeks long, rather than the normal ten weeks, some modifications to the schedule have been made. The formal course will begin at chapter 5 and end after chapter 22. You are strongly encouraged to study the chapters not covered by this course in order to have a greater familiarity with the lifespan and the accompanying issues at each developmental stage. The course 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. It will focus on six of the seven distinct segments of the lifespan. Each is divided into three parts that address each domain of human development: biosocial, cognitive, and psychosocial.

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.

PREREQUISITE:

Psychology 100 General Psychology

REQUIRED TEXT:

Berger, Kathleen. *The Developing Person through the Life Span*, Seventh Edition, Worth Publishers, 2008.

The text may be purchased from the Bellevue College Bookstore or online at <http://bcc.collegestoreonline.com/>

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There is also a web site from the publisher of the textbook with links to related web sites and student aids: <http://bcs.worthpublishers.com/bergerls7e/>

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. Nature of Science (2)

COURSE REQUIREMENTS & GRADES:

The final grade is based on a total of 465 points. These points are calculated as follows:		
Exams	3 x 100 points each	300 Points
Case Studies	6 x 20 points each	120 Points
Interview	1 x 25 points	25 Points
Classroom Participation	1 x 20 points	20 Points
Total		465 Points

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

A	100% – 94%	465 – 437 Points	C+	79% – 77%	371 - 359 Points
A-	93% – 90%	436 - 419 Points	C	76% – 74%	358 - 344 Points
B+	89% – 87%	418 - 405 Points	C-	73% – 70%	343 - 326 Points
B	86% – 84%	404 - 391 Points	D+	69% – 67%	325 - 312 Points
B-	83% – 80%	390 - 372 Points	D	66% – 60%	311 - 279 Points
			F	59% - Below	278 - 000 Points

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EXAMS:

There will be three (3) exams, each worth 100 points. Each exam will cover information from the text, lectures, videos, and web site postings. The test format may contain multiple choice, fill-in-the-blank, short answer, or essay questions. Anything covered in the classroom should be considered testable information. *There will be no comprehensive final exam.*

- Each exam will be 60 minutes long and will occur during the second hour of the scheduled Thursday. See the course schedule for tentative exam dates.
- You will need to bring a Scantron sheet, a clean sheet of paper, and No. 2 pencil to each exam. If English is not your native language, you may bring a dictionary or translator to the exam.

No make-up exams will be given. Exams will not be given after the scheduled exam time. Missed exams will be assigned zero points. If you know ahead of time that you will be unable to attend class on an exam day, you may make arrangements with me to take the exam early. ***These arrangements must be made at least two weeks prior to the scheduled exam.*** Requests less than two weeks prior to a scheduled exam will not be honored. If you come late to class on an exam day, you will not be given additional time. See the course calendar for tentative exam dates.

CASE STUDIES:

Every week starting with week one and ending with week six, there will be a case study. Each week students will write a response to a case study corresponding to that week's developmental stage. There will be a total of six case studies during the quarter, each corresponding to a specific stage in development. Each case study and specific details including how to write a case study will be available on our web site. Each case study is worth 20 points for a total of 120 points.

INTERVIEW:

Every person has a story to tell, and every family is unique. Students will interview a person from the Adult (ages 35-64) age group using the developmental perspectives studied in this course. Formal interviews help students learn information about family history, culture, and traditions. The results of the interview will then be integrated into a theory or concept from that stage found in the textbook. The interview is worth 25 points.

CLASS ATTENDANCE:

Students are expected to be on time and attend every class. If you cannot attend faithfully, arrive on time, and remain for its entirety, you should not take this course. If you must miss a class, 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. If you stop attending class without officially withdrawing from the course by the withdrawal deadline, you will receive an "F" for your final grade.

In accordance with the Washington State Attorney General's ruling on attendance, five (5) absences or 20% absence during a course may constitute an automatic failure of the course.

This course meets 27 times per quarter, so five absences could mean an automatic failure.

CLASSROOM CONDUCT:

It 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 the instructor:

- **PUNCTUALITY:**
Please **be on time** for class. Late arrivals distract both the instructor and other students. It results in a loss of important information and diverts students from hearing announcements and clarifying information from previous class discussions and readings. Once class has begun, **do not leave before class is over.** Students sometimes encounter circumstances in which they

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have to leave class before it is released. 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.**

- **CLASS PARTICIPATION:**

Students are encouraged to participate in discussions of the theories and concepts that will be presented in class. This has the effect of expanding students' comprehension of the material and enriching the learning experience for yourself and other 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 other students contribute to distractions, not to learning, and will not be tolerated.** Students distracting from the lecture or topic discussions will be asked to remove themselves from the classroom for the remainder of that class period. If the problem persists, the student(s) will be referred to the Dean of Student Success for appropriate disciplinary actions.

