



Fall Quarter 2016

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**Course:** PSYC& 200 Lifespan Psychology      5 credits      Item# 5430      Section C  
**Time to meet:** Daily 12:30 pm – 1:20 pm  
**Room:** T122

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**Instructor:** Deepti Karkhanis, Ph.D.

**Office:** D110K

**Office hours:** Daily 11:30 AM – 12:30 PM or by appointment (set up via email)

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**Mailbox:** Social Sciences Division Office (D110)

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## COURSE INFORMATION

### Course Description:

Welcome to Psychology 200

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. **Students are required to work for minimum 5 hours ONLINE each week to complete assigned homework.** It is expected that if you go out of town, you will find a way to access the Internet (in cafes, hotel offices, public libraries, etc.) in order to complete assignments, respond to emails, and sustain your participation in the course. Students should expect to devote **a minimum of five hours per week outside of class** for reading course materials and completing assignments. If you don't have a home computer with Internet access, an [open computer lab](#) is available in N250.

If you have questions about the class, **read this syllabus first** before asking your instructor. Be an active participant in your own education. The chapters listed in the weekly class schedule (given on page 7) are to be thoroughly read during the week of the classroom presentation on that topic. In addition, **good note taking** is essential for successful performance in the class. If you are absent from class, it is your responsibility to obtain notes from another student. Please consult the class schedule given below to prepare for exams, readings, and written assignments.

**Come to office hours** with questions. Office hours are a fixed time I have set aside specifically to talk about the class. I am **always** available during office hours – no appointment needed. Just stop by! You can always schedule a different time to meet with me if my office hours don't work with your schedule.

### 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 classroom climate, feel free to speak with me about it immediately.

Students equally contribute to making a classroom effective, just as the instructor. Do your work, read, and participate in class discussions. Seek out campus resources for additional help. Please act maturely and respectfully. You are expected to work hard to earn your grade. **BE GRITTY!**

### Important Note About Technology Use:

I will be posting class material and documents such as the syllabus, class slides, announcements, readings, assignments, and links to articles on the **Canvas** course website. You are required to create a BC student network account (at <https://www.bellevuecollege.edu/netid/>) *Canvas* and access the *Canvas* course site regularly. 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 Bellevue College website (<http://bellevuecollege.edu/>) and click *Canvas* under Student Links to log into the course website.

This course makes extensive use of Canvas as a supplement to face-to-face class time. Canvas will be used for communication, downloading materials, submitting assignments, and so forth. Plan to check it regularly. Our course homepage can be accessed from the **Courses** dropdown menu on the left side of the page.



### 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, ethnicities, 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!

### Student Support Services:

If you need help with your academic problems, please use the following student support services:

- Academic Success Center: <http://bellevuecollege.edu/academicsuccess/>
- Academic Tutoring Center: <http://www.bellevuecollege.edu/asc/tutoring/>
- Multicultural Services: <http://www.bellevuecollege.edu/mcs/>
- TRiO Student Support Services: <http://bellevuecollege.edu/TRiO/>
- Bellevue College Writing Lab: <http://www.bellevuecollege.edu/asc/writing/>

### Academic Advising:

The Psychology Department has an in-house advisor, **Deanne Eschbach**, located in D110C. Please call 425-564-2216 or 425-564-2212 to set up personal advising appointments.

### **Email Communications:**

All email communication must be done through **Canvas inbox** or **BC e-mail** account during the quarter. No communication regarding course work or grades will be sent to student's personal email accounts.

### **Wireless Devices & Personal Computers:**

All wireless devices are to be **turned OFF** and out of sight while in this classroom. Students whose cell phones ring, who engage in sending or receiving text messages, check emails, are seen wearing ear-buds, or are using electronic devices for any purpose will be asked to remove themselves from the classroom for the remainder of the class period. I also reserve the right to answer any student's phone that rings during class. If the problem persists, the student(s) will be referred to the Dean of Student Success for appropriate disciplinary actions.

### **A Note on Multitasking:**

Research shows that when we do more than one thing at a time, we're not actually doing them simultaneously. Instead, we're shifting our attention from one thing to another. During that shift, we lose focus, and it takes effort to refocus on the new task. In fact, some research shows that the more often we "multitask," the more distracted we are by irrelevant information, and the worse we are at concentrating. ***Avoid the temptation to multitask*** in class by silencing your cell phone and resisting the urge to check incoming texts and/ or social media.

