

Syllabus PSYC&200-Online

LIFESPAN PSYCHOLOGY (5 credits)

Winter Quarter 2009

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Office Hours: virtual by appointment

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PREREQUISITE: PSYCH 100

TEXT: Laura E. Berk (2008). Exploring lifespan development. Boston: Allyn and Bacon.

COURSE DESCRIPTION

This course is a survey of psychological changes (physical, social, emotional, and intellectual) from conception to senescence.

Learning Outcomes (at the end of this course students will be able to):

1. Compare and contrast stage theory, discussing continuity, stability, and chronology issues.
2. Identify the three major research methods: descriptive, correlational and experimental design 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

Readings : You are expected to read the assigned literature and review the weekly objectives.

Discussion: Topics/ Questions are presented at the beginning of each week. Discussions are intended to increase your experience as a learning community and should deepen your understanding/thinking about the subject matter. Weekly discussions will count 50 points. You may miss one full week of discussion. Total points possible for discussions are 500 points (50x10=500). Specific details on how to write discussion responses are available under 'Instructions for Discussions' in the 'Getting Started' Folder.

Activity/ Assignment: The purpose of assignments is to give you an opportunity to apply knowledge to real life situations. Detailed instructions will be provided for each activity. You need to complete and submit four written assignments during the Quarter. Total points for assignments are 180 points (assignment 1=20 points, 2=40 points, 3=60 points, 4=60 points). Assignments are due at the indicated dead-line and late papers will lose points (one day late: half a letter grade; two days late: one letter grade). Specific details for assignments are available under ['Instructions for Assignments'](#) in the 'Getting Started' Module.

Quizzes: After completing a module you have to take a short quiz of 20 multiple choice questions the following Monday and Tuesday. Each quiz will cover information pertaining to the module only. You may miss one quiz. Total points possible for quizzes is 270 points (30 x 9weeks= 270 points).

Quiz Rebuttal Policy: You may rebut, *in writing*, any question on any of the quizzes. Your rebuttals must include:

1. The complete question.
2. The option you chose.
3. Why you chose an incorrect option.
4. One reference from your textbook to support your argument.

Rebuttals are due within one week of the quiz being returned.

Final: The Final exam, given during finals week, will be comprehensive and will consist of 50 multiple choice and true/false items (50 points).

Make-up policy: Instead of a make-up you may miss one discussion, and one weekly quiz.

Return of tests: Quiz results will be available the following Wednesday.

GRADING

Your final grade will be composed of nine quizzes (270 points = 27%), ten discussion topics (500 points=50%), four writing assignments (180 points = 18%), and the final (50 points = 5%). Total points possible = 1000.

Grading Scale: A : 93-100% = 930 - 1000 points

A-: 90-92 = 900 - 929

B+: 87-89 = 870 - 899

B : 83-86 = 830 - 869

B-: 80-82 = 800 - 829

C+: 77-79 = 770 - 790

C : 73-76 = 730 - 769

C-: 70-72 = 700 - 729

D+: 66-69 = 660 - 699

D : 60-65 = 600 - 650 F : below 600

Tentative SCHEDULE

Please check your weekly module online for any schedule changes or reading assignment changes!!!!

Week 1

Reading Assignment:

1. Laura E. Berk (2008). Exploring lifespan development. Boston: Allyn and Bacon. Chapter 1.

2. 'Getting Started' Folder in VISTA

3. Shaw, B., Krause, N., Chatters, L., Connell, C. & Ingersoll-Dayton, B.: Emotional Support From Parents Early in Life, Aging and Health. *Psychology and Aging*. Vol. 19 (1) March 2004, pp. 4-12. (Available in your Module 1 folder).

Discussion topics : Basic issues.

Importance of contextual influences.

What is the significance of sensitive or critical periods.

Developmental research designs

Activity/ Writing Assignment 1: Student introduction, technical plan. Due Friday by midnight.

Weekly quiz: 20 questions will be given the following Monday and Tuesday.

Week 2

Reading Assignment:

1. Laura E. Berk (2008). Exploring lifespan development. Boston: Allyn and Bacon. Chapter 2.

Discussion topics: Theoretical perspectives (biography of theorists).

Significance of sexual reproduction and genetic diversity.

