

**PSYCHOLOGY 200**  
**LIFESPAN PSYCHOLOGY**  
**COURSE SYLLABUS**  
**FALL QUARTER 2008**  
**PREVIOUSLY PSYCHOLOGY 204**  
**GENERAL DEVELOPMENTAL PSYCHOLOGY**

**INSTRUCTOR:**

Sherry L. Brodish, M.A., LMHC  
Office Hours By Appointment  
E-Mail: sbrodish@bellevuecollege.edu  
Phone: 425-564-2503

**CLASS MEETING TIME AND LOCATION:**

Class will meet in Room A-138 from 8:30am to 9:20am every Monday through Friday from September 22<sup>nd</sup> to December 10<sup>th</sup> with four exceptions. There will be no class on Wednesday, October 29<sup>th</sup>, Tuesday, November 11<sup>th</sup>, Thursday, November 27<sup>th</sup>, and Friday, November 28<sup>th</sup>.

**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 demonstrations and service learning. Psychology 100, Introduction to Psychology, (previously Psychology 100 Introduction to Psychology) is a prerequisite for this course.

**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)

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**COURSE REQUIREMENTS:**

Your final grade will be based on a total of 700 points. These points are calculated as follows:

- 400 possible points - Exams
- 100 possible points - Essay
- 200 possible points - Service Learning Project

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

A	100% – 95%	B+	89% – 86%	C+	79% – 75%	D+	59% – 55%
A-	94% – 90%	B	85% – 83%	C	74% – 70%	D	54% – 50%
		B-	82% – 80%	C-	69% – 60%	F	49% - Below

**EXAMS:**

There will be five (5) exams, each worth 100 points. The final grade will be calculated on the basis of the best four (4) exam scores. Each exam will cover information from the text, lectures, demonstrations, and videos. The test format may contain multiple choice, short answer, and essay questions. *Anything covered in the classroom should be considered testable information.*

**MAKE-UP & MISSED EXAM POLICY:**

**No make-up exams will be given.**

It is customary to drop a student's lowest exam score. If a student is unable to attend class on the day of an exam, the missed exam will be accepted as the student's lowest score. If an exam is scheduled at a time when a student knows that he or she will be gone, that student may sometimes arrange to take it early, with the exception of the final exam. **No early final exam options will be offered.**

**Only one missed exam will be dropped.**  
**Everyone is required to take the Final Exam.**  
**Use this condition wisely.**

**Essay:**

There will be an assigned Essay worth a possible 100 points. Guidelines, frequently asked questions, format, and further information will be provided by the instructor.

**SERVICE LEARNING PROJECT:**

In keeping with the experiential aspect of the class, there will be a service-learning component to this course. This is a powerful way to enrich student learning of the theories and concepts of life span development through active participation in the student's community. An additional benefit to this learning experience is the acquisition of service hours that are often required or preferred in application to many undergraduate (and graduate) psychology programs. The goal of this assignment is to provide an opportunity for students to apply, critically evaluate, and reflect on the ways in which their acquired knowledge has equipped them to be an effective change agent in their community.

**Students are required to find a service-learning placement, develop a project that will employ the concepts and theories of life span development, log a minimum of fifteen (15) hours of service during the quarter, and keep a journal of their experience.** A partial list of approved placement sites is shown here. If a student wishes to go outside of the list provided, the student must consult with the instructor before securing the placement.

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**SERVICE LEARNING OPPORTUNITIES & COMMUNITY PARTNERS:**

- Catholic Community Services
- Eastside Hopelink
- Elderhealth Northwest
- Evergreen Healthcare
- Bellevue Boys and Girls Club
- Kirkland Boys and Girls Club
- Little Bit Therapeutic Riding Center
- The Neighborhood School House
- Sea Mar Community Health Centers
- Adelle Maxwell Child Care Center
- Elder and Adult Day Services
- City of Bellevue Family, Youth, and Teen Services
- University of Washington Medical Center
- Valley Medical Center Children's Therapy Clinic
- Greenwood Point Adult Family Home
- Swedish Medical Center
- Overlake Medical Center
- Seattle Cancer Care Alliance
- Highland Community Center
- Whitecenter Food Bank

Before initiating a placement sign on to <http://www.bellevuecollege.edu/servicelearning/> and click "SL Forms Library" to download and complete all the forms under "For Students." Download the forms under "For Community Partners" to give to the student's supervisor to complete once the student has secured a placement. **These forms must be included with the first journal activity.**

The Service Learning Journal will consist of three written assignments:

**1. Service Learning Journal #1: A proposal of the selected service learning site and the student's proposed project.**

- A. In the header of your assignment, state your name, the organization where you will be completing your service learning, your contact person's full name at that agency or organization, her/his title, and telephone number.
- B. Include all completed forms from the <http://www.bcc.ctc.edu/servicelearning/> website under "For Students" and "For Community Partners."
- C. Your paper must answer the following questions:
  1. What service does your agency or organization provide?
  2. What will you be doing for that agency or organization?
  3. With what personnel will you be working?
  4. With what client population will you be working?
  5. On what concepts, theories, and stage in the life span will your project focus?
  6. What reasons did you have for selecting this site?
  7. What do you hope to learn from this placement?

