

**PSYCHOLOGY 200
LIFESPAN PSYCHOLOGY
ITEM 5435, SECTION OCS
COURSE SYLLABUS
SUMMER QUARTER 2011**

INSTRUCTOR:

Maggie Seibel, M.A., LMHC

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Office Hours: By Appointment Only

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INTRODUCTION:

Welcome to the online version of Psychology 200 Lifespan Psychology. This course is designed to meet the academic needs of a unique group of students who may be unable to attend traditional campus classes and who are motivated and self-disciplined. While the class meets entirely online, students can expect a heavy workload outside of class in order to meet the requirements of the course.

Check your readiness to take an online course by doing the self-assessment quiz for distance learning at <http://bellevuecollege.edu/distance/webassess/>

COURSE DESCRIPTION:

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.

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/>

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/>

FORMAT:

Students are required to read chapters and view PowerPoint presentations in the assigned text, participate in a weekly discussion forum, submit case studies, and take exams, all on-line. The site is open 24/7 for your convenience. **It is expected that if you go out of town you will find a way to access the Internet** (Internet cafes, hotel offices, etc.) in order to sustain your participation.

Check the Distance Education web site if there seem to be problems with the system:

http://bellevuecollege.edu/distance/server_status.asp.

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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 560 points. These points are calculated as follows:		
Exams	3 x 100 points each	300 Points
Discussion Forums	6 Individual Posts x 10 points each 12 Responses x 5 points each	60 Points 60 Points
Case Studies	6 x 20 points each	120 Points
Written Assignments	Technical Plan Self-Evaluation	10 Points 10 Points
Total		560 Points

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

A	100% – 94%	560 – 526 Points	C+	79% – 77%	447 - 431 Points
A-	93% – 90%	525 - 504 Points	C	76% – 74%	430 - 414 Points
B+	89% – 87%	503 - 487 Points	C-	73% – 70%	413 - 392 Points
B	86% – 84%	486 - 470 Points	D+	69% – 67%	391 - 375 Points
B-	83% – 80%	469 - 448 Points	D	66% – 60%	374 - 336 Points
			F	59% - Below	335 - 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, PowerPoint slides, and discussions. The test format may contain multiple choice, fill-in-the-blank, short answer, or essay questions. Anything covered in the class, including discussions and assignments, is considered testable information. *There will be no comprehensive final exam.*

DISCUSSION FORUMS:

The discussion forum is the heart of the course and is intended to increase your experience as a learning community as well as deepen your understanding and thinking about the subject matter. New topics and discussion questions will be presented at the beginning of each week. There will be six weekly discussion sessions throughout the quarter. Students will generate a response to each of the weekly discussion questions corresponding to a specific stage of development. In addition, students will respond to two other students who have posted their individual replies to the weekly discussion question. Specific details on how to write discussion responses are available in the "Getting Started" folder and under "Discussion Instructions" in the weekly modules.

CASE STUDIES:

Every week there will be a new case study. While studying the weekly module students will write an analysis of a case corresponding to that week's specific stage in development. There will be a total of six case studies throughout the quarter, each corresponding to a distinct challenge faced in the lifespan. Each case study and specific details including how to write a case study are available in the 'Getting Started' folder and under "Case Study Guidelines" in the weekly modules.

WRITTEN ASSIGNMENTS:

There will be two separate written assignments. These will consist of a Technical Plan at the beginning of the quarter and a Self-Evaluation at the end of the quarter. Each assignment will be described in detail in the corresponding weekly modules.

A NOTE ABOUT COURSE CONTENT:

Since Lifespan Development examines many aspects 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 read about, view, or discuss. If a student has any questions or concerns about course content or climate, feel free to email the instructor about it immediately.

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 BCC, 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 e-mails and e-discussions. Part of this respect involves professional behavior towards the instructor, colleagues, and the class itself.

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CHEATING, STEALING, AND PLAGIARIZING* AND INAPPROPRIATE BEHAVIOR:

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 online conduct, 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.

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. Vista 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").

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 administered 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:

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter during the standard academic year (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course. Check Enrollment Calendar Deadlines, Refunds/Withdrawals, for additional details. As with most enrollment deadlines, it is the student's responsibility to be aware of these dates and act accordingly.

HARDSHIP WITHDRAWAL (HW):

HW 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. 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 contact the Disability Resource Center (DRC). The office is located in B132 (telephone 425.564.2498 or TTY 425.564.4110, email drc@bellevuecollege.edu). Students will need to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter or contact your online instructor directly by email. Students who require accommodation in a course should review the DRC accommodation letter with each instructor during the first week of the quarter.

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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 the instructor about it immediately. **All are welcome in this class!**

DISTRIBUTION OF GRADES:

Students should access their grades through the BC Web site. Any returned material should be accessed prior to the end of the quarter. After the end of the quarter, Vista class sites may not be accessible by students.

TECHNICAL ASSISTANCE:

Vista-related or technical issues should be referred to Distance Education, <http://bellevuecollege.edu/distance/> You may also email them at landerso@bellevuecollege.edu or call 425-564-2438 (1-877-641-2712). Vista tutorial help and basic instructions can be found at <http://bellevuecollege.edu/distance/studentguide/>

The course schedule is on the following page.

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COURSE SCHEDULE

<u>WEEK:</u>	<u>CHAPTERS:</u>	<u>READINGS & ACTIVITIES:</u>
<i>Week 1</i> June 27 – July 3	Chapter 5 Chapter 6 Chapter 7	The First Two Years: Biosocial Development The First Two Years: Cognitive Development The First Two Years: Psychosocial Development Discussion Forum: Personal Introduction Assignment Due: Technical Plan Case Study 1 Due – <i>Angie, Rob, and Baby Gunner</i>
<i>Week 2:</i> July 4 – July 10	Chapter 8 Chapter 9 Chapter 10	The Play Years: Biosocial Development The Play Years: Cognitive Development The Play Years: Psychosocial Development Discussion Forum Case Study 2 Due – <i>Diane and Matt's Blended Family</i>
<i>Week 3:</i> July 11 – July 17	Chapter 11 Chapter 12 Chapter 13	The School Years: Biosocial Development The School Years: Cognitive Development The School Years: Psychosocial Development Discussion Forum Case Study 3 Due – <i>Chloe is a Bully</i>
July 14 - 15	Exam 1	Chapters 5, 6, 7, 8, 9, & 10
<i>Week 4:</i> July 18 – July 24	Chapter 14 Chapter 15 Chapter 16	Adolescence: Biosocial Development Adolescence: Cognitive Development Adolescence: Psychosocial Development Discussion Forum Case Study 4 Due – <i>Cindy's Dilemma</i>
<i>Week 5:</i> July 25 – July 31	Chapter 17 Chapter 18 Chapter 19	Emerging Adulthood: Biosocial Development Emerging Adulthood: Cognitive Development Emerging Adulthood: Psychosocial Development Discussion Forum Case Study 5 Due – <i>Kerri Disappoints Her Parents</i>
July 28 - 29	Exam 2	Chapters 11, 12, 13, 14, 15, & 16
<i>Week 6:</i> August 1 – August 7	Chapter 20 Chapter 21 Chapter 22	Adulthood: Biosocial Development Adulthood: Cognitive Development Adulthood: Psychosocial Development Discussion Forum Case Study 6 Due – <i>Kathy's Elderly Father Moves In</i>
<i>Week 7:</i> August 8 – August 10		Discussion Forum Assignment Due: Self-Evaluation
<i>Finals:</i> August 10-11	Exam 3	Chapters 17, 18, 19, 20, 21, & 22