



## **Lifespan Psychology: Syllabus**

### **(PSYC 200, Spring 2017)**

Instructor: Rika Meyer, PhD

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Office location: D100A

Office Hours: 10:20am-11:20am Monday - Friday

Class Location: A138

### **Course Information**

#### **• Course Outcomes**

After completing this class, students should be able to:

1. Demonstrate a basic understanding of issues in the scientific study of human development across the lifespan, from conception through death, through the interaction of biological, psychological, and social aspects of human development across the lifespan.
2. Gain general knowledge of some of the most famous theorists in developmental psychology, including Piaget, Freud, Ainsworth, Kohlberg, Bronfenbrenner, Vygotsky, Arnett, and Erikson.
3. Relate course materials to a personal perspective on human developmental experiences, as well as learn how to test theories using qualitative and quantitative research methods.
4. Students will be able to identify and critically reflect on the variability and diversity of developmental pathways, and their own embeddedness in social, cultural, and political contexts.
5. Apply knowledge of cross-cultural research to developmental differences across the life span.
6. Develop skills in communicating using oral and written materials to discuss topics related to human developmental patterns, socialization, and aging.

#### **• How Outcomes Will be Met**

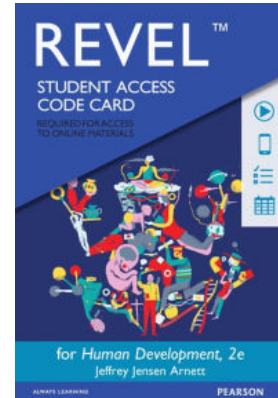
This course presents an overview of human growth and development from prenatal stages to old age. Theories, facts, principles, developmental processes,

and empirical research will be explored during the course. Physical, cognitive, social, and emotional development for all age groups will be presented. Students in this course will experience a variety of learning experiences, including, but not limited to, presentations by lecture, in-class learning activities, written assignments, and active group discussions.

### ▪ Books and Materials Required

Arnett, J. (2015). Human Development: A Cultural Approach (2nd Ed). San Francisco, CA: Pearson. ISBN-13 9780133939163

\*Online Revel access is required for this course.



**Follow these steps to get started or watch a short video ([www.pearsonhighered.com/revel/students/registration](http://www.pearsonhighered.com/revel/students/registration)) on how to register for REVEL:**

You will create a Pearson account to access REVEL. After you verify your email address, you will click on "Join Course" and then you will be prompted to buy an access code, enter an access code, or start a 14-day free trial. At the end of 14 days, you will receive another email with some purchase options. Once you have access to Revel, you will use the website to complete daily readings and quizzes.

This course uses a Pearson digital product, which contains important assignments and resources used throughout the semester. The required link below is unique to this course. Here is how to register:

1. Visit this link: <https://console.pearson.com/enrollment/gli3xf>
2. Sign in with your Pearson Account. You can either: sign in with an existing Pearson username and password OR create a new Pearson account if this is your first Pearson digital product.
3. Choose your course under 'My Courses' and choose an access option: redeem an access code that you got from your school's bookstore or purchase access online. There is a free trial if you are waiting for financial aid.

What you should know:

- Bookmark <https://console.pearson.com> to easily access your materials.

- Pearson recommends using the latest version of Chrome, Firefox, or Safari with this digital product.
- Contact your instructor if you lose the invite link.

Access to a computer or mobile electronic device (tablet or smartphone) with internet access is required to complete your REVEL assignments. Please let me know if you need information on computers available for use on campus.

## ▪ Grading

Course assignments are given sufficiently far in advance. Therefore, you should be able to plan accordingly.

