

PSYCHOLOGY 200
LIFESPAN PSYCHOLOGY
ITEM 5696, SECTION TRB
COURSE SYLLABUS
FALL QUARTER 2009

INSTRUCTOR:

Maggie Seibel, M.A., LMHC
Office Hours by Appointment
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CLASS MEETING TIME AND LOCATION:

Class will meet in Room A138 from 12:30pm to 2:40pm every Monday and Wednesday from September 21st to December 2nd with the following exceptions. There will be no class on Monday, October 5th, Monday, October 19th, and Wednesday, November 11th. The final exam will be given on Wednesday, December 9th at 11:30am.

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 General 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
200 possible points - Service Learning Project
100 possible points - Demonstration and Participation

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

A	100% – 95%	665-700 Points	C+	79% – 75%	525-559 Points
A-	94% – 90%	630-664 Points	C	74% – 70%	490-524 Points
B+	89% – 86%	602-629 Points	C-	69% – 60%	420-489 Points
B	85% – 83%	581-601 Points	D+	59% – 55%	385-419 Points
B-	82% – 80%	560-580 Points	D	54% – 50%	350-484 Points
			F	49% - Below	000-349 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, 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 will be automatically dropped. You will need to bring a Scantron sheet and No. 2 pencil to each exam.

No make-up exams will be given. 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. 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 me to take the exam early. If you come late to class on an exam day, you will not be given additional time. Exams will not be given after the prearranged exam time. See the Class Calendar for tentative exam dates.

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 complete a three part 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.

SERVICE LEARNING OPPORTUNITIES & COMMUNITY PARTNERS:

The following agencies and organizations have worked with Bellevue College previously and will welcome your interest in joining them to complete your volunteer hours.

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- Asian Counseling & Referral Services
- 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
- Habitat for Humanity
- 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
- Jewish Family Services
- 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 your supervisor to complete once you have secured a placement. **These forms must be included with the first journal activity and the ones necessary to initiate your volunteer activity must be completed and signed by your supervisor.**

The Service Learning Journal will consist of three (3) written assignments worth 50 points each. The following bulleted information is applicable to all three service learning journals.

- Each assignment must be typed using either 10-point Arial or 10-point Helvetica font, double-spaced in the body, single spaced in the header, 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.**
- The format for all three Service Learning Journals is to write each question first and then answer it directly under that question.
- Do not justify the 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. This includes the days when class does not meet, but does not include weekends when the Social Sciences Division office is closed. **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.
- Because English Composition is not a prerequisite for this course, grading will not emphasize the writing skills normally essential to college level writing. Instead, papers containing college level content, grammar, spelling, and mechanics will receive a possible five (5) extra credit points for each of the journal assignments. This extra credit will only be available to students who complete their assignments on time. No extra credit will be given on late papers.
- 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 is punctual.
- A **40-point paper** responds to the items of the assignment in detail. It provides evidence of the writer's clear thinking, communication and thoroughness.

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- 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.
- A **20-point paper** does not adequately address all of the items in the assignment and does not provide evidence of the student's reflective thought.

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. Single space this section and align text to the right.
- B. Include all completed forms from the <http://bellevuecollege.edu/servicelearning/under> "For Students" and "For Community Partners." **Place these forms in the back of your portfolio, after your written Journal assignment.**
- 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. Single space this section and align text to the right.
- B. Place the completed Service Learning Journal #2 *at the front* of your portfolio.
- C. 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. Briefly describe Bronfenbrenner's ecological systems theory. What developmental needs are being addressed by your agency or organization and where does the agency or organization fit in the theory?
 5. What developmental theories do you see reflected in the population that you are serving? Briefly describe the theories that you observe.
 6. How have these theories influenced your observations of and behavior toward the population you are serving?

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. Single space this section and align text to the right.
- B. Place the completed Service Learning Journal #3 at the front of your portfolio.
- C. 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?

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5. In what ways did the service learning experience connect to the learning outcomes of the course?

4. Time Sheet:

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.** Place your Time Sheet directly behind Service Learning Journal #3.

GUEST PARTICIPATION & DEMONSTRATION:

One valuable characteristic of this course is that it is experiential. It provides the opportunity to observe and experiment with individuals who represent each of the stages of the life span. Students will do this by inviting willing subjects (friends and family) to be part of a three-person panel in which to demonstrate the concepts the class will be learning.

Guest Participation and Demonstration points are calculated as follows:

1. 50 possible points for each Quality Demonstration
2. 25 possible points for each Participation & Demonstration Self-Evaluation
3. 25 possible points for bringing a Guest
4. 10 possible points for each additional Guest, for a maximum of three Guests total
5. 10 possible points for each Guest Write-Up

Students must 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.

