

**PSYCHOLOGY 204  
GENERAL DEVELOPMENTAL PSYCHOLOGY  
COURSE SYLLABUS  
FALL QUARTER 2007**

**Instructor: Maggie Seibel, M.A., LMHC**

Office Hours By Appointment

Phone: 425-564-5731

E-Mail: mseibel@bcc.ctc.edu

**REQUIRED TEXT:**

Berger, Kathleen. *The Developing Person Through the Life Span*, Sixth Edition, Worth Publishers, 2005.

**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 demonstrations and service learning.

**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. The Nature of Science (2)

**COURSE REQUIREMENTS:**

Your final grade will be based on a total of 800 points. These points are broken down as follows:

Exams = 400 points

Participation = 200 points

Service Learning = 200 points

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

A	100% – 95%	B+	89% – 86%	C+	79% – 75%	D+	59% – 55%
A-	94% – 90%	B	85% – 83%	C	74% – 70%	D	54% – 50%
		B-	82% – 80%	C-	69% – 60%	F	49% - Below

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**EXAMS:**

There will be five (5) exams, each worth 100 points. Your final grade will be calculated on the basis of your best four (4) exam scores. Each exam will cover information from the text, lectures, demonstrations, and videos. The test format may contain multiple choice, short answer, and essay questions. Anything covered in the classroom should be considered testable information.

**MAKE-UP & MISSED EXAM POLICY:**  
**No make-up exams will be given.**

It is customary to drop your lowest exam score. If you are unable to attend class on the day of an exam, the missed exam will be accepted as your lowest score. If an exam is scheduled at a time when you know that you will be gone, you may sometimes arrange to take it early, with the exception of the final exam. **No early final exam options will be offered.**

**Only one missed exam will be dropped.**  
**Everyone is required to take the Final Exam.**  
**Use this condition wisely.**

**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 cycle by inviting willing subjects (your friends and family) to demonstrate the concepts you will be learning.

Participation points divided as follows:

- 50 Points – Quality Demonstration
- 25 Points – Participation & Demonstration self-evaluation
- 25 Points – Bringing a guest
- 10 Points – Each additional guest for a maximum of three guests
- 25 Points – Guest Write-Up

Students will sign up to participate in the scheduled activities by the second week of the quarter.

**Demonstrations must be cleared by me at least one week prior to the presentations.**

Attendance is required on demonstration days.

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

1. Bring 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 same group as the one in which you are a demonstrator.
  - B. Complete a Guest Write-Up that is due in class the **next Tuesday** after your guest has been presented.
  - C. The Guest Write-Up must include the following:
    1. Identify who your guests were and their relationship to you
    2. What you have done to prepare the guests and the demonstrators
    3. Critique the demonstrations
2. Develop demonstrations, activities, or interviews for the guests
  - A. Students will prepare a demonstration that will be used on each of the guests on the guest panel in order to show a progression of development for your demonstrated theory. If you are doing a demonstration, **plan to present on each of the guests present on that day**, not only on the guest that you brought.

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- B. Students will complete a Demonstration Summary self-evaluation of the demonstration that he or she presented. 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 Scoring Rubric for detailed evaluation guidelines. Self-evaluations are due in class the Tuesday following the demonstration.**

The Demonstration Summary must include the following:

1. Identify the demonstration
2. Thoroughly discuss the theory or concept that was presented
3. Critique the presentation (How well do you think you did and why?)

**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 your learning of the theories and principles of life span development through active participation in your 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 psychology programs. The goal of this assignment is to provide an opportunity for you to apply, critically evaluate, and reflect on the ways in which your acquired knowledge has equipped you to be an effective change agent in your community.

**You 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 keep a journal of your experience.** A partial list of approved placement sites is shown here and a complete list is at <http://www.bcc.ctc.edu/servicelearning/>. If you wish to go outside of the list provided, you must consult with me before securing your placement.

**SERVICE LEARNING OPPORTUNITIES & COMMUNITY PARTNERS:**

- Eastside Hopelink
- Elderhealth Northwest
- Evergreen Healthcare
- Kirkland Boys and Girls Club
- Little Bit Therapeutic Riding Center
- The Neighborhood School House
- Sea Mar Community Health Centers

Your Service Learning Journal will consist of three written assignments:

1. **A proposal of your selected service learning site and your proposed project.**  
In the heading of your assignment, state your name, the organization, your contact person's full name at that organization, and her/his telephone number.
  - a. What does your *agency/organization* do?
  - b. What will you be doing for that organization?
  - c. On what concepts, theories, and stage in the life span will your project focus?
  - d. What reasons did you have for selecting this site?
  - e. With whom will you be working?
  - f. What do you hope to learn from this placement?

