

Course Syllabus Template

The concept of a course syllabus has changed over the past years from a statement of course content to a much more formal contract with the student, wherein college policies and instructor expectations have to be spelled out in much greater detail. In order to give our students accurate and current information, we have created this tool to assist instructors with syllabus preparation.

In general, we need to give students all the information they need to meet the course expectations successfully. For example, if we do not want to see plagiarism, we need to tell them what plagiarism is and how to avoid it. If we have special needs students, we need to point them toward the resources that will enable their success. If we have specific classroom expectations about cell phone usage, late arrival, etc., we need to tell students about our expectations and the consequences of not meeting them.

This template provides faculty with the information needed to write a complete and comprehensive syllabus. Calendars for the term are also provided. Statements from the various campus areas are updated regularly by those who created them and are housed in one location called [Important Links](#) at eLearning. **Be sure to check each year for new updates, which usually occur in early June.**

Division statements may be attached as needed, and there is room at the end of the template to create special content areas that may be needed in each unique field of study. We have deliberately avoided being too specific about grades, as each area has different needs; instead, we have designed each section so that instructors may delete our text if it is not appropriate and add their own materials. (For example, you may not want or need the day-by-day calendar.) Individual material may be added to any area.

[At several places within this template you will see text that is bold and italicized surrounded by square brackets.] These sections give information on how to replace those sections with statements that are specific to your class, program, and division.

We suggest you create your own template and save it to your desktop for use each quarter. **You should check live links each quarter, as updates in the system and URL changes may deaden old links.** We hope this will save everyone a lot of precious time.

The following points should be kept in mind to ensure optimal accessibility:

- Colors will not be seen by colorblind readers. If you do use colors, please make sure they are **high contrast**. Bright colors may appear as light grey, so also use a different font to draw attention.
- Serifs trip up the screen readers. Sans Serif fonts like Arial or Calibri are the best fonts to use.
- Use “Styles” to create a hierarchy of headings. Headings are read more easily by screen readers and allow readers to move quickly to sections in the syllabus. The recommended method uses a Heading 1 as the title and there is only one Heading 1 in the document. Heading 2, 3, 4 and so on are creating in a hierarchical order.
- When using links, actually link to it. If you type out the URL address, the screen reader will read out the whole address, which is cumbersome for those using screen readers. When referring students to on-line links, for the visually impaired reader it is better to link directly to the web site, than to type out the whole address. So, instead of the link entirely typed out for “grading policies,” it should be like this: [Grading policies](http://www.bellevuecollege.edu/policies/id-3000/). To do this, copy the address to the clipboard, then click on INSERT, then on HYPERLINK. Fill out the language you want to appear in your document, then paste in the address. If you want to make the actual URL available to your students, then the text will look like this: [Grading policies](http://www.bellevuecollege.edu/policies/id-3000/) (http://www.bellevuecollege.edu/policies/id-3000/). Note that the descriptive text is hyperlinked. The actual URL is not hyperlinked and it is enclosed in parentheses.
- When bulleting or numbering lists, use the bullets or numbered list option Word’s ribbon. Keep in mind that numbered lists are used when steps are to be followed in a sequential order.

Before posting or printing the syllabus, ensure that headings do not appear at the bottom of one page and the section on the next page. To fix “orphaned” headings, select the heading, open Paragraph settings, go to the Line and Page Breaks tab, click Keep with next.

This template has been checked for accessibility. You should check it again when you have completed your modifications.

As you use this tool, please take note of any difficulties you encounter and send your feedback to the eLearning Department at elearning@bellevuecollege.edu.



Lifespan Psychology Syllabus

PSYC& 200, Item 5428, Section HYA

Class times: MTWTh, 9:30am-10:20am

Classroom: T127

Instructor: Madeleine Gorges

E-mail: madeleine.gorges@bellevuecollege.edu

Phone: 425.564.2236

Note: I am very rarely available by phone. E-mail and Canvas messages are the best ways to contact me.

Office location: D100

Office Hours: Mondays 1PM-2 PM, and by appointment

Course Information

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. May require participation in projects. Prerequisite: PSYC& 100.

Course Outcomes

After completing this class, students should 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.