Letter Grade (Percentage of Points)	
93-100% = A	73-76% = C
90-92% = A-	70-72% = C-
87-89% = B+	67-69% = D+
83-86% = B	63-66% = D
80-82% = B-	60-62% = D-
77-79% = C+	Less than 59% = F

Class Requirements	Percent of Grade
<i>Course Attendance</i>	5%
<i>Quizzes</i>	15%
<i>Article Critique</i>	10%
<i>Shared Writing Assignments</i>	15%
<i>Paper Assignment: Researching Infant Toys</i>	10%
<i>Life Stage Group Presentation</i>	15%
<i>Midterm</i>	15%
<i>Final</i>	15%
<b>Total</b>	<b>100%</b>

## ▪ Course Requirements

### 1. Attendance: 5% of Course Grade

### 2. Quizzes: 15% of Course Grade

At the end of each chapter reading, you will be prompted to complete end of chapter quizzes on Revel and each should be submitted online. Quizzes are due by Sunday evening (see class schedule).

### 3. Article Critique: 10% of Course Grade

A research article (Wooldridge & Shapka, 2012) will be assigned to read and critique. The prompt for this assignment is below. Please bring in your critique/homework and we will discuss/critique the article in class.

### 4. Exams: 30% of Course Grade (15% each)

Exams will each consist of 50 multiple-choice questions. Exams are not cumulative. The midterm will cover chapters 1, 3, 4, 5, & 6. The final will cover chapters 7, 8, 10, & 12.

The dates for the exams are given well in advance. Please see me immediately if this will be a problem. Study guides will be provided on the Canvas class website. Reviews for both exams will be done in class (see class schedule).

### 5. Shared Writing Assignments: 15% of Course Grade

As you go through the required readings on Revel, you will be prompted to answer questions related to the readings. These are similar to discussions on Canvas, where you will be able to share your answers with your peers. These will be due by Sunday evening at the same time as the end of chapter quizzes (see class schedule).

### 6. Researching Infant Toys Paper: 10% of Course Grade

You will be assigned two written assignments (below). The paper should be 4-5 pages (not including the title and reference page). All papers should be in APA format, 6<sup>th</sup> edition. Instructions for the assignment are below and will be discussed in class. The due date is on the class schedule.

### 7. Life Stage Group Presentation: 15% of Course Grade

In groups of 4-5, you will be randomly assigned a life stage & topic. You will conduct at 10-15 minute PowerPoint presentation on your topic and include

research findings based on 3 recent (last 5-10 years) empirical articles (approved by me). Presentations will be held during the last day of class.

1. Identify the topic/problem/issue
2. Present brief summaries of each article (three)
3. Summarize, compare, and contrast the findings
4. Conclude with what was learned about your life stage

Topics:

1. **Infancy** – *Child Maltreatment Impact on Development*
2. **Toddlerhood** – *Predictors and/or Outcomes of Physical Aggression*
3. **Early Childhood** – *Predictors and/or Outcomes of School Failure*
4. **Middle Childhood** – *Gender and Peer Victimization*
5. **Adolescence** – *Pubertal Timing and Risk Taking*
6. **Emerging Adulthood** – *Outcomes of Alcohol & Substance Abuse*
7. **Late Adulthood** – *Psychological and/or Physical Outcomes of Religiosity*

### **Article Critique Homework Assignment**

Your article critique homework should be approximately 1-2 pages long, typed, double-spaced, and in APA style (6th). Include in-text citations, a reference page, and try your best to paraphrase – do not use quotes. Please bring your completed homework to class for discussion. There will be a total of two of these assigned throughout the course.

**First briefly summarize the article:**

- What were the aims/research questions of the study?
- What were the authors' hypotheses?
- How did they answer their research questions (procedure)?
- What were their findings?

**Then thoughtfully *evaluate and critique* the article and address each of these areas:**

**Sample/Participants:**

- Critique the sample: Was it too small? Not representative? Was not enough information given?

**Procedure:**

- Would there be a better design for the study? If so, what would it be and why?

**Ethical Issues:**

- Were there any biases in the study? Any research risks you noticed? Any issues with informed consent?
- If you do not notice any ethical issues, please say this.