Students will earn Guest Participation and Demonstration credit by completing the following:

- A. Bring a guest to class to be a part of a demonstration of various aspects of life span development. A guest might not necessarily be in the same group as the one in which a student is a demonstrator. **Complete a Guest Write-Up that is due in class the Monday following the student's guest appearance. No late papers will be accepted.**
- B. The Guest Write-Up must be written in the following format and include the information shown below:
 1. The student's name and the course number should appear in the upper right header of the page.
 2. Identify who your guest was and her/his relationship to you.
 3. State what you did to prepare your guest for the demonstrators.
 4. Thoroughly discuss the theories or concepts that were presented to the panel in the demonstrations.
 5. Critique each of the demonstrations. Include how well do you think the demonstrators did, and why.
 6. Print your paper in either 10-point Helvetica or Arial font only. Do not justify the right margins.
 7. Double space your paper and indent between paragraphs.
 8. If your Guest Write-Up extends beyond one page, secure all pages with a staple in the upper left corner. Do not use paper clips or fold down the corner. Do not put your Guest Write-Up in a cover of any kind.
 9. College level content, grammar, spelling, and mechanics are required to receive credit.
 10. Technical problems are not considered a valid excuse for tardiness and/or an extended due date.
- C. Develop demonstrations, activities, or interviews for the guests.

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1. Students are to prepare a 7-10 minute demonstration that will be used on each of the guest panelists in order to illustrate the specific theory or concept you have chosen. If you are doing a demonstration, **plan to present on each of the guests.**
 - A. Each student demonstrator must submit an email to the instructor and receive an email approval confirmation prior to the actual demonstration. The student email demo proposal must contain:
 1. The concept or theoretical basis for the demonstration
 2. The precise questions, activities, methods, and/or illustrations to be used in the demonstration
 - B. Deadline for submitting the demo proposal is one week prior to the actual presentation date. That date will always be on a Wednesday and will vary depending upon which age group a student will conduct a demonstration. The specific date for each proposal can be found in the *Guest Participation and Demonstration Sign-Up Sheet* and on the class schedule.
 - C. **If a student does not complete the email pre-approval part of the assignment, the student will not be permitted to conduct the demonstration with the guest panel and the student will receive no credit for the demonstration.**
 - D. Once a student commits to presenting a demonstration under a specific developmental category on the *Guest Participation and Demonstration Sign-Up Sheet*, that student cannot withdraw that commitment without finding another student to take his or her place and complete the demonstration. If a student does not find another student to replace him/her and withdraws from the original demonstration, that student will not receive credit for another demonstration he or she signed up to present, even if it has already occurred.
2. Following the demonstration, students will complete a Demonstration Summary self-evaluation of the demonstration that he or she presented. Students will be evaluated by the instructor on the clarity and accuracy of their presentations as well as their ability to work well within their group. See the Scoring Rubric for detailed evaluation guidelines. **Self-evaluations are due in class the Monday following the demonstration. No late papers will be accepted.**
3. The Demonstration Summary must be written in the following format and include the information shown below:
 - A. Your name and the course number should appear in the upper right header of each page.
 - B. Thoroughly discuss the theory or concept that you presented.
 - C. Critique your demonstration. How well do you think you did and why.
 - D. Print your paper in either 10-point Helvetica or Arial font only. Do not justify the right margins.
 - E. Double space your paper and indent between paragraphs.
 - F. If your Demonstration Summary extends beyond one page, secure all pages with a staple in the upper left corner. Do not use paper clips or fold down the corner. Do not put your Demonstration Summary in a cover of any kind.
 - G. College level content, grammar, spelling, and mechanics are required to receive credit.
 - H. Technical problems are not considered a valid excuse for tardiness and/or an extended due date.

CLASS ATTENDANCE:

As adults, students are expected to be able to manage their own time and priorities. However, it will be very difficult to do well in this class if you do not attend every class. 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.

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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.

CLASSROOM CONDUCT:

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 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. If circumstances prevent you from arriving on time, please take a seat **closer to the door** to reduce the number of students who are distracted by your late arrival. 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. Once again, this creates a distraction for others. 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 the instructor will present to the 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 Students for appropriate disciplinary actions.

3. WIRELESS DEVICES:

Cell phones, iPods, MP3 players, and personal computers are a convenience, not a right. Their use 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 Students 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 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 Center, 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.

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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.

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. Instructors will not give examinations in advance of the regular schedule.

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. 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.

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Demonstration Summary Self-Evaluation Rubric

- = Inadequate

√ = Satisfactory

+ = Superior

Student's Name: _____

1. Communication Skills:

A. Communication with the instructor:

_____ Did the student submit a detailed email demo prep to the instructor in a timely manner?

_____ Did the student use appropriate written communication skills for the demo prep?

B. Communication to the class:

_____ Did the student clearly explain the theory or concept to be presented during the introduction and/or in the comments following the demonstration?