How Outcomes Will be Met

We will start this class with a discussion of the most important theories and research methods in Developmental Psychology. Several scaffolding assignments will introduce you to academic peer-reviewed research articles, and the literature review research project will culminate in a group presentation and an individual research paper. Cultural comparisons must be addressed in the research project. Weekly activities in class and online will provide you with the opportunity to reflect on your personal perspective and how you can test or apply theories. Starting in the second week of class each week will focus on a stage of development (from prenatal to death). The final presentation will use Erikson's theory to showcase your understanding of the major stages of life.

Grading

The College Grading Policy is explained in the current Course Catalog and can also be found at this link: [Grading Policy](#)

All instructions and descriptions of assignments are located on the course's Canvas page.

| ASSIGNMENT CATEGORY | PERCENT OF GRADE |
|---|------------------|
| Getting to Know You Assignment (online) | 5% |
| Daily Activities or Quizzes | 15% |
| Guest or Interview | 5% |
| Online Quizzes | 10% |
| Article Search Assignment | 5% |
| Article Summaries Assignment | 10% |
| Article Presentations | 15% |

| | |
|-------------------------|-------------|
| Research Paper Draft | 5% |
| Final Research Paper | 15% |
| Film Presentation | 15% |
| Extra Credit Book Essay | Up to 6% |
| Total | 106% |

It is your responsibility to check your grade on Canvas multiple times each week and contact the instructor as soon as possible if you have any concerns. There is no curve and grades will be assigned on the following standard grading system:

| Total Percent | Letter Grade |
|---------------|--------------|
| 94-100 | A |
| 90-93.99 | A- |
| 87-89.99 | B+ |
| 84-86.99 | B |
| 80-83.99 | B- |
| 77-79.99 | C+ |
| 74-76.99 | C |
| 70-73.99 | C- |
| 67-69.99 | D+ |
| 64-66.99 | D |
| <=63.99 | F |

Attendance Policy:

Arriving late to class is distracting and disrupts our learning. Please enter quietly and courteously if you must arrive late. If I notice that you are routinely arriving late and interrupting the class you will receive deductions on your scores for the in class activities.

Missed Class and Makeup Work:

- Online assignments receive a -2 point deduction for every 24 hours late
- I drop the 2 lowest in class activities
- If you miss class
 - You are responsible for material covered in class and announcements
 - Contact a class member for additional instructions and/or assignments given in class
 - You may make an appointment with me or come to my office hours for any further clarification
- Makeups for excused absences
 - Before discussing any make-up work I must approve acceptable documentation of your emergency
 - Makeup exams and/or assignments are different from the originals
 - If you miss the group presentation you may schedule a time to meet with me and do your part of the presentation to earn back the points
 - I only offer make-ups for in class activities if you the activity you missed is worth extra points (such as the in class collage project). If your emergency situation impacts three or more class periods please meet with me to discuss options.
- I will not accept late work after our final exam day because I need all the available time to grade the final papers and projects

Books and Materials Required

Course textbook: The required textbook for this course is available for free on our course's Canvas page. It is titled "Psychology Through the Lifespan" by Beyer & Lazzara (2018).

Required book: "Being Mortal: Medicine and What Matters in the End" by Atul Gawande

Peer-reviewed research articles: In this course you will learn how to access the full text of research articles for free using Google Scholar and the BC library's databases.

Extra credit: The extra credit assignment in this class is an essay about a book that focuses on a specific stage of life. The list of possible books to choose from will be provided on Canvas. You are responsible for obtaining a copy of the book(s) you select.

CANVAS: You must have reliable internet access to be successful in this course. Please consider how you can access your nearest secondary source of internet if your primary internet fails. If you submit an assignment late because of internet problems you will receive the normal late points deduction of -2 points per 24 hours late.

Help with Canvas

Students can find help with Canvas by following the link here: [Student Canvas Help](#)

Classroom Learning Atmosphere

Instructor's Expectations

I will treat you with respect and I expect you to do the same for each other. On the first day of class we will discuss our expectations for each other in order to make this course a successful experience for all. If you miss the first day of class please contact me or stop by my office hours.

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.