### **Due Dates and Deadlines:**

*"My computer isn't working," "my internet connection is weak," or "my hard disk crashed"* are not acceptable excuses. This has become the new, *"my dog ate my homework."* It is each student's responsibility to make sure there is an alternate computer (public library, on campus, friend or family member) from which to submit assignments. Plan ahead. Save your work early, often, and in multiple locations.

### **Course Purpose and Goals:**

Students successfully participating in this course will:

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 Textbook:

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

ISBN-13 9780133939163

Any format is acceptable, including **eBook**, notebook, paperback, or loose-leaf edition.

You can purchase the text from [MyPearsonStore](http://www.mypersonstore.com/bookstore/human-development-a-cultural-approach-books-a-la-carte-9780134138374) with Free Standard Shipping, and get the 3-hole punch book w/REVEL access.

<http://www.mypersonstore.com/bookstore/human-development-a-cultural-approach-books-a-la-carte-9780134138374>

## Format of course and course requirements:

The course will follow a lecture format, but with questions both expected and encouraged. Textbook content will be supplemented with other materials such as empirical articles, educational videos, and student support website (e.g., REVEL). In a course of this size, it is important to exercise some judgment to ensure that questions are of general interest and are asked as clearly and audibly as possible. It is also helpful if you complete each week's reading assignment before the class meeting. An approximate timetable of topics and reading assignments is listed below in this syllabus.

## How Do I Get an A? Here's the Grading Criteria:

Grading Category	Points	%
<b>Article Critique Papers</b> (2; 50 pts each)	100	10
<b>Child-rearing Across Cultures Reflection paper</b> (1)	50	5
<b>Exams</b> (2; 50 pts each)	100	10
<b>Infant Toys Research Paper</b> (1)	50	5
<b>Behavioral Observation and Interview Poster</b> (1)	100	10
<b>Online Revel Chapter Quizzes</b> (12; 20 pts each)	240	24
<b>Online Revel Readings (ORR)</b> (12 chapters)	260	26
<b>Participation</b> (Attendance + class contribution)	100	10
<b>Total</b>	<b>1000</b>	<b>100</b>

<b>A</b>	940-1000 pts	94-100 %	<b>C+</b>	770-799 pts	77-79 %
<b>A-</b>	900-939 pts	90-93 %	<b>C</b>	740-769 pts	74-76 %
<b>B+</b>	870-899 pts	87-89 %	<b>C-</b>	700-739 pts	70-73 %
<b>B</b>	840-869 pts	84-86 %	<b>D+</b>	670-699 pts	67-69 %
<b>B-</b>	800-839 pts	80-83 %	<b>D</b>	600-699 pts	60-66 %

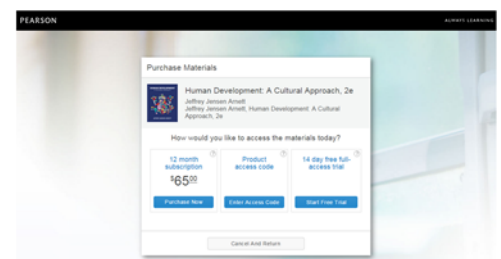
## TIPS for Success in this Course:

- Attend Class Regularly:** Not only is attendance a factor in your final grade, but you will also find that there will be material covered in class that will not be in the textbook or on class slides. Attending the lecture will give you the opportunity to learn from rich discussion as well as get any of your

2. **Check Canvas and Your BC e-mail Regularly:** In order to be informed and know about changes in the schedule, assignments, and other information about the class it will be necessary for you to check your BC e-mail and Canvas course website regularly.
3. **Read the Textbook via REVEL:** Reading the course textbook as well as assigned 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 class, and that you will be able discuss the material that you have read. Taking notes on the readings will also assist you with taking notes in class.
4. **Take Notes in Class:** I encourage you to take notes by hand. Research has shown that this helps with learning the material. Coming to class prepared to take notes will be in your best interest. While taking notes you should not focus on writing the instructor's words. Your notes should be written in a way that you could reference them at a later date and remember what was said about the topic. If you want additional tips on note taking, visit the Academic Success Center in D 204.
5. **Manage Your Time Efficiently:** Do not wait until the last minute to start a class assignment. 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.
6. **Come See Me:** I will be available for a short talk before and after class; however, due to time constraints and the personal nature of some issues, it may be best for you to come to see me during my office hours (Daily 11:30 AM – 12:30 PM) in D110K. If for any reason, you are unable to make it to my office hours, please contact me via Canvas or BC e-mail to schedule an appointment at another time.