**2. Service Learning Journal #2: A detailed description of your placement activities.**

- A. In the header of your assignment, state your name, the organization where you are completing your service learning, your contact person's full name at that organization, her/his title, and telephone number.
- B. Your paper must answer the following questions:
  1. What are the tasks of the staff at your placement?
  2. What is your role in the placement? How do you fit into the team?
  3. What is your assessment of the service that is provided by the agency or organization?
  4. What developmental needs are being addressed by the agency or organization and where does it fit in Bronfenbrenner's ecological systems theory?
  5. What developmental theories do you see reflected in the population that you are serving?
  6. How have these theories influenced your observations of and behavior toward the population you are serving?

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**3. Service Learning Journal #3: A reflective summary.**

- A. In the header of your assignment, state your name, the organization where you completed your service learning, your contact person's full name at that organization, her/his title, and telephone number.
- B. Your paper must answer the following questions:
  1. What have you learned about the population that you served, the agency or organization that serves them, and the broader social issues that affect them?
  2. How does what you learned at your placement relate to the theories and concepts that were explored in the readings and class discussions?
  3. What have you learned about yourself, e.g. your preconceptions, experiences, insights, and how this placement may influence your career path?
  4. What have you learned about the influence of your community, your society, and the agency or organization on the developmental needs of the population that you served?
  5. In what ways did the service learning experience connect to the learning outcomes of the course?

Each Service Learning Journal assignment is potentially worth 50 points.

- Each assignment must be typed using either 10-point Arial or 10-point Helvetica font, double-spaced, and **bound in a three-fastener, matte finish portfolio. No stapled sheets, plastic cover portfolios, folded down corners, paper clips or three-ring binders will be accepted.**
- Do not justify right margins.
- Assignments are due no later than the date designated in your class schedule.
- Late papers will be assessed ten percentage points (10%) for **each day** that they are late. **There are no exceptions.** Deliver late papers between class meeting days to the Social Science Divisional Office at room D110 and send me an email notifying me of your drop-off date. Bring late papers on class meeting days directly to class to avoid an additional day's assessment.
- If you change your service learning placement after you have turned in Service Learning Journal #1, you will have to redo the assignment to reflect the new placement.
- College level writing skills are essential for full credit on your papers. Content, grammar, spelling, and mechanics will count significantly towards your grade.
- Technical problems are not considered a valid excuse for tardiness and/or an extended due date.

A **50-point paper** contains clear, thorough responses to the items identified in the assignment and goes beyond the scope of the items to critically analyze the project experience. It provides evidence that the student has diligently researched the subject beyond the scope of the course. It follows normal written conventions for good sentence construction, paragraph development, and spelling. It is punctual.

A **40-point paper** responds to the items of the assignment in detail. It provides evidence of the writer's clear thinking and communication. It is adequate in its thoroughness and conforms to good sentence construction, paragraph development, and spelling.

A **30-point paper** responds to the items of the assignment, but leaves questions for the reader as to the facts and impressions of the writer. It needs to be proofread for spelling or mechanics.

A **20-point paper** does not adequately address all of the items in the assignment. It does not provide evidence of the student's reflective thought and it contains errors in sentence structure and paragraph development.

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A **10-point paper** does not adequately respond to the items in the assignment and is grossly in need of correction in spelling, grammar, and sentence and paragraph construction.

The balance of the service learning project points (**50 points**) are assigned to the time sheet. This is an all or none component of the project. The student's time sheet is to be signed off by the placement representative at the student's agency and must show the required minimum of 15 hours to meet the course requirements. **Failure to turn in your agency contract and the time sheet will invalidate the student's service learning journal grades.**

**CLASS ATTENDANCE:**

As adults students are expected to be able to manage their own time and priorities. However, to maximize the learning experience, students are encouraged to attend class and attendance will be taken. If a student must miss a class, he or she is not expected to email the instructor to explain the absence. However, students are responsible for obtaining lecture notes from another student and to gain information regarding announcements or changes in the schedule that may have been missed. *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.*

**Class attendance will be taken into consideration for those students with borderline grades.**

**CLASS CONDUCT:**

While it is the instructor's hope that students will learn to view their time in class as theirs to use as best meets their needs, it is important to keep in mind that students are sharing this time with other students who may have needs that differ from their own. To meet these objectives 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 result in loss of important information and distract from students' opportunity to hear announcements and clarify information from previous class discussions and readings. If circumstances prevent a student from arriving on time, please take a seat **closer to the door** to reduce the number of students who are distracted by the late arrival. Once class has commenced, **do not leave before class is over**. Students sometimes encounter circumstances in which they have to leave class before it is released. Once again, this creates a distraction for others. If a student 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 the instructor will be presenting to the class. This has the effect of expanding a student's comprehension of the material and enriching the learning experience for oneself and one's fellow students. Many of the theories may seem counter-intuitive and will provoke much reaction. Students are encouraged to share their reactions with the class as long as they pertain to the material. However, side comments directed to fellow students contribute to distractions, not to learning, and will not be tolerated. Students distracting from the lecture will be asked to remove themselves from the classroom for the remainder of that class period.