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**2. A detailed description of your placement activities.**

- a. What are the tasks of the staff at your placement?
- b. What is your role in the placement? How do you fit into the team?
- c. What is your assessment of the service that is provided by the agency?
- d. What developmental needs are being addressed by the agency and where does it fit in Bronfenbrenner's ecological systems theory?
- e. What developmental theories do you see reflected in the population that you are serving?
- f. How have these theories influenced your observations of and behavior toward the population you are serving?

**3. A reflective summary.**

- a. What have you learned about the population that you served, the agency that serves them, and the broader social issues that affect them?
- b. How does what you learned at your placement relate to the theories that have been explored in the readings and class discussions?
- c. What have you learned about yourself, e.g. your preconceptions, experiences, and insights?
- d. What have you learned about the influence of your community, your society, and the agency on the developmental needs of the population that you served?
- e. In what ways did the service learning experience connect to the learning outcomes of the course?

Each Service Learning Journal assignment is potentially worth 50 points.

- Each assignment must be typed using either 10-point Arial or 10-point Helvetica fonts, double-spaced, and **bound in a three-hole, flat binder. No staples or plastic covers will be accepted.**
- Assignments are due no later than the date designated in your class schedule.
- Late papers will be assessed ten percentage points (10%) for each class meeting that they are late. There are no exceptions.
- College level writing skills are essential for full credit on your papers. Grammar, spelling, and mechanics will count significantly towards your grade.

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 follows normal written conventions for good sentence construction, paragraph development, and spelling. 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 and communication. It is adequate in its thoroughness and conforms to good sentence construction, paragraph development, and spelling.

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. It needs to be proofread for spelling or mechanics.

A **20-point paper** does not adequately address all of the items in the assignment. It does not provide evidence of the student's reflective thought and it contains errors in sentence structure and paragraph development.

A **10-point paper** does not adequately respond to the items in the assignment and is grossly in need of correction in spelling, grammar, and sentence and paragraph construction.

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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 log is to be signed off by the placement representative and must show the required minimum of 15 hours to meet the course requirements. **Failure to turn in your agency contract and your time sheet will invalidate your service learning journal grades.**

**CLASS ATTENDANCE:**

As adult students, you are expected to be able to manage your own time and priorities. However, to maximize your learning experience, you are encouraged to attend class and attendance will be taken. If you must miss a class, you are not expected to email me to explain your absence. However, 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. **Class attendance will be taken into consideration for those students with borderline grades.**

**CLASS CONDUCT:**

While it is my hope that you will learn to view your time in class as yours to use as best meets your needs, it is important to keep in mind that you are sharing this time with other students who may have needs that differ from your 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 me:

**1. PUNCTUALITY:**

Please **be on time** for class. Late arrivals result in loss of important information and distract from students' opportunity to hear 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 commenced, **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:**

You are encouraged to participate in discussions of the theories and concepts that I will be presenting to the class. This has the effect of expanding your comprehension of the material and enriching the learning experience for yourself and your fellow 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 fellow students contribute to distractions, not to learning, and will not be tolerated. Students distracting from the lecture will be asked to remove themselves from the classroom for the remainder of that class period. **Class participation will be in the rubric to determine your final grade.**

**3. CELL PHONES:**

Cell phones are a convenience, not a right. They create a distraction for your fellow students. Cell phones are to be turned off while in a classroom, **not merely turned to silent or vibrate only**. **Students whose cell phones ring during class or who engage in text messaging during class will be asked to remove themselves from the classroom for the remainder of that class period.**

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**4. DISABLED STUDENTS:**

If you require accommodations based on a documented disability, have emergency medical information to share, or need assistance in case of an emergency evacuation; please inquire about becoming a DRC (Disability Resource Center) student. Call 425-564-2498 or TTY 425-564-4110 to establish your eligibility for accommodation or visit their office located in B132. 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 me during the first week of class.

**5. SAFE SPACE:**

This class is a Safe Space for all students. Lesbian, gay, bisexual, questioning, queer-identified, and transgendered students are welcome in this classroom and encouraged to speak out and be an integral part of this class. A critical understanding and the embracing of alternative genders and sexualities in this classroom are encouraged. Any questions about what this means should be brought to the instructor's attention immediately. All are welcome!

**6. CHEATING POLICY:**

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate or 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 or texting in class, and inappropriate behavior toward the instructor, classmates, or guests. 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.

**7. INCOMPLETE**

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

**8. F GRADE**

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

**9. WITHDRAWAL**

College policy states that a student must formally withdraw from a class by the end of the seventh week of the quarter. Go to the Registration Office, B125 to do this. If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

**10. 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. You must contact me *before* grades are assigned to be considered for this exception. Students may also contact the Enrollment Services office *before* grades are assigned in cases of hardship.

**11. DISTRIBUTION OF GRADES**

Students should access their grades through the BCC web site. Grades will not be posted publicly with the department secretary or in faculty offices.