**The students will be evaluated in the following SEVEN ways:**

1. **Attendance and Class Participation (100 points out of 1000)** – Attendance is always expected. Students are required to manage their time to meet obligations, and are responsible for material covered in their absence. **\*\*If you must miss a class, it is your responsibility to get the notes from another student in the class\*\***. There will be group activities and discussions during many classes, which count towards your grade. However, **if you miss 4 or more classes it is unlikely that you will get a passing grade in the course.** Class participation assumes that you have read the assigned readings before class, you are prepared to be involved in both in-class activities as well as small group discussions, and you complete the syllabus quiz on Canvas by end of week 1.
2. **Online Revel Readings (260 points out of 1000)** – For each day that we meet a portion/ module of textbook is assigned for reading before class. If there are multiple readings, you must write on ALL readings assigned on a given day. 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. You can contact **Robbie Oyama** ([robbie.oyama@pearson.com](mailto:robbie.oyama@pearson.com)) our Pearson rep if you have any trouble or questions while going through these steps. Once you have access to Revel, you will use the website to



complete daily readings and mini-quizzes. An overall grade will be posted for your reading progress at the end of the quarter.

3. **Article Critique Papers (100 points out of 1000)** – Because research in developmental science advances our understanding of human development, it is important that students in this course learn to critically examine research articles published in the field. You will be required to read **two** academic journal articles throughout the quarter and write a minimum of two-page content (double-spaced, 1 inch margins) critique of each article.

Your article critique paper should be approximately 2-3 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 upload your completed paper onto Canvas for grading. Also complete and upload the Self-Assessment Form after submitting the paper. There will be a total of two of these assigned throughout the course.

First briefly **summarize** the article:

- What was the aim, and 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. Provide evidence.

*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?

If you are unable to submit a paper on time, please complete the Late Paper Contract (available on Canvas) and bring for signature to the instructor.

Below mentioned rubric will be provided on *Canvas* and it is required you ensure you have met the rubric guidelines.

### **Rubric for grading article review papers → Total = 50 points**

1. Fulfilled the components: The student followed the appropriate guidelines for the assignment and answered questions mentioned in the template in a meaningful manner. The student utilized information, vocabulary, or other ideas from the article and applied them to the summary and reflection.

- Needs improvement – 5 pts



- Satisfactory – 7 pts
- Outstanding – 10 pts

2. Writing quality/ Clarity: The student clearly articulated his/her points in their OWN words. The student's assignment is organized and written in formal language, and in an academic manner. The student uses appropriate vocabulary and language, sentence structure, and grammar. The assignment is edited and proofread before submission.

- Needs improvement – 5 pts
- Satisfactory – 10 pts
- Outstanding – 15 pts

3. Critical Thinking: The student built on, summarized, and critically evaluated topics addressed in the article. The student made connections to the material covered in class and his/her personal life. The student responded with informed thought.

- Needs improvement – 5 pts
- Satisfactory – 10 pts
- Outstanding – 15 pts

4. APA style writing: The student follows APA guidelines (12 size font, Times New Roman, double-spaced, 1" margins, header etc.), provides in-text citations, references, and uses the template provided on canvas to write the assignment.

- APA format is not attempted – 0 pts
- APA format is incorrect – 5 pts
- APA format is correct – 10 pts

4. **Revel Chapter Quizzes (240 points out of 1000)** – For each chapter, a short quiz (**worth 20 points**) is to be completed online as homework. These quizzes will be attempted online via Canvas on Revel each week and are **due at 12:30 PM online** on the days/ dates noted below in the schedule. No LATE work will be accepted. There are 12 chapters, so you will get 12 homework quizzes during the quarter. You are allowed to use your notes to complete the quiz.