Relative influence of heredity and environment (behavioral genetics).

Studying heredity and environment.

Discussion Self-evaluation for your first week of discussion is due on Monday by midnight.

Weekly quiz: 20 questions will be given the following Monday and Tuesday.

Week 3

Reading Assignment:

1. Laura E. Berk: Chapters 3 and 4.

Discussion topics: How important are the first three years for development (early exposure vs. life long learning.)

The significance of touch for development.

Childbirth preparation and delivery methods.

How to interpret developmental norms (motor development).

Activity/ Writing Assignment 2: Letter to a future child. Due on Friday by midnight.

Weekly quiz: 20 questions will be given the following Monday and Tuesday.

Week 4

Reading Assignment:

1. Laura E. Berk: Chap. 6 and 8.

Discussion topics: Temperament and its significance/ what is your temperament?

Emotional self regulation: strategies to encourage self-regulation.

Effects of early child care on attachment.

Parenting styles.

How to foster pro-social behavior.

Weekly quiz: 20 questions will be given the following Monday and Tuesday.

Week 5

Reading Assignment:

1. Laura E. Berk: Chapters 5 and 7.

Discussion topics: Piaget vs. Vygotsky: implications for child education.

Bilingual education and the effect on brain development.

Sign-language and language development in deaf children.

Is the brain wired for language?

Gender differences in expression of aggression.

Activity/ Writing Assignment Observation: Gross and fine motor observation due Friday.

Weekly quiz: 20 questions will be given the following Monday and Tuesday.

Week 6

Reading Assignment:

1. Laura E. Berk: Chapters 9 and 10.

Discussion topics: Information processing in middle childhood and teaching/learning approaches.

Math achievement across cultures.

The effects of grades on self-esteem. Normative vs. performance oriented feedback?

Divorce: Should parents stay together for the sake of the children?

Activity/ Writing Assignment Observation: Attachment observation due on February 13th.

Weekly quiz: 20 questions will be given the following Monday and Tuesday.

Week 7

Reading Assignment:

1. Laura E. Berk: Adolescence chapters 11 and 12.

Discussion topics: Popularity and friendship.

Adolescent egocentrism.

What about sex education?

Identity development and race.

HIV and teenagers.

Activity/ Writing Assignment Observation: Seriation is due on Friday.

Weekly quiz: 20 questions will be given the following Monday and Tuesday .

Week 8

Reading Assignment:

1. Laura E. Berk: Early Adulthood chapters 13 and 14.

Discussion topics: Post-formal thinking.

Physical fitness and health.

Life-style choices (what makes marriage successful).

Family life cycle.

Remarriage and step-parenthood.

Weekly quiz: 20 questions will be given the following Monday and Tuesday.

Week 9

Reading Assignment:

1. Laura E. Berk: Middle adulthood chapters 15 and 16.

Discussion topics: Menopause and culture.

Is there a midlife crisis?

Generativity /Mentoring.

Sandwich generation.

Activity/ Writing Assignment Interview: Adolescent Friendships due Friday by midnight.

Weekly quiz: 20 questions will be given the following Monday and Tuesday.

Week 10

Reading Assignment:

1. Laura E. Berk: Late adulthood chapters 17 and 18.

Discussion topics: Implications of demographic changes (graying of the population).

Lifelong learning.

Theories of aging.

Successful aging and retirement.

Living arrangements.

Weekly quiz: 20 questions will be given the following Monday and Tuesday.

Week 11

Reading Assignment:

1. Laura E. Berk: Death and Dying chapter 19.

Discussion topics: Facing death and loss across the life span.

Cultural influences and the experience of death and dying.

Implications of death and dying for the medical profession.

Hospice care, palliative care.

Activity/ Writing Assignment Interview: Life review due Friday, March 20th midnight.

Final comprehensive exam: 50 questions will be given on Sunday and Monday March 22nd and 23rd.

If you have medical information to share with me in the event of an emergency, please contact me via email. Emergency preparedness is important!

If you need course modifications / adaptations or accommodations because of a disability, I can refer you to our Disability Resource Center (DRC).

If you prefer, you may contact them directly by going to B132 or by calling 425.564.2498 or TTY 425.564.4110. Information is also available on their website at <http://bellevuecollege.edu/drc/>