

**PSYCHOLOGY 200**  
**LIFESPAN PSYCHOLOGY**  
**ITEM 543, SECTION TRB**  
**COURSE SYLLABUS**  
**FALL QUARTER 2010**

**INSTRUCTOR:**

Maggie Seibel, M.A., LMHC  
Office Hours by Appointment  
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Social Science Division Office: 425-564-2331

**CLASS MEETING TIME AND LOCATION:**

Class will meet in Room A138 from 12:30pm to 2:40pm every Monday and Wednesday from September 20<sup>th</sup> to December 1<sup>st</sup>, with the following exception. There will be no class on Wednesday, October 27<sup>th</sup>. The final exam will be given on Wednesday, December 8<sup>th</sup> at 11:30am.

**PREREQUISITE:**

Psychology 100 General Psychology

**REQUIRED TEXT:**

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

**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 and applied to experiential learning opportunities through classroom demonstrations and an off-campus service learning (volunteer) project.

**Course Focus:**

Psychology 200 is an introductory course on the science of human development from conception through death. Over the length of this quarter, this 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 the seven distinct segments of the lifespan. Each developmental segment 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 the instructor about it immediately.

**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:**

Your final grade will be based on a total of 725 points. These points are calculated as follows:

400 possible points – Exams  
 200 possible points – Service Learning Project  
 75 possible points – Demonstrations on Guest Panel Members  
 25 possible points – Bring a Guest for the Panel, or  
 25 possible points – Interview  
 25 possible points – Classroom participation

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

A	100% – 94%	682-725 Points	C+	79% – 77%	558-579 Points
A-	93% – 90%	653-681 Points	C	76% – 74%	537-557 Points
B+	89% – 87%	631-680 Points	C-	73% – 70%	508-536 Points
B	86% – 84%	609-630 Points	D+	69% – 67%	486-507 Points
B-	83% – 80%	580-608 Points	D	66% – 60%	435-485 Points
			F	59% - Below	000-434 Points

#### **EXAMS:**

There will be five (5) exams, each worth 100 points. Each exam will cover information from the text, lectures, demonstrations, and videos. 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.*

Your grade will be calculated on the basis of your best four (4) exam scores. Your lowest exam score from the first four exams will be automatically dropped. Attendance for the final exam is required and that exam score will be computed into your final grade for the course. You will need to bring a Scantron sheet and No. 2 pencil to each exam.

**No make-up exams will be given.** Exams will not be given after the scheduled exam time. Missed exams will be assigned no points. If you are unable to attend class on an exam day, the missed exam may be used as your lowest score, if it is one of the first four exams. Only one missed exam score will be dropped.

If you know ahead of time that you will be unable to attend class on an exam day, you may make arrangements with the instructor 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 Class Calendar for tentative exam dates.

### **SERVICE LEARNING PROJECT:**

Students are required to find a service-learning placement, develop a focus that will employ the concepts and theories of life span development, log a minimum of 15 hours of service during the quarter, and complete a three part journal of their experience.

### **GUEST PARTICIPATION & DEMONSTRATION:**

Students are required to sign up by the second week of the quarter to conduct a demonstration for one of the developmental age groups and/or bring a guest to be a member of one of the developmental panels throughout the quarter. Participation by conducting a demonstration and/or bringing a guest is a requirement of the course.

### **INTERVIEW:**

Every person has a story to tell, and every family is unique. Students will interview a person from either the Adult (ages 35-64) or the Older Adult (ages 65-90+) 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.

### **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, ten (10) absences or 20% absence during a course may constitute an automatic failure of the course.*

**This course meets 20 times per quarter, so four absences would 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:

#### **1. 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 clarify 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 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**.

#### **2. 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.

#### **3. 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. If the problem persists, the student(s) will be referred to the Dean of Student Success for appropriate disciplinary actions.

**4. DISABLED STUDENTS:**

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 the instructor as well. Information is also available at <http://bellevuecollege.edu/drc/>

**5. 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.

**6. 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 class. If a student has any questions or concerns about this, feel free to speak with the instructor about it immediately. **All are welcome in this class!**

**7. 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.

**8. INCOMPLETE:**

If a student fails to complete all the required work for the course, the instructor may assign the grade of Incomplete ("I"). You must contact the instructor before grades are assigned to be considered for this exception and you must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

**9. F GRADE:**

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

**10. FINAL EXAMINATION SCHEDULE:**

The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times.

**11. WITHDRAWAL:**

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.

**12. HARDSHIP WITHDRAWAL:**

The instructor may assign a grade of "HW" (hardship withdrawal) at his or her discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances that may have occurred after the withdrawal period. A student must contact the instructor *before* grades are assigned to be considered for this exception and you must provide proof of need for this exception. Students may also contact the Enrollment Services office *before* grades are assigned in cases of hardship.

**13. DISTRIBUTION OF GRADES:**

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

**14. 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](mailto: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](http://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/>.