5. **Behavioral Observation and Interview Poster (100 points out of 1000)** – Each student in the class will choose one of the following life stages: 1. Infancy (0-2 yrs), 2. Toddlerhood (3-4 yrs), 3. Early childhood (5-7 yrs), 4. Middle childhood (8-12 yrs), 5. Adolescence (13-17 yrs), 6. Emerging adulthood (18-25 yrs), 7. Young adulthood (26-39 yrs), 8. Middle adulthood (40-55 yrs), 9. Late adulthood (55-65 yrs), and 10. Elderly (65+ yrs). Then, 3-4 students with similar preference will be **grouped** to present a particular life stage. Each group's members will (1) to observe 2 persons (i.e. participants) doing some activity for at least 30 minutes, and (2) to interview the persons for at least 30 minutes. Observations should be objective behavioral descriptions that are free from interpretation and subjective commentary. Interviews should be designed to garner information about the person's developmental functioning. Conclusions should tie together the collected data into a description of the person's developmental functioning. These conclusions should employ a developmental model from the course lectures and readings. The groups will present all the gathered information as a poster on a trifold at the end of the quarter.

The sub-headings for the poster should be as follows:

- **Introduction**
  - Identification of the participants and their contextual information.
  - Identification of the theories being tested.
- **Observations** description.
- **Interview** questions and findings.
- **Evaluations** and **conclusions** about the persons' developmental functioning.

- **References** in APA style.

### **Grading Rubric for BO&I poster:**

Clearly describes the purpose and life stage studied for the assignment	10 pts
Describes participants (age, family organization, ethnic background, siblings, day-care etc.) and possible difficulties	10 pts
Provides a summary description of theory(ies) related to behaviors observed	10 pts
Gives detailed evaluation of the participants' behaviors. Supports conclusions with specific, observed behaviors and includes citations.	10 pts
Formulates relevant questions for an interview (attach list of question asked to paper after references). Provides detailed summary of the interview findings.	10 pts
Coherent and logical presentation; grammar, spelling, and syntax are correct.	10pts
Sources cited in-text and referenced according to APA-guidelines.	10 pts
Effective integration of class readings, lectures, and outside readings in conclusions.	10 pts
Each member contributes towards the group project and works in harmony with all.	10 pts
Thorough verbal presentation on the material collected and presented on poster.	10 pts
<b>Total:</b>	<b>100 pts</b>

6. **Research and Reflection Papers (100 points out of 1000)** – Students will be required to write two papers that will involve research and reflection, and will be graded on 50 points each.

The first paper is **Child-rearing Across Cultures Reflection** paper. Students will be asked to watch the movie – [Babies](#) (2010) as homework. The paper would entail comparing and contrasting child-rearing practices across cultures captured in the movie.

- Describe three similarities and differences in parenting practices across cultures.
- Report the play patterns of infants.
- Examine how the environment impacts the adults' parenting and child's play behaviors.
- Reflect on and report some (if any) difficulties you faced while completing this assignment.

This assignment should be in APA 6<sup>th</sup> Edition format. 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 **2-3 pages**, not including the title page and reference page.

The second paper is **Infant Toys Research** paper. 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:

- **Describe** the toys (you may include a picture of each toy within your paper) and the recommended age range of the toys.
- Report your ratings for each toy on durability, safety, attractiveness, and stimulation (1= poor, 2= fair, 3= average, 4= good, 5= excellent), and briefly **explain** why you gave those scores.
- 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?
- 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.
- Conclude with a summary of what you learned and recommendations for improvements of infant toys.



This assignment should be in APA 6<sup>th</sup> 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** in length, not including the title page and reference page.

7. **Exams (100 points out of 1000)** – There will be **TWO** exams worth **50 points each** that will count towards your final grade in class. Each exam will consist of multiple-choice questions, fill-in-the-blank, and true/ false statements. There will be **NO** make-up exams. Anything covered in the classroom, including demonstrations, videos, etc. should be considered testable information. *There will be NO comprehensive final exam.* Both exams require a **scantron and #2 pencil**. These materials can be purchased in BC bookstore and you are responsible for providing them.

## Weekly Reading Schedule \*\*

### Week 1: Sept 19 – Sept 23 Chapter 1

Monday, Sept 19 – Introductions + Syllabus

Tuesday, Sept 20 – Workshop on Revel: bring laptops/ iPads – free access for 2 weeks, link with canvas...