**Discussion:**

- Does the author summarize the findings?
- Do the conclusions match the findings?
- Are strengths and limitations considered? Are there any additional strengths and /or limitations that you noticed?
- Was the study worth it? Considering limitations and strengths, does it advance our understanding of the given topic?

### **Research Infant Toys – Paper Assignment**

Examine several toys marketed for infants (see package for age ranges). Try to find one good toy and one poor toy. Report on the following:

1. Describe the toys (you may include a picture of each toy within your paper) and the recommended age range of the toys.
2. Report your ratings for each toy on durability, safety, attractiveness, and stimulation (1= poor, 2= fair, 3= average, 4= good, 5= excellent) and explain why you gave those scores.
3. Determine how each toy is designed for infant safety and to stimulate infant development, especially sensory development. What does each toy do to improve development and in what ways?
4. Discuss why you think your good toy improves development and why the poor toy does not. Use developmental concepts and research to support your argument.
5. Conclude with a summary of what you learned and recommendations for improvements of infant toys.

This assignment should be in APA 6<sup>th</sup> Edition format (See template on Canvas for guidelines. The OWL Purdue website is also very helpful.). You will need a title page and reference page. You do not need an abstract. Use the textbook for a reference. You are welcome to use additional scientific sources. The assignment should be 4-5 pages, not including the title page and reference page.

## Help with Canvas

The following places are helpful for [Students](#).

## Classroom Learning Atmosphere

### ▪ Instructor's Expectation

One of my goals as an instructor is to create a safe and positive environment where students can feel comfortable to share ideas and ask questions. I expect everyone to *treat others with respect* (see *affirmation of inclusion below*), particularly during difficult discussions. This includes *not being disruptive*. I allow laptop use to take notes. However, please be aware of how your actions may disrupt your classmates.

I am here to help each of you excel in this class. Therefore, I am always free for questions about class, psychology, graduate school, research, etc. If you cannot attend my office hours, I can meet with you by appointment. I check my email several times a day, so that is the best way to contact me. I will respond to your email within 24 hours of your sent email. *Please put "PSYC 200" in your subject line of your email* so that I can keep track of class emails. If I do not reply in time, please send the email again.

### Ground Rules for Class Discussions

- Speak up freely.
- Listen.
- Do not dominate the discussion.
- Be courteous.
- Ask questions of clarification, and questions that probe assumptions, reasons, and implications.
- Practice critical thinking and active learning.

### ▪ Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and

respect.

## **Religious Holidays**

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

## **College Anti-Discrimination Statement**

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

## **Confidentiality and Mandatory Reporting**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. dating violence, domestic violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2441 and more information can be found at [www.bellevuecollege.edu/titleix/](http://www.bellevuecollege.edu/titleix/).

For further information and contacts, please consult [College Anti-Discrimination Statements](#).



## ▪ **Student Code of Conduct and Academic Integrity**

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue 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 Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at: [Student Code](#)

## **Important Links**

### ▪ **Bellevue College E-mail and access to MyBC**

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to MyBC. To create your account, go to: [Create Email](#)

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the [Technology Help Desk](#)

### ▪ **Disability Resource Center (DRC)**

The Disability Resource Center serves students with disabilities. A disability includes any physical or mental impairment that substantially limits one or more major life activities. Common disabilities include physical, neurological (e.g. Autism, ADD), and mental health (e.g. depression, anxiety). If you are a student who has a disability or if you think you may need accommodations in order to have equal access to programs, activities, and services, please contact the DRC.

If you require assistance in an emergency, please meet with your individual instructors to develop a safety plan for while in class and contact the DRC to develop a safety plan for while you are elsewhere on campus.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. [Contact Autism Spectrum Navigators \(ASN\)](#). Email and phone number is on the web page. ASN is located in the

Library Media Center in D125.

