

**General Developmental Psychology**

Psychology 204 (5 credits)

Instructor: Virginia Bridwell

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**Required Text:**

Laura E. Berk: Development Through the Lifespan, 4th 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.

**General Education Objectives:**

- a. Critical Thinking, Creativity, and Problem Solving. (2)
- b. Listening and Thinking. (2)
- c. Historical and Intellectual Perspectives. (2)
- d. The Nature of Science. (3)

**Course requirements:**

Your final grade will be based on a total of 700 points. They will be broken down as follows:

Exams = 400 points

Participation = 100 points

Service Learning = 200 points

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 the best four scores. Test format may consist of multiple-choice, essay and short answer questions. Tests will cover information from the text, lecture, demonstrations and videos. **No make-up exams will be given.** If you are aware of a date in which you are not going to be available for an exam, you can sometimes arrange to take the test early. Instead of make-up exams, you will be able to drop your lowest exam score.

### **Disabled Students:**

If you require accommodation based on a documented disability, have emergency medical information to share, or need special arrangements in case of emergency evacuation; please make an appointment with me as soon as possible.

### **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. If you are also doing a demonstration, plan to present your demonstration on **each** of the guests present on that day; **not only on the guest that you have brought.**
  - b. The guest write up will be **turned in on Monday** after your **last** guest has been presented.

\*The guest write up will identify who the guests were, what you have done to prepare the guests and the demonstrators, and a critique of the demonstrations.

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 in order to show a progression of development for your demonstrated theory.
  - b. Students will write a summary self evaluation of the demonstration that he/she presented. **It is due on the following Monday.**

\*The demonstration summary will cover an identification of the demonstration, a thorough discussion of the theory or concept that was presented, and a critique of the presentation. (How well do you think you did and why?)

c. Participation points are broken down as follows:

\*Prepare a quality demonstration = 50 points

\*Participation self evaluation = 25 points

\*Bring a guest = 25 points; ten points for each additional guest, with a **-maximum** of three guests

\*Guest write - up = 25 points

\*Additional guests 10 points

Total points: 100 (with a potential for extra credit)

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.

### **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 lifespan 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 applicants to many university 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 lifespan development, log a minimum of fifteen (15) hours of service, and keep a journal of your experience. Instructions on finding a placement will be provided by the Service Learning Project director Sarah Freeman at (425)564-3406. A list of approved placement sites can be found on the service learning website; <http://www.bcc.ctc.edu/servicelearning/partners.htm#developmental>. You will also access the service learning web site for the necessary forms for establishing yourself in your placement. If you wish to go outside of the list provided, you must consult with me before securing your placement.

Your journal will consist of three written assignments:

1. **A proposal of your selected service learning site and your proposed project.**

In the heading; state your name, the organization, and your contact person at that organization with his/her telephone number.

- a. What does your agency/organization do?
- b. What will you be doing for that organization?
- c. What concepts, theories, and stage in the life span will your project focus upon?
- d. What reasons did you have for selecting the site?
- e. With whom will you be working?
- f. What do you hope to learn from this placement?

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

- a. What are the tasks of the staff at our 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 (about your preconceptions, experiences, and insights)?
- d. What have you learned about the influence of your community, your society, 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 journal assignment is potentially worth 50 points. They must be typed, double spaced, and **turned in no later than the date designated in your class schedule. Late papers will be assessed ten percentage points for each day that they are late. No exceptions.** College level writing skills are essential for full credit on your papers.

A **fifty-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 **forty-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.

**Thirty-point papers** respond to the items of the assignment, but leave questions for the reader as to the facts and impressions of the writer. It needs to be proof read for spelling or mechanics.

**Twenty-point papers** do not adequately address all of the items in the assignment. They do not provide evidence of the student's reflective thought and they contain errors in sentence structure, paragraph development.

**Ten-point papers** do not adequately respond to the items in the assignment and are grossly in need of correction in spelling, grammar, and sentence and paragraph construction.

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. **Failure to turn in your agency contract and your time sheet will invalidate your service learning journal grades.** The log is to be signed off by the placement representative and must show a minimum average of three hours per week unless otherwise contracted by the agency and approved by the instructor.

### Class Schedule

<u>WEEK OF:</u>	<u>CHAPTERS:</u>	<u>READINGS AND DISCUSSIONS:</u>
9/24	Chapter 1	History, Theory and Research Strategies
9/24	Chapter 2	Biological and Environmental Foundations
10/1	Chapter 3	Prenatal Development, Birth and the Newborn
<b><u>10/8</u></b>	<b><u>EXAM I</u></b>	<b><u>CHAPTERS 1,2 &amp; 3</u></b>
10/8	Chapter 4&5	Physical and Cognitive Development in Infancy and Toddlerhood
10/15	Chapter 6	Emotional and Social Development in Infancy and Toddlerhood
<b><u>10/18</u></b>	<b><u>JOURNAL ASSIGNMENT #1 DUE TODAY</u></b>	
<b><u>10/22</u></b>	<b><u>EXAM II</u></b>	<b><u>CHAPTERS 4, 5, &amp; 6</u></b>
10/22	Chapter 7	Physical and Cognitive Development in Early Childhood
10/22	Chapter 8	Emotional and Social Development in Early Childhood
10/29	Chapter 9	Physical and Cognitive Development in Middle Childhood
10/29	Chapter 10	Emotional and Social Development in Middle Childhood
<b><u>11/5</u></b>	<b><u>EXAM III</u></b>	<b><u>CHAPTERS 7, 8, 9 &amp; 10</u></b>
11/5	Chapter 11	Physical and Cognitive Development in Adolescence
11/5	Chapter 12	Emotional and Social Development in Adolescence
<b><u>11/9</u></b>	<b><u>JOURNAL ASSIGNMENT #2 DUE TODAY</u></b>	
11/13	Chapter 13	Physical and Cognitive Development in Early Adulthood
11/13	Chapter 14	Emotional and Social Development in Early Adulthood
<b><u>11/19</u></b>	<b><u>EXAM IV</u></b>	<b><u>CHAPTERS 11, 12, 13, and 14</u></b>
11/19	Chapter 15	Physical and Cognitive Development in Middle Adulthood
11/19	Chapter 16	Emotional and Social Development Middle Adulthood
11/26	Chapter 17	Physical and Cognitive Development in Late Adulthood
11/26	Chapter 18	Emotional and Social Development in Late Adulthood
<b><u>11/30</u></b>	<b><u>JOURNAL ASSIGNMENT #3 DUE TODAY</u></b>	
12/3	Chapter 19	Death, Dying and Bereavement

### **Final Exam:**

**12/10 11:30 - 12:20**      **EXAM V CHAPTERS 15, 16, 17, 18 & 19**

## Scoring Rubric

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

### I. 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 presenter's put the subjects at ease?

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

### 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 a good use of the time allotted?

### Comments:

Total Demonstration Points: (50 pts.) \_\_\_\_\_

Demonstration Self Evaluation: (25 pts.) \_\_\_\_\_

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