Wednesday, Sept 21 – What is Developmental psychology? Contexts of development (Read pgs 3-16)

Thursday, Sept 22 – Theories of Lifespan development (Read pgs 18-28)

Friday, Sept 23 – Research Methods – Qualitative vs. Quantitative (Read pgs 29-41)

- Chapter Quiz 1 attempt on Revel (due on 9/24)

### Week 2: Sept 26 – Sept 30 Chapter 2

Monday, Sept 26 – Introduction to Genetics and Prenatal development (Read pgs 45-60)

Tuesday, Sept 27 – Stages of prenatal growth (Read pgs 61-67)

Wednesday, Sept 28 – Threats from outside: Role of the environment (Read pgs 68-71)

- Watch TED Talk: *The toxic baby* on Canvas

Thursday, Sept 29 – Threats from within: Chromosomal defects (Read pgs 72-78)

- Chapter Quiz 2 attempt on Revel (due on 9/30)

**Friday, Sept 30** – Pregnancy Problems: Infertility + Class Discussion

- **Child-rearing Across Cultures Reflection paper due on 10/1 via Canvas**

### Week 3: Oct 3 – Oct 7 Chapter 3-4 (Infancy)

Monday, Oct 3 – Birth and cultural context (Read pgs 83-98)

Tuesday, Oct 4 – Neonate: Brain development and Newborn states (Read pgs 99-104)

Wednesday, Oct 5 – Neonate and Breast Feeding

- Class discussion on “Is Breast Best? Why/ Why not”

Thursday, Oct 6 – Sleeping: The main newborn state (Read pgs 105-111)

- Class discussion on *Cosleeping & SIDS*

Friday, Oct 7 – Socio-emotional development; Caring for the Neonate (Read pgs 112-124)

- Chapter Quiz 3 due on Revel (due on 10/8)

### Week 4: Oct 10 – Oct 14 Chapter 5

**Monday, Oct 10** – Physical Development in Infancy (Read pgs 130-149)

- **Article Critique Paper 1 (on Nishimura et al. 2015 article) due on 10/10 via Canvas (worth 50 points)**

Tuesday, Oct 11 – Cognitive Development – Piaget's Theory (Read pgs 150-161)

Wednesday, Oct 12 – Emotional and Social Development (Read pgs 167-178)

Thursday, Oct 13 – Physical and Brain Development in Toddlerhood (Read pgs 181-191); Social Cognition (ToM) (Read pgs 206-212)

- *Chapter Quiz 4 due on Revel (due on 10/14)*

Friday, Oct 14 – *NO Class... I'll be at a conference.*

#### **Week 5: Oct 17 – Oct 21 Chapter 5 contd.**

Monday, Oct 17 – Piaget's Cognitive stages 2-3 (Read pgs 192-197; 244-254)

Tuesday, Oct 18 – *HOLIDAY! No Class.*

Wednesday, Oct 19 – Language development (Read pgs 162-165; 198-204; 255-257)

- *Watch TED Talk by Patricia Kuhl - The linguistic genius of babies*

Thursday, Oct 20 – Attachment in children (Read pgs 213-221)

- *Chapter Quiz 5 due on Revel (due on 10/20)*

#### **Friday, Oct 21 – Exam 1 (on Chapters 1 through 5) to be held in class**

- *Study guide will be available on Canvas (under Modules)*

#### **Week 6: Oct 24 – Oct 28 Chapter 6-7**

Monday, Oct 24 – Parenting Styles (Read pgs 266-273; 328-333)

Tuesday, Oct 25 – Siblings and Peer Relations (Read pgs 274-284; 334-338)

Wednesday, Oct 26 – *Class Discussion on Pros & Cons of Parenting Styles*

- *Chapter Quiz 6 due on Revel (due on 10/26)*

Thursday, Oct 27 – Theories of Intelligence & Cognitive Development (Read pgs 299-311)

- **Infant Toys Research Reflection paper due on 10/28 via Canvas**

Friday, Oct 28 – Puberty and physical development (Read pgs 349-356)

- *Chapter Quiz 7 due on Revel (due on 10/29)*

#### **Week 7: Oct 31 – Nov 4 Chapter 7-8**

Monday, Oct 31 – Teen problems: Eating disorders, Substance Abuse (Read pgs 357-362)

Tuesday, Nov 1 – Adolescent Cognition (Read pgs 363-369)

- *Inside a Teenage Mind (TED talk + Discussion)*

Wednesday, Nov 2 – Adolescent Morality: Kohlberg's Theory (Read pgs 370-375)

Thursday, Nov 3 – Adolescent Self-development and Teen relationships (Read pgs 376-395)

Friday, Nov 4 – Teen problems and resilience (Read pgs 398-403); Read Unger (2014) article