The DRC office is located in building B Room 132. You can contact the DRC by stopping by B132, calling our desk at 425-564-2498, emailing [drc@bellevuecollege.edu](mailto:drc@bellevuecollege.edu), and Deaf students can reach us by Skype (account name **DRCatBC**). For more information about the services we offer, including our Initial Access Application, visit our website at [www.bellevuecollege.edu/drc](http://www.bellevuecollege.edu/drc).

## **Accessibility**

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

### **▪ Public Safety**

## **Public Safety and Emergencies**

Public Safety is located in the D building (D171) and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at [RAVE Alert Registration](#)

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

**If a major emergency occurs, please follow these three rules:**

**1) Take directions from those in charge of the response** -We all need to be

working together.

**2) Do not get in your car and leave campus (unless directed to)** - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.

**3) In an emergency, call 911 first, then Public Safety.**

Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the [Public Safety](#) web page for answers to your questions.

### ▪ Final Exam Schedule

In case of an emergency during finals, the exam will be posted on Canvas to be completed online.

### ▪ Academic Calendar

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- [Enrollment Calendar](#) On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- [College Calendar](#) This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

## Course Calendar

Week	Date	Class Topics	Reading/Assignments Due
1	T Apr 4	Setting Up Revel with Robbie (8:30-9am) Introductions A Cultural Approach to Human Development	Chapter 1
	Th Apr 6 <b>*No class</b>	Video and Discussion On Canvas (Infancy Research)	<ul style="list-style-type: none"> <li>Chapter 1 Quiz &amp; Shared Writing Due Sunday at 11:59pm</li> </ul>
2	T Apr 11	Birth and the Newborn Child	Chapter 3
	Th Apr 13	Birth and the Newborn Child <i>Researching Infant Toys Prompt</i>	<ul style="list-style-type: none"> <li>Chapter 3 Quiz &amp; Shared Writing Due Sunday at 11:59pm</li> </ul>
3	T Apr 18	Infancy	Chapter 4
	Th Apr 20	Infancy Infant toys In-class activity	<ul style="list-style-type: none"> <li>Chapter 4 Quiz &amp; Shared Writing Due Sunday at 11:59pm</li> </ul>
4	T Apr 25	Toddlerhood	Chapter 5
	Th Apr 27	Toddlerhood	<ul style="list-style-type: none"> <li>Chapter 5 Quiz &amp; Shared Writing Due Sunday at 11:59pm</li> <li>Toy Paper Assignment Due Sunday at 11:59pm</li> </ul>
5	T May 2	Early Childhood	Chapter 6
	Th May 4	Early Childhood Exam Review	<ul style="list-style-type: none"> <li>Chapter 6 Quiz &amp; Shared Writing Due Sunday at 11:59pm</li> </ul>

6	T May 9	<b>Midterm Exam</b> <i>Article Critique Prompt</i>	
	Th May 11	Middle Childhood	Chapter 7 <ul style="list-style-type: none"> <li>Chapter 7 Quiz &amp; Shared Writing Due Sunday at 11:59pm</li> </ul>
7	T May 16	Adolescence	Chapter 8 Wooldridge & Shapka (2012)* <i>*for article critique</i>
	Th May 18	Adolescence In-class Article Critique Discussion	<ul style="list-style-type: none"> <li>Article Critique <u>Due in Class</u> on 5/18</li> <li>Chapter 8 Quiz &amp; Shared Writing Due Sunday at 11:59pm</li> </ul>
8	T May 23	Emerging Adulthood	Chapter 9
	Th May 25	Emerging Adulthood	<ul style="list-style-type: none"> <li>Chapter 9 Quiz &amp; Shared Writing Due Sunday at 11:59pm</li> </ul>
9	T May 30	Late Adulthood	Chapter 12
	Th Jun 1	Late Adulthood	<ul style="list-style-type: none"> <li>Chapter 12 Quiz &amp; Shared Writing Due Sunday at 11:59pm</li> </ul>
10	T Jun 6	Group Presentations	
	Th Jun 8	Exam Review	
11	T June 13	<b>FINAL EXAM</b>	