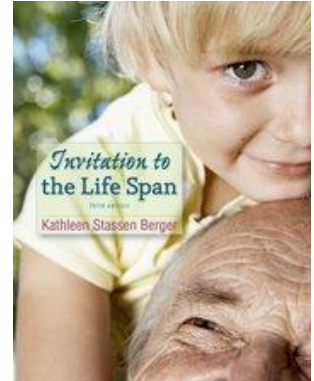


Instructor: Maggie Seibel
E-Mail: Use Canvas email for all correspondence
Phone: 425-564-2072 (Direct Line to Voice Mail)
Virtual Office Hours: Refer to the Canvas Getting
Started Module for specific times

Social Science Division Office Location: D110
Social Science Division Phone: 425-564-2331
Social Science Division Website:
<http://www.bellevuecollege.edu/socsci/>

REQUIRED TEXT BOOK:

Berger, Kathleen. *Invitation to the Lifespan*, third edition, Worth Publishers, 2016. Any format is acceptable, including eBook, notebook, paperback, or cloth edition. However, only use VitalSource for eBook rental. See the BC Bookstore for pricing and availability.



COURSE DESCRIPTION:

Psychology 200 presents research and theories regarding human growth and change across the life span. Students explore factors that affect psychosocial, cognitive, and physical development from psychological and socio-cultural perspectives. This course will involve some potentially provocative material framed within an academic context. Keep in mind that finding oneself in a space outside of one's comfort zone is an opportunity for learning. Students may be confronted with difficult material in this course. If you have any questions or concerns about course content or online climate, please speak with me immediately.

COURSE OUTCOMES:

Upon completion of this course, the successful student will be able to:

- Identify and explain the issues involved 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.
- Distinguish between the contributions of influential theorists in developmental psychology, such as Piaget, Ainsworth, Kohlberg, Bronfenbrenner, Vygotsky, Arnett, and Erikson.
- 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.
- Identify and critically reflect on the variability and diversity of developmental pathways, and their own embeddedness in social, cultural, and political contexts.

- Apply knowledge of cross-cultural research to developmental differences across the life span.

COURSE FORMAT:

This is an online course with all assignments and exams completed on our Canvas website. To succeed in this course, you must use a computer with Internet access and Microsoft Word. If you don't have a home computer with Internet access, and you live close to campus, you can access the location and times of computer labs by following this link. [BC Campus Computer Labs](#)



If you have questions about the course, please read the Getting Started folder on our course website first, before emailing me. Most of your questions can be answered there. You will be expected to read the weekly chapters before completing the assignments. Challenge assumptions, and consider the implications and applications of the course material. Thinking deeply about the course material will not only help you remember it better – it'll make it more fun!

PREREQUISITE:

Psychology 100 General Psychology

COURSE REQUIREMENTS & GRADES:

| The final grade is based on a total of 1,040 points. These points are calculated as follows: | | | |
|---|---|--------------------------|--------------|
| Exams | 4 x 100 points each | 400 Points | 40% of Grade |
| Case Studies | 9 x 20 points each | 180 Points | 16% of Grade |
| Written Assignment | Older Adult Interview | 100 Points | 10% of Grade |
| Weekly Quizzes | 4 x 10 points each 6 x 20 points each | 160 Points | 15% of Grade |
| Discussions | 10 Individual Posts x 10 points each 10 Responses x 10 points each | 100 Points 100 Points | 20% of Grade |
| Total | | 1,040 Points | |



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

| | | | |
|--------------------|--------------------|--------------------|--------------------|
| A 100% – 94% (4.0) | B+ 89% – 87% (3.3) | C+ 79% – 77% (2.3) | D+ 69% – 67% (1.3) |
| A- 93% – 90% (3.7) | B 86% – 84% (3.0) | C 76% – 74% (2.0) | D 66% – 60% (1.0) |
| | B- 83% – 80% (2.7) | C- 73% – 70% (1.7) | F 59% – 00% (0.0) |

EXAMS:

