

Lifespan Psychology

Psychology 200 (5 credits)

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Required Text:

Laura E. Berk: Exploring Lifespan Development, 1st edition, Allyn and Bacon, Publisher.

Course Description:

This study of development encompasses the life cycle 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 service learning.

Course objectives:

Upon completion of this course the successful student will:

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 genetics and environmental influences at each stage of the lifespan.
4. Compare and contrast the cognitive theory of Jean Piaget with the information processing theories of cognitive development.
5. Compare and contrast the psychosocial theory of Erikson with the psychosexual theory of Freud.
6. Articulate the prenatal health issues and birthing options as influences on prenatal development.
7. Apply knowledge of cross-cultural research to developmental differences across the lifespan.
8. Articulate common issues and perspectives, for each life stage in order to communicate effectively across the lifespan.

Course requirements:

Your final grade will be based on a total of 600 points. They will be broken down as follows:

Exams = 400 points

Participation = 100 points

Field Studies = 100

In conformity with BCC's grading policy:

A	100 - 95	4.0
A-	95 - 90	3.7
B+	89 - 86	3.3
B	85 - 83	3.0
B-	82 - 80	2.7
C+	79 - 75	2.3
C	74 - 70	2.0
C-	69 - 60	1.7
D+	59 - 55	1.3
D	54 - 50	1.0
F	49 - Below	0.0

Exams:

There will be five exams, each worth 100 points. Your final grade will be calculated on the basis of your best four scores. Test format may consist of multiple-choice, essays and short answer questions. Tests will cover information from the text, lecture, demonstrations and videos. No make-up exams will be given. No Exceptions. Instead of make-up exams, you will be able to drop your lowest exam score. This condition can be used for only one exam so use it wisely.

Participation:

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 cycle by inviting willing subjects (your friends and family) to demonstrate the concepts that you will be learning about. Students will earn participation credit by:

1. Bringing a guest to class to be a part of a demonstration of various aspects of development
 - a. Your guest might not necessarily be in the group for which you will be preparing your demonstration.
 - b. Plan to present your demonstration on **each** of the guests present on that day; **not only on the guest that you have brought.**
 - c. Students who have brought a guest will be sure to check in their guest with me on the day that you bring the guest.
2. Developing demonstrations, activities, or interview questions for the guests.
 - a. Students will be evaluated on the clarity and accuracy of their presentations as well as their ability to work well in their group. **See the Demonstration Scoring Rubric for detailed evaluation guidelines.** You will be preparing a demonstration that will be used on **each** of the guests in the demonstration.
 - b. Students who have presented a demonstration will write a summary of the demonstration that he/she presented. **It is due the following Monday after your demonstration.**
 - c. This summary will cover a critique of the group presentation, an identification of the demonstration or guest and a discussion of the theory or concept that was presented.
 - d. Participation points are broken down as follows:
 - *Prepare a quality demonstration = 50 points
 - *Demonstration self evaluation = 25 points
 - *Bring a guest = 25 points; ten points for each additional guest, with a -maximum of three guestsTotal points: 100 (with a potential for extra credit)
3. Students will sign up to participate in the scheduled activities by the second week of the quarter. Demonstrations are to be cleared by me at least one week prior to the presentations. Attendance is required on demonstration days.

Writing Assignments:

The writing assignments are intended to help you apply the concepts and theories of Developmental Psychology to your daily life. The assignments are found in the handout that you received with your syllabus.

Students are required to complete **two** selected learning activities, each worth 50 points (totaling 100 points). Each activity is to be completed, written up, and brought to class on the dates indicated in the handout. All papers must be typed, double spaced, and materials of two or more pages **must** be stapled. Activity write-ups will be evaluated in accordance with the following terms:

1. The information is presented with clarity.
2. You are able to demonstrate an analysis of the information gathered.
3. Your papers show an ability to relate the observations and analyses to the theories that are relevant
4. You paper is turned in on time. **Late paper will be assessed 10% each day that it is late.**

In other words, **it is not enough to gather the data; you must demonstrate that you have given the projects some considerable thought and related it to what you are learning from the course.**

Quarter Schedule

<u>WEEK OF:</u>	<u>CHAPTERS:</u>	<u>READINGS AND DISCUSSIONS:</u>
6/23	Chapter 1 Chapter 2 Chapter 3	History, Theory and Research Strategies Biological and Environmental Foundations Prenatal Development, Birth and the Newborn
<u>6/30</u>	<u>EXAM I</u>	<u>CHAPTERS 1, 2 & 3</u>
6/30 6/30	Chapters 4 & 5 Chapter 6	Physical and Cognitive Development in Infancy and Toddlerhood Emotional and Social Development in Early Childhood
<u>7/7</u>	<u>EXAM II</u>	<u>CHAPTERS 4, 5 & 6</u>
7/7	Chapter 7 Chapter 8	Physical and Cognitive Development in Early Childhood Emotional and Social Development in Early Childhood
7/14	Chapter 9 Chapter 10	Physical and Cognitive Development in Middle Childhood Emotional and Social Development in Middle Childhood
<u>7/21</u>	<u>EXAM III</u>	<u>CHAPTERS 7, 8, 9 & 10</u>
7/21	Chapter 11 Chapter 12	Physical and Cognitive Development in Adolescence Emotional and Social Development in Adolescence
7/23	Chapter 13 Chapter 14	Physical and Cognitive Development in Early Adulthood Emotional and Social Development in Early Adulthood
<u>7/28</u>	<u>EXAM IV</u>	<u>CHAPTERS 11, 12, 13, & 14</u>
7/28	Chapter 15 Chapter 16 Chapter 17	Physical and Cognitive Development in Middle Adulthood Emotional and Social Development in Middle Adulthood Physical and Cognitive Development in Late Adulthood
8/4	Chapter 18 Chapter 19	Emotional and Social Development in Late Adulthood Death, Dying and Bereavement
<u>8/6</u>	<u>EXAM V</u>	<u>CHAPTERS 15, 16, 17, 18 & 19</u>