_____ Were the student's vocal strength, eye contact and rate of speech effective to explain the theory or concept?

C. Communication with the subjects:

_____ Did the student introduce him/herself to the subjects and put them at ease?

_____ Were the student's demonstration instructions or questions clearly worded and stated in such a way as to not bias the subjects' responses?

_____ Did the student use age appropriate language with the subjects and when referring to the subjects?

2. Demonstration:

A. Originality:

_____ Was the student's demonstration within the scope of theories and concepts presented in the text?

_____ Did the student's demonstration offer an original way to present a theory or concept presented in the text?

B. Clarity of the demonstration:

_____ Did the student's demonstration clearly illustrate the theory or concept presented?

_____ Was the student able to analyze the subjects' behavior against the theory or concept being tested?

_____ Did the student make good use of the guest subjects?

_____ Did the student work efficiently within the allotted time frame?

Comments:

Demonstration Points: (50 possible) _____

Demonstration Self-Evaluation: (25 possible) _____

Total Points: (75 possible) _____

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Course Schedule

WEEK:	CHAPTERS:	READINGS & ACTIVITIES:
<i>Week 1: September 21 & 23</i>	Chapter 1 Chapter 2	Introduction & Syllabus Review Theories of Development Service Learning Introduction
<i>Week 2: September 28 & 30</i>	Chapter 3 Chapter 4	Heredity and Environment Prenatal Development and Birth
<i>Week 3: October 7</i> <i>No Class October 5</i> Wednesday, October 7	Chapter 5 Chapter 6 SLJ #1 Email Exam 1	The First Two Years: Biosocial Development The First Two Years: Cognitive Development Service Learning Journal Assignment #1 Due The First Two Years Demo Prep Due via email Chapters 1, 2, 3, & 4
<i>Week 4: October 12 & 14</i> Wednesday, October 14	Chapter 7 Chapter 8 Demo Email	The First Two Years: Psychosocial Development The Play Years: Biosocial Development Guest Panel: The First Two Years 0 – 2 Years The Play Years Demo Prep Due via email
<i>Week 5: October 21</i> <i>No Class October 19</i> Wednesday, October 21	Chapter 9 Chapter 10 Demo Email Exam 2	The Play Years: Cognitive Development The Play Years: Psychosocial Development Guest Panel: The Play Years 3 – 5 Years The School Years Demo Prep Due via email Chapters 5, 6, 7, & 8
<i>Week 6: October 26 & 28</i> Wednesday, October 28	Chapter 11 Chapter 12 Chapter 13 Demo Email	The School Years: Biosocial Development The School Years: Cognitive Development The School Years: Psychosocial Development Guest Panel: The School Years 6 – 12 Years Adolescence Demo Prep Due via email
<i>Week 7: November 2 & 4</i> Monday, November 2 Wednesday, November 4	Chapter 14 Chapter 15 Chapter 16 Email Demo Exam 3	Adolescence: Biosocial Development Adolescence: Cognitive Development Adolescence: Psychosocial Development Emerging Adulthood Demo Prep Due via email Guest Panel: Adolescence 13 – 20 Years Chapters 9, 10, 11, 12, & 13
<i>Week 8: November 9</i> <i>No Class November 11</i> Monday, November 9	Chapter 17 Chapter 18 Chapter 19 SLJ#2 Demo Email	Emerging Adulthood: Biosocial Development Emerging Adulthood: Cognitive Development Emerging Adulthood: Psychosocial Development Service Learning Journal Assignment #2 Due Guest Panel: Emerging Adulthood 20 – 35 Years Adulthood Demo Prep Due via email
<i>Week 9: November 16 & 18</i> Wednesday, November 18	Chapter 20 Chapter 21 Chapter 22 Demo Email Exam 4	Adulthood: Biosocial Development Adulthood: Cognitive Development Adulthood: Psychosocial Development Guest Panel: Adulthood 35 – 65 Years Late Adulthood Demo Prep Due via email Chapters 14, 15, 16, 17, 18, & 19
<i>Week 10: November 23 & 25</i> Wednesday, November 25	Chapter 23 Chapter 24 Chapter 25 Demo SLJ #3	Late Adulthood: Biosocial Development Late Adulthood: Cognitive Development Late Adulthood: Psychosocial Development Guests: Late Adulthood 65 – 80+ Years Service Learning Journal Assignment #3 & Time Sheet Due
<i>Week 11: November 30 & December 2</i> Wednesday, December 2	Epilogue	Death and Dying All Outstanding Papers, Projects, and Communications Due
<i>Finals Week: December 7-9</i> Wednesday, December 9 11:30 am	Exam 5	Chapters 20, 21, 22, 23, 24, 25, & Epilogue

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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 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