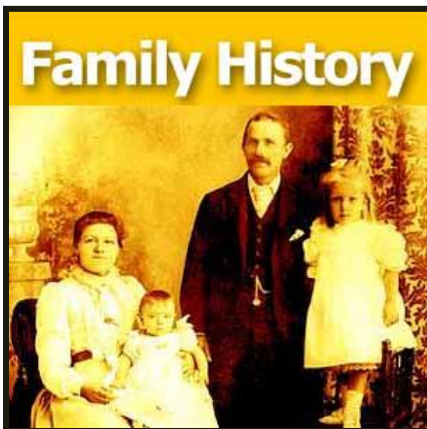
There will be four (4) exams, each worth 100 points. Each exam will cover information that is contained in the study guide. The exam format may contain multiple choice, fill-in-the-blank, or short answer questions. No exams will be available outside of the regular open exam window without written documentation. **It is expected that no matter where you, you will find a way to access the Internet** (free Wi-Fi spots, hotel offices, public libraries, etc.) in order to take your exams during the open exam window. *There will be no comprehensive final exam.*

CASE STUDIES:

Part of the study of lifespan development is focused on how individual characteristics are evaluated. There will be nine case studies during the quarter to illustrate this. While studying the weekly module, students will write an analysis of a case corresponding to that module's specific stage in development and a distinct challenge faced at that particular stage. Each case study and specific details including how to write a case study are located in the course modules.

DISCUSSIONS:

There will be 10 discussions during the quarter. Each student is required to post a response to the discussion topic, as well as respond to at least two other students' posts. Students must cite from the textbook, plus one additional outside source, for each discussion, using APA format, including a reference list. New topics and discussion questions are open all quarter, so you can work at your own pace after reading the corresponding chapters. Specific details on how to write discussion responses are available in the course modules.



THE INTERVIEW:

This assignment is designed to help you synthesize a variety of concepts related to developmental psychology. After interviewing a person from the Older Adult (ages 65-90+) age group, you will be asked to transcribe the interview and use perspectives studied in this course to illustrate the appropriate developmental stage, challenges, and successes of the interviewee. Formal interviews help students learn information about family history, culture, and traditions. Complete instructions for conducting the interview can be found in the Canvas course modules.

WEEKLY QUIZZES:

These short weekly quizzes are incorporated into the various chapters of the textbook and used to help integrate terms and concepts to further learning. There will be ten quizzes over the course of the quarter.

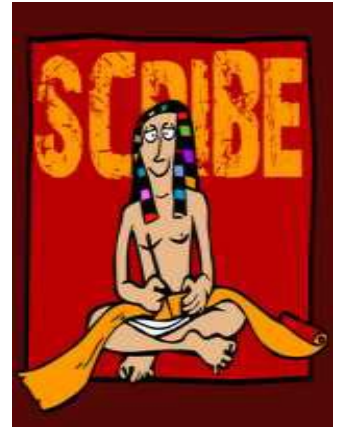
POWERPOINT SLIDES:

Each module of the course contains PowerPoint slides that you can download and/or print. The PowerPoint slides come from the textbook publisher are not narrated so that you can proceed at your own pace.

DUE DATES AND DEADLINES:

All assignments for the course will be open from the first day of the quarter, but have weekly due dates and times when work is due. ***Because of this generous and open schedule, no late work will be accepted, except under the following circumstances:***

- If you are able to provide written documentation, such as a letter from your health care provider, which explains your need for an exception, it will be considered.
- It is each student's responsibility to know the due dates and times for all assignments and make sure there is an alternate computer (public library, on campus, friend or family member) from which to complete assignments and take exams.
- Computer malfunction or technical problems are not valid excuses to grant an exception to the due date. Plan ahead.
- **Put all due dates and exam times in your phone** to help manage your time efficiently. Save your work early, often, and in multiple locations, such as the cloud, a memory stick, or another computer.



CANVAS:

Canvas is Bellevue College's "Learning Management System" or "LMS". It enables instructors to build and maintain a secure workspace to share course content, communicate with students, provide online learning activities and assessments, and keep track of their students' progress.

1. Learn about Canvas with a Student Canvas Workshop:

Before getting started, familiarize yourself with Canvas through one of the workshops below. These workshops are geared towards the student experience and cover the basic concepts that are used in most Canvas sites at Bellevue College.