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/) (<https://www.bellevuecollege.edu/inclusion/>)

Religious Holidays

Reasonable Accommodations for Reasons of Faith and Conscience: Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable

accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see Bellevue College [Policy 2950](#)). In the event you feel you are being discriminated against based on faith or conscious, you may refer to the procedures outlined in the college's Discrimination, Harassment and Retaliation Policy ([1440P](#)). Students MUST apply for accommodations through Office of the Associate Vice President of Student Affairs during the first two weeks of the quarter. Here is where they can find the [request form](#).

College Anti-Discrimination Statement

Bellevue College does not discriminate on the basis of race or ethnicity; creed; color; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; or veteran status in educational programs and activities which it operates. Bellevue College is prohibited from discriminating in such a manner by college policy and by state and federal law. All college personnel and persons, vendors, and organizations with whom the college does business are required to comply with applicable federal and state statutes and regulations designed to promote affirmative action and equal opportunity.

[Equal Opportunity](http://www.bellevuecollege.edu/equal/) (<http://www.bellevuecollege.edu/equal/>)

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/>).

If you have any concerns, you may report to: [Report Concerns](#) (<https://www.bellevuecollege.edu/reportconcerns/>).

Copyright

All materials used in this course and posted on our Canvas site are for educational purposes only. Do not share any assignments, presentations, or other materials with anyone who is not enrolled in our course. Do not copy and distribute any course content. For more details, please see the [College Copyright Policy](#)

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](#)

Plagiarism

I will be using software that checks how much overlap there is between your paper and other sources for written assignments submitted online in this class. It is almost impossible to have 0% overlap, so do not worry about your overlap score as long as you have written the assignment on your own without copying and pasting from any sources. Use direct quotes from any source very minimally if at all.

Plagiarism is a form of academic dishonesty that occurs when students use information or material from outside sources and do not properly cite those sources. This is grounds for disciplinary action. It is your responsibility to understand plagiarism and its consequences. Plagiarism occurs if:

1. You do not cite quotations and/or attribute borrowed ideas as references.
2. You fail to enclose borrowed language in quotation marks.
3. You do not write summaries and paraphrases in your own words and/or don't document your source.
4. You turn in work created by another person.

5. You submit or use your own prior work for a current or past course, or work from one current course in another course without express permission from your professors. This may also be considered academic dishonesty.

If it is determined that you have plagiarized or engaged in other forms of academic dishonesty, you will likely fail the assignment and possibly the course, despite points earned through other work. Acts of academic dishonesty are reviewed for disciplinary action. **I take the Bellevue College's Academic Honesty policy very seriously. You will not receive credit for work that is not your own.** I do not hesitate to report plagiarism to BC's Manager of Student Conduct and he/she will reach out to you if I submit the report.

Resources for Avoiding Plagiarism

Please read and keep a copy of this handout: [Avoiding Plagiarism.](#)

Bellevue College also recommends a 22-minute video that provides a good overview of how to avoid trouble when using sources: From the college home page select SERVICES, then LIBRARY MEDIA CENTER, then DATABASES, then FILMS ON DEMAND. At their site, search by title for PLAGIARISM 2.0: ETHICS IN THE DIGITAL AGE.

If you are new to writing please come talk to me during office hours and/or visit the Writing Center. Their website is <http://www.bellevuecollege.edu/asc/writing/> and they are located in **D204.**

Netiquette and Other Conduct Policies

Inappropriate/disruptive behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior online include, but are not limited to: Plagiarizing material from the internet and posting rude or personal attacks in discussions. When you are in doubt about any behavior, please consult your instructor. In addition, you may wish to review the general applicable rules of cyberspace, such as in the [Core Rules of Netiquette](#). The instructor reserves the right to remove posted messages, and downgrade assessments as a result of these types of behaviors. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services. http://www.bellevuecollege.edu/policies/2/2050_Student_Code.asp

My policy about netiquette is the same as my general classroom expectation: be respectful. In the words of a colleague, Garth Neufeld, "It is *very* easy to misinterpret written communication.

All [...] communications should be phrased in positive, non-confrontational and non-offensive language. Please keep all interaction cordial, business-like, and professional.”