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**3. CELL PHONES:**

Cell phones are a convenience, not a right. They create a distraction for your fellow students. Cell phones are to be turned off while in a classroom, **not merely turned to silent or vibrate only. Students whose cell phones ring during class or who engage in text messaging during class will be asked to remove themselves from the classroom for the remainder of that class period.**

**4. DISABLED STUDENTS:**

Students with disabilities who have accommodation needs are encouraged to meet with the [Disability Resource Centre](#) (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 accommodation in class should review the DRC accommodation letter with each instructor 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 Centre](#), and review those needs with the instructor as well.

**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 speak out and be an integral part of this class. Any questions about what this means should be brought to the instructor's attention immediately. **All are welcome in this class!**

**7. CHEATING POLICY:**

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) 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 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.

*\*If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*

**8. INCOMPLETE**

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

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**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 BCC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter 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 present at 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.

**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**

An instructor may assign the 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. A student must contact the instructor *before* grades are assigned to be considered for this exception and the student 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 BCC 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); or by the instructor designating a time and place whereby the student may retrieve his/her papers. 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.

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<u>WEEK:</u>	<u>CHAPTERS:</u>	<u>READINGS:</u>
Week 1: September 22 - 26	Chapter 1 Chapter 2	Introduction & Syllabus Review Theories of Development <b>Service Learning Introduction</b>
Week 2: September 29 – October 3	Chapter 3 Chapter 4	Heredity and Environment Prenatal Development and Birth
Week 3: October 6 - 10	Chapter 5 Chapter 6	The First Two Years: Biosocial Development The First Two Years: Cognitive Development
Week 4: October 13 - 17 October 13 October 17	<b>Exam 1</b> Chapter 7 Chapter 8 <b>SLJ #1</b>	<b>Chapters 1, 2, 3, &amp; 4</b> The First Two Years: Psychosocial Development The Play Years: Biosocial Development <b>Service Learning Journal Assignment #1 Due</b>
Week 5: October 20 - 24	Chapter 9 Chapter 10	The Play Years: Cognitive Development The Play Years: Psychosocial Development
Week 6: October 27 - 30 October 27 October 28	<b>Exam 2</b> Chapter 11 Chapter 12 Chapter 13	<b>Chapters 5, 6, 7, 8, &amp; 9</b> The School Years: Biosocial Development The School Years: Cognitive Development The School Years: Psychosocial Development <i>No Class: College Issues Day for Faculty</i>
Week 7: November 3 - 7	Chapter 14 Chapter 15 Chapter 16	Adolescence: Biosocial Development Adolescence: Cognitive Development Adolescence: Psychosocial Development
Week 8: November 10 - 14 November 10 November 11 November 14	<b>Exam 3</b> Chapter 17 Chapter 18 Chapter 19 <b>SLJ#2</b>	<b>Chapters 10, 11, 12, &amp; 13</b> <i>No Class: Professional Development Day for Faculty</i> Emerging Adulthood: Biosocial Development Emerging Adulthood: Cognitive Development Emerging Adulthood: Psychosocial Development <b>Service Learning Journal Assignment #2 Due</b>
Week 9: November 17 - 21	Chapter 20 Chapter 21 Chapter 22	Adulthood: Biosocial Development Adulthood: Cognitive Development Adulthood: Psychosocial Development
Week 10: November 24 - 28 November 24 November 27 & 28	<b>Exam 4</b> Chapter 23 Chapter 24 Chapter 25	<b>Chapters 14, 15, 16, 17, &amp; 19</b> Late Adulthood: Biosocial Development Late Adulthood: Cognitive Development Late Adulthood: Psychosocial Development <i>No Class: Thanksgiving Holiday</i>
Week 11: December 1 - 5 December 1	Epilogue <b>SLJ #3</b>	Death and Dying <b>Service Learning Journal Assignment #3 Due</b> <b>All Papers, Projects, and Communications Due</b>
<i>Finals Week: December 8 - 10</i> December 10	<b>Exam 5</b>	<b>Chapters 20, 21, 22, 23, 24, 25, &amp; Epilogue</b>

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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 Syllabus can and may be changed at any time by the instructor and that it is my responsibility to secure those changes from the course web page and make the appropriate changes to my original Course Syllabus. I am aware of and understand that if I loose 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