- **WIRELESS DEVICES:**

Cell phones, iPods, MP3 players, and personal computers are a convenience, not a right and can create a distraction for other students. **Therefore, all wireless devices are to be turned off and out of sight while in this classroom.** Students whose cell phones ring during class, who engage in sending or receiving text messages, who are seen wearing ear buds, or who have an open personal computer will be asked to remove themselves from the classroom for the remainder of the class period, unless prior arrangements have been made with the instructor. If the problem persists, the student(s) will be referred to the Dean of Student Success for appropriate disciplinary actions.

- **CHEATING, STEALING, AND PLAGIARIZING* AND INAPPROPRIATE BEHAVIOR:**
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 classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. 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.

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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 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").

F GRADE:

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

WITHDRAWAL FROM CLASS:

College policy states that students must formally withdraw from a class by July 28th in person or by July 31st by noon on line. The Registration Office is located in B125. A "W" will be posted on the transcript. If a student has not withdrawn by that date an appropriate letter grade will be assigned for the course. July 6th is the last date to withdraw from the course without a "W" posted to the transcript. 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.

HARDSHIP WITHDRAWAL (HW):

HW indicates a withdrawal request made because of extenuating circumstances after the official withdrawal period is over. You must contact me to request this withdrawal option, or the faculty member may initiate the contact. Please note that a Hardship Withdrawal is not a backdoor exit if you are failing the course.

STUDENTS WHO REQUIRE DISABILITY ACCOMMODATIONS:

Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Center (DRC) office located in B132 (telephone 425-564-2498 or TTY 425-564-4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require in class course modifications, adaptations, or accommodations because of a disability should review the DRC accommodation letter with me 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 Center, and review those needs with me as well. Information is also available at <http://bellevuecollege.edu/drc/>

SAFE SPACE:

This class is a Safe Space for all students. Lesbian, gay, bisexual, questioning, queer-identified, 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 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 an appointment.

DISTRIBUTION OF GRADES:

Grades will not be posted in the Social Science Division office or in my faculty office and administrative assistants will not give out grades. Students should access their grades through the Bellevue College web site.

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RETURN OF PAPERS AND TESTS:

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if a student supplies the instructor with stamped, self-addressed envelope (with appropriate postage). Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

STUDENT SUPPORT SERVICES:

Submit proofread work only. If you need help with your writing, please make use of 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 visit the LMC at least once a week, but you can also access it 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>

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/>.

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COURSE SCHEDULE

<u>WEEK:</u>	<u>CHAPTERS:</u>	<u>READINGS & ACTIVITIES:</u>
<i>Week 1:</i> June 27– June 30 <div style="text-align: right;">June 30</div>	Chapter 5 Chapter 6 Chapter 7	The First Two Years: Biosocial Development The First Two Years: Cognitive Development The First Two Years: Psychosocial Development Case Study 1 – Angie, Rob, and Baby Gunner
<i>Week 2:</i> July 4 July 5 – July 7 <div style="text-align: right;">July 7</div>	No Class Chapter 8 Chapter 9 Chapter 10	Campus Closed for Independence Day The Play Years: Biosocial Development The Play Years: Cognitive Development The Play Years: Psychosocial Development Case Study 2 – Diane and Matt's Blended Family
<i>Week 3:</i> July 11 – July 14 <div style="text-align: right;">July 14</div>	Chapter 11 Chapter 12 Chapter 13 Exam 1	The School Years: Biosocial Development The School Years: Cognitive Development The School Years: Psychosocial Development Case Study 3 – Chloe is a Bully Chapters 5, 6, 7, 8, 9, & 10
<i>Week 4:</i> July 18 – July 21 <div style="text-align: right;">July 21</div>	Chapter 14 Chapter 15 Chapter 16	Adolescence: Biosocial Development Adolescence: Cognitive Development Adolescence: Psychosocial Development Case Study 4 – Cindy's Dilemma
<i>Week 5:</i> July 25 July 25 – July 28 <div style="text-align: right;">July 28</div>	Chapter 17 Chapter 18 Chapter 19 Exam 2	Interview Assignment Due Emerging Adulthood: Biosocial Development Emerging Adulthood: Cognitive Development Emerging Adulthood: Psychosocial Development Case Study 5 – Kerri Disappoints Her Parents Chapters 11, 12, 13, 14, 15, & 16
<i>Week 6:</i> August 1 – August 4 <div style="text-align: right;">August 4</div>	Chapter 20 Chapter 21 Chapter 22	Adulthood: Biosocial Development Adulthood: Cognitive Development Adulthood: Psychosocial Development Case Study 6 – Kathy's Elderly Father Moves In
<i>Week 7:</i> August 8 – August 10	*Chapter 23 *Chapter 24 *Chapter 25	Late Adulthood: Biosocial Development Late Adulthood: Cognitive Development Late Adulthood: Psychosocial Development *If time allows
<i>Finals Day:</i> <div style="text-align: right;">August 11</div>	Exam 3	Chapters 17, 18, 19, 20, 21, & 22