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**Demonstration Summary Self-Evaluation Rubric**

Name: \_\_\_\_\_

**1. Communication Skills:**

**A. Communication to the class:**

\_\_\_\_\_ Did the introduction to and/or comments following the demonstration clearly explain the theory or concept presented?

\_\_\_\_\_ Were vocal strength, eye contact and rate of speech effective?

**B. Communication with the subjects:**

\_\_\_\_\_ Did the presenters put the subjects at ease?

\_\_\_\_\_ Were demonstration instructions or questions worded in such a way as to not bias the subjects' responses?

**2. Demonstration:**

**A. Originality:**

\_\_\_\_\_ Was the demonstration beyond the scope of concepts presented in the text?

\_\_\_\_\_ Did the demonstration offer an original way to present concepts in the text?

**B. Clarity of the demonstration:**

\_\_\_\_\_ Did the demonstration clearly illustrate the theory or concept presented?

\_\_\_\_\_ Was the presenter able to analyze the subjects' behavior in light of the theory or concepts?

\_\_\_\_\_ Did the presenter make good use of the guest subjects?

\_\_\_\_\_ Did the presenter make good use of the time allotted?

Comments:

Demonstration Points: (50 possible) \_\_\_\_\_

Demonstration Self-Evaluation: (25 possible) \_\_\_\_\_

Total Points: \_\_\_\_\_

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<u>WEEK:</u>	<u>CHAPTERS:</u>	<u>READINGS:</u>
<i>Week 1</i> September 25 & 27 September 27	Chapter 1 Chapter 2 Chapter 3	Introduction Theories of Development Heredity and Environment <b>Service Learning Introduction</b>
<i>Week 2</i> October 2 & 4 October 2	Chapter 4 Chapter 5 Chapter 6	Prenatal Development and Birth The First Two Years: Biosocial Development The First Two Years: Cognitive Development <b>Guest Speakers: Neo-Natal Intensive Care Nurses</b>
<i>Week 3</i> October 9 & 11 October 11	Chapter 7 Chapter 8 Chapter 9 Chapter 10 <b>Exam I</b>	The First Two Years: Psychosocial Development The Play Years: Biosocial Development The Play Years: Cognitive Development The Play Years: Psychosocial Development <b>Guest Panel: Infants &amp; Toddlers 0 – 2 Years</b> <b>Chapters 1, 2, 3, 4, 5, &amp; 6</b>
<i>Week 4</i> October 16 & 18 October 18	Chapter 11 Chapter 12 Chapter 13 <b>SLJ #1</b>	The School Years: Biosocial Development The School Years: Cognitive Development The School Years: Psychosocial Development <b>Guest Panel: Early Childhood 3 – 5 Years</b> <b>Service Learning Journal Assignment #1 Due</b>
<i>Week 5</i> October 23 & 25 October 25	Chapter 14 Chapter 15 <b>Exam II</b>	Adolescence: Biosocial Development Adolescence: Cognitive Development <b>Guest Panel: Middle Childhood 6 – 12 Years</b> <b>Chapters 7, 8, 9 &amp; 10</b>
<i>Week 6</i> October 30 & November 1	Chapter 16	No Class – Professional Development Day Adolescence: Psychosocial Development
<i>Week 7</i> November 6 & 8 November 8	Chapter 17 Chapter 18 Chapter 19 <b>Exam III</b>	Early Adulthood: Biosocial Development Early Adulthood: Cognitive Development Early Adulthood: Psychosocial Development <b>Guest Panel: Adolescence 13 – 20 Years</b> <b>Chapters 11, 12, 13 &amp; 14</b>
<i>Week 8</i> November 13 & 15 November 15	Chapter 20 Chapter 21 Chapter 22 <b>SLJ#2</b>	Middle Adulthood: Biosocial Development Middle Adulthood: Cognitive Development Middle Adulthood: Psychosocial Development <b>Guest Panel: Early Adulthood 20 – 35 Years</b> <b>Service Learning Journal Assignment #2 Due</b>
<i>Week 9</i> November 20 November 22	Chapter 23 <b>Exam IV</b>	Late Adulthood: Biosocial Development <b>Guest Panel: Middle Adulthood 35 – 65 Years</b> <b>Chapters 15, 16, 17, 18, &amp; 19</b> No Class – Happy Thanksgiving
<i>Week 10</i> November 27 & 29th November 29th	Chapter 24 Chapter 25	Late Adulthood: Cognitive Development Late Adulthood: Psychosocial Development <b>Guests: Late Adulthood 65 – 80+ Years</b>
<i>Week 11</i> December 4 & 6	Epilogue <b>SLJ #3</b>	Death and Dying <b>Guest Speakers: Hospice Nurses</b> <b>Service Learning Journal Assignment #3 Due</b>
<i>Finals Week</i> December 11	<b>Exam V</b>	<b>Chapters 20, 21, 22, 23, &amp; 24</b>