

**PSYCHOLOGY 200**  
**LIFESPAN PSYCHOLOGY**  
**ITEM 5437, SECTION OCS**  
**COURSE SYLLABUS**  
**WINTER QUARTER 2011**

**INSTRUCTOR:**

Maggie Seibel, M.A., LMHC

Office: D110

Office Hours: By Appointment

Emergency E-Mail: [mseibel@bellevuecollege.edu](mailto:mseibel@bellevuecollege.edu) to use *only* when VISTA communication is not available

Phone: 425-564-2714 (Voicemail)

Social Science Division Office: 425-564-2331

**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 in cyberspace, 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/>

It is important that students who enroll in this course are reading at the college level, are able to work with less direct instruction, and have time available to complete the reading and assignments. The instructor will provide the structure for the class and act as a "coach" as you proceed through the course. Students can leave messages for the instructor at any time by e-mail on the Blackboard Vista site.

**COURSE FOCUS:**

Psychology 200 is an introductory course on the science of human development from conception through death. It 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. Each of seven distinct segments of the lifespan is divided into three parts that address each domain of human development: biosocial, cognitive, and psychosocial.

**FORMAT:**

Psychology 200 is taught entirely on-line, with no face to face meetings. 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 in the course.

Check the Distance Education web site if there seem to be problems with the system:  
[http://bellevuecollege.edu/distance/server\\_status.asp](http://bellevuecollege.edu/distance/server_status.asp) .

**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 Community College Bookstore or online at <http://bcc.collegestoreonline.com/>

**PSYCHOLOGY 200  
LIFESPAN PSYCHOLOGY  
ITEM 5437, SECTION OCS  
COURSE SYLLABUS  
WINTER QUARTER 2011**

**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:**

<b>The final grade is based on a total of 950 points. These points are calculated as follows:</b>		
Exams	5 x 100 points each	500 Points
Discussion Forums	10 Individual Posts x 10 points each 20 Responses x 5 points each	100 Points 100 Points
Case Studies	9 x 25 points each	225 Points
Written Assignments	Technical Plan Self-Evaluation	15 Points 10 Points
<b>Total</b>		<b>950 Points</b>

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

A	100% – 94%	950 – 893 Points	C+	79% – 77%	759 - 732 Points
A-	93% – 90%	892 - 855 Points	C	76% – 74%	731 - 703 Points
B+	89% – 87%	854 - 827 Points	C-	73% – 70%	702 - 665 Points
B	86% – 84%	826 - 798 Points	D+	69% – 67%	664 - 637 Points
B-	83% – 80%	797 - 760 Points	D	66% – 60%	636 - 570 Points
			F	59% - Below	569 - 000 Points

**PSYCHOLOGY 200**  
**LIFESPAN PSYCHOLOGY**  
**ITEM 5437, SECTION OCS**  
**COURSE SYLLABUS**  
**WINTER QUARTER 2011**

**EXAMS:**

There will be five (5) exams, each worth 100 points. Each exam will cover information from the text, overviews, 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, should be 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. Specific details on how to write discussion responses are available under 'Discussion Instructions' in the 'Getting Started' Folder.

There will be ten weekly discussion sessions running from Monday through Friday of every week. 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 under 'Instructions for Discussions' in the 'Getting Started' Folder.

**CASE STUDIES:**

Every week, starting with Week 2, there will be a case study. During the weekly module, students will write an analysis of a case study corresponding to that week's learning module. There will be a total of nine case studies throughout the quarter, each corresponding to a specific stage in development. Each case study and specific details including how to write a case study will be available under 'Case Study Instructions' in the corresponding weekly modules.

**WRITTEN ASSIGNMENTS:**

There will be a total of two written assignments for the course. These written assignments will consist of a Technical Plan, and a Self-Evaluation. Each assignment will be described in detail in the weekly modules where they are assigned.

**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.

**ONLINE PROCEDURES AND GUIDELINES**  
**OF THE SOCIAL SCIENCE DIVISION**  
Revised Spring 2009

**BELLEVUE COMMUNITY COLLEGE'S AFFIRMATION OF INCLUSION:**

Bellevue Community 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

**PSYCHOLOGY 200  
LIFESPAN PSYCHOLOGY  
ITEM 5437, SECTION OCS  
COURSE SYLLABUS  
WINTER QUARTER 2011**

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.