- **Article Critique Paper 2 (Lomas et al 2012 article) due on 11/4 via Canvas (worth 50 points)**

- *Chapter Quiz 8 due on Revel (due on 11/5)*

#### **Week 8: Nov 7 – Nov 11 Chapter 9**

Monday, Nov 7 – Emerging Adulthood (Read pgs 407-422)

Tuesday, Nov 8 – Post formal thought (Read pgs 423-433)

- *Class discussion on TED talk by Meg Jay*

Wednesday, Nov 9 – Self-Esteem; Constructing an Identity (Read pgs 434-442)

Thursday, Nov 10 – Socio-cultural contexts of Emerging Adulthood (Read pgs 445-450)

- *Chapter Quiz 9 on Revel* (due on 11/11)

*Friday, Nov 11 – HOLIDAY! No class.*

**Week 9: Nov 14 – Nov 18 Chapter 10**

Monday, Nov 14 – Young Adulthood: Physical Development (Read pgs 461-471)

Tuesday, Nov 15 – Adult Intelligence (Read pgs 473-478)

Wednesday, Nov 16 – Erikson's stage of Intimacy vs. Isolation (Read pgs 480-492)

Thursday, Nov 17 – Entering parenthood (Read pgs 493-503)

- *Class discussion on TED talk: Parenting Taboos*

Friday, Nov 18 – In-class preparation for BO&I group poster

- *Chapter Quiz 10 due on Revel* (due on 11/19)

**Week 10: Nov 21 – Nov 25 Chapter 11**

Monday, Nov 21 – Physical changes in Middle adulthood (Read pgs 510-521)

Tuesday, Nov 22 – Cognitive development in Middle adulthood (Read pgs 522-531)

Wednesday, Nov 23 – Midlife Crisis; Erikson's stage of Generativity (Read pgs 532-552)

- *Homework Quiz 11 due on Revel* (due on 11/25)

*Thursday, Nov 24 – HOLIDAY! Happy Thanksgiving*

*Friday, Nov 25 – HOLIDAY! Happy Thanksgiving*

**Week 11: Nov 28 – Dec 2 Chapter 12**

Monday, Nov 28 – Aging: Physical Development (Read pgs 557-575)

Tuesday, Nov 29 – Cognition and Memory in Later life: Dementia (Read pgs 577-587)

- *Discussion on TedTalk - Lozano: Parkinson's, depression and the switch that might turn them off*

Wednesday, Nov 30 – Socio-emotional Selectivity Theory; Retirement (Read pgs 588-607)

- *Homework Quiz 12 due on Revel* (due on 12/1)

Thursday, Dec 1 – In-class preparation for BO&I group poster

Friday, Dec 2 – Group poster presentations

- *Rubric will be available on Canvas (under Modules)*

**Thursday, Dec 8 – Exam 2 (on Chapters 6 through 12) to be held in class at 11:30 am**

- *Study guide will be available on Canvas (under Modules)*

**\*\* Subject to change**

## **PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE 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 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](#).

### **Student Code of Conduct and Academic Integrity**

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication and inappropriate/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 Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at: [Student Code](#).

### **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](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.

## **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.

Summer Quarter: College policy states that students must formally withdraw from a class by the end of the fifth week of the quarter (Registration Office, B125). After the sixth day and through the end of the fifth week of the quarter, the "Th" grade will become part of the student's transcript record.

Check <http://www.bellevuecollege.edu/enrollment/deadlines/> for additional details. As with most enrollment deadlines, it is the student's responsibility to be aware of these dates and act accordingly.

Here are some important deadlines: *Last day to withdraw with a 100% refund* – September 23, 2016

*Last day to withdraw from a course without a "W" posted on your transcript* – September 30, 2016

*Last day to withdraw from a class ("W" will be posted on your transcript)* – November 6, 2016 (online)

## **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**

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 [Autism Spectrum Navigators](#) Email and phone number is 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.

## **Accessibility**

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

## **Public Safety and Emergencies**

Public Safety is located in the K building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at [RAVE Alert Registration](#)

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

If a major emergency occurs, please follow these three rules:

- 1) **Take directions from those in charge of the response** -We all need to be working together.
- 2) **Do not get in your car and leave campus (unless directed to)** - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.
- 3) **In an emergency, call 911 first, then Public Safety.**

Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the [Public Safety](#) web page for answers to your questions.