

Syllabus PSYCH 204 OAS/C (5744/5745)-Online

Syllabus PSYCH 204 OBS/C (5746/5747)-Online

GENERAL DEVELOPMENTAL PSYCHOLOGY (5 credits)

Spring Quarter 2008

Instructor: Steffi Schrepfer, Ph.D.

Office Hours: virtual by appointment

Emergency E-mail: sschrepf@bcc.ctc.edu. This is for emergencies only when VISTA communication is not available.

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. 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 weekly module you have to take a short quiz of 20 multiple choice questions the following Monday or Tuesday. Each quiz will cover information pertaining to the module only. You can make up one missed 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: You may make up one week of missed discussion by submitting an additional assignment. You may make-up one quiz at the end of the Quarter.

Return of tests and assignments: Quiz results will be available the following Wednesday. Assignments will be graded and returned within one week of submission deadline.

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.

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/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.

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

Week 3

Reading Assignment:

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

Writing Assignment Writing Assignment 2: Letter to a future child due Friday by midnight.

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

Week 4

Reading Assignment:

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

Week 5

Reading Assignment:

1. Laura E. Berk (2008). Exploring lifespan development. Boston: Allyn and Bacon. 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 3A: Motor development due Friday by midnight.

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

Week 6

Reading Assignment:

1. Laura E. Berk (2008). Exploring lifespan development. Boston: Allyn and Bacon. 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 3B: Attachment due Friday by midnight.

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

Week 7

Reading Assignment:

1. Laura E. Berk (2008). Exploring lifespan development. Boston: Allyn and Bacon. 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 3 C: Seriation is due Friday by midnight.

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

Week 8

Reading Assignment:

1. Laura E. Berk (2008). Exploring lifespan development. Boston: Allyn and Bacon. Early Adulthood chapters 13-14.

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/Tuesday.

Week 9

Reading Assignment:

1. Laura E. Berk (2008). Exploring lifespan development. Boston: Allyn and Bacon. Middle adulthood chapters 15, 16 and 17.

Discussion topics: Menopause and culture.

Is there a midlife crisis?

Generativity /Mentoring.

Sandwich generation.

Theories of aging.

Implications of demographic changes (graying of the population).

Activity/ Writing Assignment Interview 4A: Adolescent Friendships due Friday by midnight.

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

Week 10

Reading Assignment:

1. Laura E. Berk (2008). Exploring lifespan development. Boston: Allyn and Bacon. Late adulthood chapters 18 and 19

Discussion topics: Lifelong learning.

Successful aging and retirement.

Living arrangements.

Facing death and loss across the life span.

Activity/ Writing Assignment Interview 4 B: Life review due December 2nd.

Week 11

Final comprehensive exam: 50 questions will be given during Final's Week (available Wednesday and Thursday June 11 and 12th).

PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION

Revised Spring 2008

Cheating, Stealing and Plagiarizing*

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 Community 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 Community 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.

Incomplete

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

F Grade

Students who fail a course will receive a letter grade of "F."

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.

Withdrawal From Class

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.

Hardship Withdrawal

Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

Students Who Require Disability Accommodations:

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.

Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and secretaries will not give out grades. Students should access their grades through the BCC Web site.

Return of Papers and Tests

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if 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.

**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 Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*