**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 Community 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 cyberspace, 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 Community College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services.

**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"). There is a standard form that instructors have access to in their instructor's grade briefcase.

**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 administrated 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. No points are calculated into the grade-point average. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

**PSYCHOLOGY 200  
LIFESPAN PSYCHOLOGY  
ITEM 5437, SECTION OCS  
COURSE SYLLABUS  
WINTER QUARTER 2011**

**STUDENTS WHO REQUIRE DISABILITY ACCOMMODATIONS:**

Students with disabilities who have accommodation needs are encouraged to contact the Disability Resource Centre (DRC). The office is located in B132 (telephone 425.564.2498 or TTY 425.564.4110, email [drc@bellevuecollege.edu](mailto: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.

**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.

**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 on-line class 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 email the instructor about it immediately. **All are welcome in this class!**

**Distribution of Grades:**

Students should access their grades through the BCC 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. Individual instructors may use non-Vista tools for recording and maintaining the students' progress. Questions about grades assigned should be initially directed to your instructor.

**Submission and Returning of Papers, Assignments and Assessments:**

Specific guidelines for taking exams and submitting assignments are published in the syllabus. Please contact instructor at the start of the quarter for any clarifications.

**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](mailto: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/>

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

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**Course Schedule**

<u><b>WEEK:</b></u>	<u><b>CHAPTERS:</b></u>	<u><b>READINGS &amp; ACTIVITIES:</b></u>
<i>Week 1:</i> January 3 – January 9	Chapter 1 Chapter 2	Introduction & Syllabus Review Theories of Development Technical Plan Personal Introduction
<i>Week 2:</i> January 10 – January 16	Chapter 3 Chapter 4	Heredity and Environment Prenatal Development and Birth Discussion Forum Case Study 1
<i>Week 3:</i> January 17 – January 23	Chapter 5 Chapter 6  Exam 1	The First Two Years: Biosocial Development The First Two Years: Cognitive Development Discussion Forum Case Study 2 Chapters 1, 2, 3, & 4
<i>Week 4:</i> January 24 – January 30	Chapter 7 Chapter 8	The First Two Years: Psychosocial Development The Play Years: Biosocial Development Discussion Forum Case Study 3
<i>Week 5:</i> January 31 – February 6	Chapter 9 Chapter 10  Exam 2	The Play Years: Cognitive Development The Play Years: Psychosocial Development Discussion Forum Case Study 4 Chapters 5, 6, 7, & 8
<i>Week 6:</i> February 7 – February 13	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 5
<i>Week 7:</i> February 14 – February 20	Chapter 14 Chapter 15 Chapter 16  Exam 3	Adolescence: Biosocial Development Adolescence: Cognitive Development Adolescence: Psychosocial Development Discussion Forum Case Study 6 Chapters 9, 10, 11, 12, & 13
<i>Week 8:</i> February 21 – February 27	Chapter 17 Chapter 18 Chapter 19	Emerging Adulthood: Biosocial Development Emerging Adulthood: Cognitive Development Emerging Adulthood: Psychosocial Development Discussion Forum Case Study 7
<i>Week 9:</i> February 28 – March 6	Chapter 20 Chapter 21 Chapter 22  Exam 4	Adulthood: Biosocial Development Adulthood: Cognitive Development Adulthood: Psychosocial Development Discussion Forum Case Study 8 Chapters 14, 15, 16, 17, 18, & 19
<i>Week 10:</i> March 7 – March 13	Chapter 23 Chapter 24 Chapter 25	Late Adulthood: Biosocial Development Late Adulthood: Cognitive Development Late Adulthood: Psychosocial Development Discussion Forum Case Study 9
<i>Week 11:</i> March 14 – March 20	Epilogue	Death and Dying Self-Evaluation
<i>Finals Week:</i> March 21 - 22	Exam 5	Chapters 20, 21, 22, 23, 24, 25, & Epilogue