- [On-campus student workshops](#). During the first week of the quarter, you can stop in for live, hands-on instruction in the use of Canvas.
- [Recorded webinars](#). View a recorded session that will give you a 30 minute overview of what you will experience in Canvas.
- [Canvas student orientation](#). This page is a full learning resource for Canvas, starting with student questions, technical requirements, and information on how to use Canvas on your mobile device, followed by videos that step you through using Canvas. To watch the student orientation, scroll down to the fourth topic heading, "Canvas Student Orientation."
- [Canvas online learning workshops](#). This is a workshop sponsored by the eLearning Department and is offered for students taking Online and Hybrid Courses using Canvas. The workshop is offered on specific days, before the start of the quarter, but on those days, you may work at home, at a time of your own choosing, at your own pace. Advanced registration is required.

2. You learned about Canvas, but You have More Questions:

If you've taken one (or more) of the workshops listed above, and you are encountering issues in Canvas, take a look at our self-help guides below:

- [Why can't I see my course\(s\)?](#)
- [Having trouble logging in?](#)
- [Common error messages in Canvas](#)
- [General troubleshooting in Canvas](#)
- [Where can I get help with Canvas?](#)
- [Self-paced Canvas course for students](#)

FAQ:

Learning about Canvas is the first thing you must do before you begin using it. If you've taken one (or more) of the workshops listed above, but you still have questions, you can get more information on the Canvas FAQ and troubleshooting pages below:

- [Getting started with Canvas](#)
- [Tips and tricks when using Canvas](#)

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](#)



INSTRUCTOR AVAILABILITY:

As your instructor for this course, I will make every effort to answer your email questions in a timely manner. My goal is to respond to a question within 24 hours of receiving it Monday through Thursday between the hours of 9am and 7pm, and on Friday between 9am and noon. Outside of these times I will reply only if I happen to visit the course site. Note that this response time is only applicable to email questions, not to graded assignments. I will also hold online office hours on our Canvas website. Instructions for participating in online office hours is available in the Getting Started folder. All email communication must be done through the Canvas learning system during the quarter. My regular BC email is only in the event of an emergency when Canvas is down. No communication regarding course work or grades will be sent to student's personal non-Bellevue College email accounts.

DISABILITY RESOURCE CENTER (DRC):

The Disability Resource Center serves students with disabilities. Common disabilities include physical, neurological (e.g. Autism, ADD/ADHD), 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 in your classes, programs, activities, and any other 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. The DRC office is located in building B Room 132. You can contact the DRC by stopping by the office at B132, calling our front desk phone number (425) 564-2498, emailing drc@bellevuecollege.edu. Deaf students can reach us by calling TTY: (425) 564-4110, or by Skype (account name **DRCatBC**). For more information about the services we offer, including our Initial Access Application, visit our website at [Disability Resource Center](#)

ADVISING:

The Psychology Department has an in-house advisor, Deanne Eschbach, located in D110C. Call 425-564-2216 or 425-564-2212 for personal appointment.



TIPS FOR SUCCESS IN THIS COURSE: Log onto our Canvas site every day: In order to complete the weekly assignments and be informed about any changes to the schedule, assignments, and other information about the course it will be necessary for you to check Canvas course website regularly.

Read the Textbook: Reading the course textbook as well as assigned readings/ articles will be essential for understanding the course material. It will also give you the opportunity to experience the material in a different media. It will be assumed that you have completed the readings

before completing the discussions and case studies so that you will be able discuss and reference the material that you have read.

Manage Your Time Efficiently: Do not wait until the last minute to start an assignment. Even though all assignments are open for the entire quarter, each assignment has a weekly due date. Starting your work early allows you to spend the appropriate amount of time on the assignment, and it allows you to contact the instructor if you have any questions. Plan ahead. Save your work early, often, and in multiple locations. Submit proofread work only.

Talk with me: I will be available for virtual office hours every week throughout the quarter. You can also send me an email through our Canvas website where we can correspond or set up a private chat on our site.