## Course Schedule

<b><u>WEEK:</u></b>	<b><u>CHAPTERS:</u></b>	<b><u>READINGS &amp; ACTIVITIES:</u></b>
<i>Week 1: September 20 &amp; 22</i>	Chapter 1 Chapter 2	Introduction & Syllabus Review Theories of Development <b>Service Learning Introduction</b>
<i>Week 2: September 27 &amp; 29</i>	Chapter 3 Chapter 4 <b>Email</b>	Heredity and Environment Prenatal Development and Birth <b>The First Two Years Demo Prep Due via email</b>
<i>Week 3: October 4 &amp; 6</i>  Wednesday, October 6	Chapter 5 Chapter 6 <b>SLJ #1</b> <b>Demo</b> <b>Exam 1</b> <b>Email</b>	The First Two Years: Biosocial Development The First Two Years: Cognitive Development <b>Service Learning Journal Assignment #1 Due</b> <b>Guest Panel: The First Two Years: 0 through 23 Months</b> <b>Chapters 1, 2, 3, &amp; 4</b> <b>The Play Years Demo Prep Due via email</b>
<i>Week 4: October 11 &amp; 13</i>  Wednesday, October 13	Chapter 7 Chapter 8 <b>Demo</b> <b>Email</b>	The First Two Years: Psychosocial Development The Play Years: Biosocial Development <b>Guest Panel: The Play Years: 24 Months through 5 Years</b> <b>The School Years Demo Prep Due via email</b>
<i>Week 5: October 18 &amp; 20</i>  Wednesday, October 20	Chapter 9 Chapter 10 <b>Demo</b> <b>Email</b> <b>Exam 2</b>	The Play Years: Cognitive Development The Play Years: Psychosocial Development <b>Guest Panel: The School Years: 6 through 12 Years</b> <b>Adolescence Demo Prep Due via email</b> <b>Chapters 5, 6, 7, &amp; 8</b>
<i>Week 6: October 25</i>  Wednesday, October 27	Chapter 11 Chapter 12 Chapter 13	The School Years: Biosocial Development The School Years: Cognitive Development The School Years: Psychosocial Development <b>No Class</b>
<i>Week 7: November 1 &amp; 3</i>  Wednesday, November 3	Chapter 14 Chapter 15 Chapter 16 <b>Email</b> <b>Demo</b> <b>Exam 3</b>	Adolescence: Biosocial Development Adolescence: Cognitive Development Adolescence: Psychosocial Development <b>Emerging Adulthood Demo Prep Due via email</b> <b>Guest Panel: Adolescence 13 through 19 Years</b> <b>Chapters 9, 10, 11, 12, &amp; 13</b>
<i>Week 8: November 8 &amp; 10</i>  Wednesday, November 10	Chapter 17 Chapter 18 Chapter 19 <b>SLJ #2</b> <b>Demo</b> <b>Email</b>	Emerging Adulthood: Biosocial Development Emerging Adulthood: Cognitive Development Emerging Adulthood: Psychosocial Development <b>Service Learning Journal Assignment #2 Due</b> <b>Guest Panel: Emerging Adulthood 20 through 34 Years</b> <b>Adulthood Demo Prep Due via email</b>
<i>Week 9: November 15 &amp; 17</i>  Wednesday, November 17	Chapter 20 Chapter 21 Chapter 22 <b>Demo</b> <b>Email</b> <b>Exam 4</b>	Adulthood: Biosocial Development Adulthood: Cognitive Development Adulthood: Psychosocial Development <b>Guest Panel: Adulthood 35 through 64 Years</b> <b>Late Adulthood Demo Prep Due via email</b> <b>Chapters 14, 15, 16, 17, 18, &amp; 19</b>
<i>Week 10: November 22 &amp; 24</i>  Wednesday, November 24	Chapter 23 Chapter 24 Chapter 25 <b>Demo</b> <b>SLJ #3</b>	Late Adulthood: Biosocial Development Late Adulthood: Cognitive Development Late Adulthood: Psychosocial Development <b>Guests: Late Adulthood 65 through 90+ Years</b> <b>Service Learning Journal Assignment #3 &amp; Time Sheet Due</b> <b>All Outstanding Papers, Projects, and Communications Due</b>
<i>Week 11: November 29 &amp; December 1</i>  November 29	Epilogue	Death and Dying <b>Guest Speakers from Evergreen Hospice Program</b>
<i>Finals Week: December 6-8</i>  Wednesday, December 8 11:30am	<b>Exam 5</b>	<b>Chapters 20, 21, 22, 23, 24, 25, &amp; Epilogue</b>

By signing this document, I, \_\_\_\_\_ ,

(print your full name here)

confirm that I have read and understand the requirements of me as a student in the Lifespan Psychology Course 200 as outlined in the Course Syllabus and explained to me by the instructor. I understand that I am to bring my text book and note taking implements along with my Course Syllabus with me to every class. I understand that I must bring a Scantron sheet and #2 pencil to every exam. I understand that I must read my Course Syllabus frequently and thoroughly, and use it as a guide for all class conduct and assignments.

It is further understood that the Course Schedule can and may be modified at any time by the instructor and that it is my responsibility to secure those modifications from the course web page and make the appropriate changes to my original Course Schedule. I am aware of and understand that if I lose or misplace my Course Syllabus I will download another copy from the course web page. I understand that signing this document carries no express acknowledgment or commitment of a minimum grade for the quarter.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Today's Date