

Syllabus PSYC& 200-Online

LIFESPAN PSYCHOLOGY (5 credits)

Summer Quarter 2010

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PREREQUISITE: PSYCH 100

TEXT: Laura E. Berk (2010). Exploring Lifespan Development (2nd ed.). Boston: Pearson, Allyn and Bacon

COURSE DESCRIPTION

This course is a survey of psychological changes (physical, social, emotional, and intellectual) from conception to senescence.

Learning Outcomes (at the end of this course students will be able to:)

1. Compare and contrast stage theory, discussing continuity, stability, and chronology issues.
2. Identify the three major research methods: descriptive, correlational and experimental design and relate them to the unique challenges of developmental research.
3. Describe the interactions of genetics and environmental influences at each stage of the lifespan.
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 Erikson with the psychosexual theory of 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 lifespan.
8. Articulate common issues and perspectives, for each life stage in order to communicate effectively across the lifespan.

COURSE REQUIREMENTS

Readings : You are expected to read the assigned literature and review the weekly objectives.

Discussion: Topics/ Questions are presented at the beginning of each week. Discussions are intended to increase your experience as a learning community and should deepen your understanding/thinking about the subject matter. Weekly discussions will count up to 60 points. Total points possible for discussions are 420 points (60 x 7 = 420). Specific details on how to write discussion responses are available under ['Instructions for Discussions'](#) in the 'Getting Started' folder.

Activity/ Assignment: The purpose of assignments is to give you an opportunity to apply knowledge to real life situations. Detailed instructions will be provided for each activity. You need to complete and submit four written assignments during the Quarter. Total points for assignments are 220 points

(assignment 1=30 points, 2=50 points, 3=70 points, 4=70 points). Assignments are due at the indicated dead-line and late papers will lose points (one day late: half a letter grade; two days late: one letter grade). Specific details for assignments are available under ['Instructions for Assignments'](#) in the 'Getting Started' folder.

Quizzes: After completing a module you have to take a short quiz of 30 multiple choice questions (60 points) the following Monday and Tuesday. Each quiz will cover information pertaining to the completed module only. Total points possible for quizzes is 360 points (60 x 6 weeks = 360 points).

Quiz Rebuttal Policy: You may rebut, *in writing*, any question on any of the quizzes. Your rebuttals must include:

1. The complete question.
2. The option you chose.
3. Why you chose an incorrect option.
4. One reference from your textbook to support your argument.

Rebuttals are due within one week of the quiz being returned.

Make-up policy: Make-up quizzes are given the last week of class. To be eligible for a make-up quiz you need to inform me ahead of time that you will miss a quiz. You may only make up one quiz.

Return of tests: Quiz results will become available on Wednesday.

GRADING

Your final grade will be composed of six quizzes (360 points = 36%), seven discussion weeks (420 points = 42%), four writing assignments (220 points = 22%). Total points possible = 1000.

Grading Scale: A : 93-100% = 930 - 1000 points

A-: 90-92 = 900 - 929

B+: 87-89 = 870 - 899

B : 83-86 = 830 - 869

B-: 80-82 = 800 - 829

C+: 77-79 = 770 - 790

C : 73-76 = 730 - 769

C-: 70-72 = 700 - 729

D+: 66-69 = 660 - 699

D : 60-65 = 600 - 650 F : below 600

Tentative SCHEDULE

Please check your weekly Module online for any schedule changes or reading assignment changes!!!!

Week 1

Reading Assignment

1. Laura E. Berk (2010). Exploring lifespan development (2nd.ed.). Boston: Allyn and Bacon. Chapter 1 and 2.
2. 'Getting Started' Folder in VISTA
3. Shaw, B., Krause, N., Chatters, L., Connell, C. & Ingersoll-Dayton, B.: Emotional Support From Parents Early in Life, Aging and Health. *Psychology and Aging*. Vol. 19 (1) March 2004, pp. 4-12.

Discussion topics : Importance of contextual influences.

What is the significance of sensitive or critical periods.

Developmental research designs.

Theoretical perspectives .

Significance of sexual reproduction and genetic diversity.

Relative influence of heredity and environment.

What is the significance of sensitive or critical periods.

Activity/ Writing Assignment: Student introduction and technical plan. Due Friday by midnight

Weekly quiz: 30 questions will be given the following Monday and Tuesday.

Week 2

Reading Assignment: Laura E. Berk (2010). Exploring lifespan development (2nd. ed.). Boston: Allyn and Bacon1. Chapters 3, 4 and 6.

Discussion topics: How important are the first three years for development (early exposure vs. life long learning.

The significance of touch for development.

Childbirth preparation and delivery methods.

How to interpret developmental norms (motor development).

Temperament and its significance/ what is your temperament?

Emotional self regulation: strategies to encourage self-regulation.

Attachment.

Activity/ Writing Assignment: Letter to a future child . Due Friday by midnight.

Weekly quiz: 30 questions will be given the following Monday and Tuesday.

Week 3

Reading Assignment cognitive and language development, self development, gender and parenting. Chapters 5, 7, 8

Discussion topics: Piaget vs. Vygotsky: implications for child education.

Bilingual education and the effect on brain development; language development in deaf children.

Gender differences in expression of aggression. Controversies related to gender development.

Parenting styles, Positive/cooperative discipline, emotion coaching (Gottman).

Activity/ Writing Assignment: no assignment

Weekly quiz: 30 questions will be given the following Monday and Tuesday.

Week 4

Reading Assignment: Middle childhood and physical and cognitive development in adolescence. Chapters 9,10 and 11.

Discussion topics: How does the information processing approach explain cognitive gains in middle childhood and how should this inform teaching/learning approaches.

Math achievement across cultures.

The effects of grades on self-esteem. Normative vs. performance oriented feedback?

Should parents stay together for the sake of the children? What does research suggest?

Adolescent egocentrism.

Maturational patterns and their impact on development

What about sex education. When and how should it be presented

HIV and teenagers.

Activity/ Writing Assignment: Observation assignment due Friday by midnight.

Weekly quiz: 30 questions will be given the following Monday and Tuesday.

Week 5

Reading Assignment Adolescence identity, relationships. Young Adulthood. Chapters 12, 13 and 14.

Discussion topics:

Popularity and friendship.

Identity development and race.

Physical fitness and health.

Post-formal thinking.

Life-style choices (what makes marriage successful).

Activity/ Writing Assignment: no assignment

Weekly quiz: 30 questions will be given the following Monday and Tuesday.

Week 6

Reading Assignment : Development in middle and late adulthood. Chapters 15, 16 and 17

Discussion topics: Family life cycle.

Remarriage and step-parenthood.

Menopause and culture.

Is there a midlife crisis?

Generativity /Mentoring.

Implications of demographic changes (graying of the population).

Theories of aging.

Activity/ Writing Assignment: Interview assignment is due Friday by midnight.

Weekly quiz: 30 questions will be given the following Monday and Tuesday.

Week 7

Reading Assignment: Late Adulthood, Death and Dying. Chapters 18 and 19

Discussion topics: Lifelong learning.

Successful aging.

Living arrangements.

Facing death and loss across the life span.

Cultural influences and the experience of death and dying.

Implications of death and dying for the medical profession.