SAFE SPACE:

This class is a Safe Space for all students. Lesbian, gay, bisexual, questioning, queer-identified, and transgender students along with students of all cultures, nationalities, and spiritual beliefs are welcome in this classroom and encouraged to share your thoughts and be an integral part of this course. If a student has any questions or concerns about this, feel free to speak with me or email me about it immediately. **Everyone is welcome in this class!**

WITHDRAWAL FROM CLASS:

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter during the standard academic year (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course. *Merely stopping participation does not qualify as withdrawal.* Check Enrollment Calendar Deadlines, Refunds/Withdrawals, for additional details. As with most enrollment deadlines, it is the student's responsibility to be aware of these dates and act accordingly.



INCOMPLETE:

If a student fails to complete all the required work for the course, and meets the criteria, an Incomplete may be an option. There must be something that prevents completion of the course within the current quarter, but that would be resolved in time for the student to complete the course work within the next quarter. You must make your request in writing before grades are assigned to be considered for this exception and you must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F"). If you wish to receive this grading option, you must be passing the class at the time of your request.

HARDSHIP WITHDRAWAL (HW):

HW indicates a withdrawal request made because of extenuating circumstances after the official withdrawal period is over. You must make your request in writing to be considered for this exception, and you must provide documented proof of the need for this exception. An example of qualifying circumstances for a Hardship Withdrawals are:

- Death in the immediate family (spouse, child, parent) documented by an obituary listing the student as a survivor.
- Significant illness or injury (documented by a health care provider's note) of self or a person for whom the student is primarily responsible.

Also, be aware that a hardship withdrawal cannot be used as an option to avoid receiving a failing grade for the course.

STUDENT SUPPORT SERVICES & RESOURCES FOR SUCCESS:

Submit proofread work only. If you need help with your writing, please use the following student support services:

Academic Success Center: [Success](#)

- Academic Tutoring Center: [Get Tutoring](#)
- TRiO Student Support Services: [TRiO](#)



LIBRARY MEDIA CENTER:

You are strongly encouraged to use the resources of the Library Media Center, whether in person or via the web. Talk to a Reference Librarian at the Library (D-126), by calling 425-564-6161

Main Library Media Center: [Media Center](#). Here you can access the LMC online catalog as well as all their catalogs and databases.

FINAL EXAM SCHEDULE:

Follow this link for the final exam schedule. [Exam Schedule](#)

All examinations for this course will be administered completely online in keeping with the stated policies provided in the course syllabus. The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Please refer to the syllabus at the start of the quarter for additional details and contact the instructor directly for any clarifications.

A student who is not in compliance with the scheduled format 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 in compliance with 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.

ACADEMIC CALENDARS:

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.

Bellevue College's 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. [Affirmation of Inclusion](#)
(<https://www.bellevuecollege.edu/inclusion/>)



PUBLIC SAFETY:

The Bellevue College Public Safety Department's well-trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day and seven days per week, whether in person or via the web. Their phone number is 425-564-2400. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements, and critical information in the event of an emergency. The Public Safety office is located in D171 (through D175) and on the web at: [Public Safety](#)

CAMPUS CLOSURES:

To get announcements of campus closures

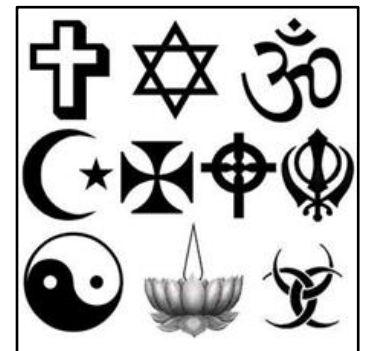
- Receive email and text messages through the BC Alert System. Sign up at [Text Alerts](#)
- Visit [School Report](#) to subscribe to their emergency email and text message service.
- Call BC's emergency information line: 425-401-6680.
- Check the [BC Home Page](#) for a link to the BC emergency information website, or access that page directly at [BC Alerts](#)

BELLEVUE COLLEGE ANTI-DISCRIMINATION STATEMENT (TITLE IX):

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

RELIGIOUS HOLIDAY OBSERVANCE:

Students who expect to miss classes, examinations, or any other assignments because 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. [The Request for Accommodations for Reasons of Faith or Conscience Form](#) provides more information about and the steps to request this accommodation.



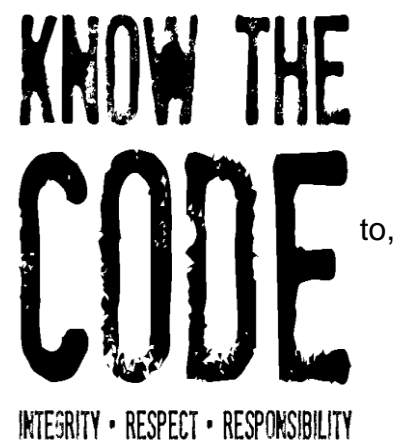
Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the 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. Policy 2950 Accommodations for Reasons of Faith or Conscience (<http://www.bellevuecollege.edu/policies/id-2950p-2/>).

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 425-564-2641 and more information can be found at [Title IX](http://www.bellevuecollege.edu/titleix/) (<http://www.bellevuecollege.edu/titleix/>). If you have any concerns, you may report to: [Report Concerns](#)

STUDENT CODE OF CONDUCT AND ACADEMIC INTEGRITY:

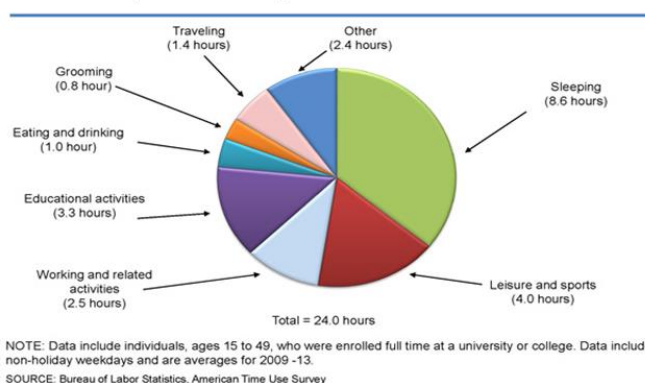
Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication, and inappropriate/disruptive classroom behavior are violations of the Student Conduct Code of Bellevue College. Examples of disruptive behavior include, but are not limited to talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Conduct Code to the Manager of Student Conduct for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Conduct Code at: [Student Code](#)



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.

Time use on an average weekday for full-time university and college students



COURSE SCHEDULE:

| Week | Chapters | Discussions | Case Studies | Quizzes & Exams |
|-------------|--|--------------------|---------------------|----------------------------|
| Week 1 | Syllabus & Schedule Review Avatar (5 EC Points) Open All Modules Chptr 1: The Science of Human Development | Disc 1, Pt 1 & 2 | | Quiz 1 |
| Week 2 | Chptr 2: From Conception to Birth | Disc 2, Pt 1 & 2 | CS #1 | Quiz 2 |
| Week 3 | Chptr 3: The First Two Years: Body and Mind Chptr 4: The First Two Years: Psychosocial Development | Disc 3, Pt 1 & 2 | CS #2 | Quiz 3 Exam 1 |
| Week 4 | Chptr 5: Early Childhood: Body and Mind Chptr 6: Early Childhood: Psychosocial Development | Disc 4, Pt 1 & 2 | CS #3 | Quiz 4 |
| Week 5 | Chptr 7: Middle Childhood: Body and Mind Chptr 8: Middle Childhood: Psychosocial Development | Disc 5, Pt 1 & 2 | CS #4 | Quiz 5 Exam 2 |
| Week 6 | Chptr 9: Adolescence: Body and Mind Chptr 10: Adolescence: Psychosocial Development | Disc 6, Pt 1 & 2 | CS #5 | Quiz 6 |
| Week 7 | Chptr 11: Emerging Adulthood: Body, Mind, and Social World | Disc 7, Pt 1 & 2 | CS #6 | Quiz 7 |
| Week 8 | Chptr 12: Adulthood: Body and Mind Chptr 13: Adulthood: Psychosocial Development Paper Due | Disc 8, Pt 1 & 2 | CS #7 | Quiz 8 Exam 3 |
| Week 9 | Chptr 14: Late Adulthood: Body and Mind Chptr 15: Late Adulthood: Psychosocial Development | Disc 9, Pt 1 & 2 | CS #8 | Quiz 9 Project Due |
| Week 10 | Epilogue | Disc 10, Pt 1 & 2 | CS #9 | Quiz 10 |
| Finals | | | | Exam 4 |