Important Links

[See "Important Links" page online](#) for more information about BC E-mail, access to MyBC, the Disability Resource Center (DRC), Public Safety, the Academic Calendar, the Academic Success Center, and more.

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 B132. You can contact the DRC by stopping by B132, calling our desk at 425-564-2498, emailing 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.

Only Service Animals and Emotional Support Animals approved by the DRC are allowed in this classroom. All other animals will be asked to leave. If you believe you need your animal with you, please connect with the DRC and refrain from bringing your animal until a decision has been made.

Final Exam Schedule

We will have class on final exam day in accordance with Bellevue College's [Final Exam Schedule](#)

In case of an emergency during finals, you must notify me immediately to work out a plan to make up the final. You must provide documentation of a true emergency. If you have not completed the exam by the time I submit final grades you will receive an "I" (incomplete grade) until you are able to take the exam. Please be aware that this may interfere with financial aid. Please discuss any exceptional circumstances with me so that we can make the most fair and reasonable plan based on your situation.

Course Calendar

The schedule below is tentative. I may make some adjustments throughout the quarter if it will benefit our learning. If any changes are necessary I will announce them in class and post an announcement on Canvas.

| Week | Day | In Class Topic/Activities | Reading/Homework Due |
|--|----------------|---------------------------|--|
| Week 1: Introduction to Lifespan and Research Methods | Thurs., Jan 2 | Introductions | Syllabus, Log on to Canvas |
| | Mon., Jan 6 | Intro to Lifespan | Getting to Know You Assignment due on Canvas at 11:59 PM |
| | Tues., Jan 7 | Finding Academic Articles | |
| | Weds., Jan 8 | Research Methods | |
| | Thurs., Jan 9 | Research Methods | Article Search Assignment due at 11:59 PM |
| Week 2: Developmental Theories, Prenatal Development | Mon., Jan 13 | Developmental Theories | |
| | Tues., Jan 14 | Developmental Theories | |
| | Weds., Jan 15 | Prenatal Development | |
| | Thurs., Jan 16 | Pregnancy guest(s) | Article Summaries Due at 11:59 PM |
| Week 3: Birth | Mon., Jan 20 | No Class, College Closed | |

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| through Toddlerhood | Tues., Jan 21 | Birth and Infancy | |
| | Weds., Jan 22 | Infancy | |
| | Thurs., Jan 23 | Toddlerhood Infant and toddler guest(s) | Online Quiz Due at 11:59 PM |
| Week 4: Toddlerhood & Early Childhood | Mon., Jan 27 | Wrap up Toddlerhood | |
| | Tues., Jan 28 | Early childhood | |
| | Weds., Jan 29 | Early childhood | |
| | Thurs., Jan 30 | Early Childhood guest(s) | Online Quiz Due at 11:59 PM |
| Week 5: Middle Childhood | Mon., Feb 3 | Middle Childhood | |
| | Tues., Feb 4 | Middle Childhood | |
| | Weds., Feb 5 | Article Presentations | Article Presentation Slides due at 9:30 AM |
| | Thurs., Feb 6 | Article Presentations Middle Childhood guest(s) | Online Quiz Due at 11:59 PM |
| Week 6: Adolescence | Mon., Feb 10 | Middle Childhood wrap-up if necessary | |
| | Tues., Feb 11 | Adolescence | |
| | Weds., Feb 12 | Adolescence | |
| | Thurs., Feb 13 | Adolescent guest(s) | Online Quiz Due at 11:59 PM |
| Week 7: Emerging Adulthood | Mon., Feb 17 | No Class—BC Professional Development Day | |
| | Tues., Feb 18 | Emerging Adulthood | |
| | Weds., Feb 19 | Emerging Adulthood | |
| | Thurs., Feb 20 | Emerging Adulthood guest(s) | Research Paper Draft Due at 11: 59 PM |
| Week 8: Early Adulthood | Mon., Feb 24 | Introduction to final film project | |

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|---|----------------|--|--|
| | | Early Adulthood | |
| | Tues., Feb 25 | Early Adulthood | |
| | Weds., Feb 26 | Personality Collage project in class | |
| | Thurs., Feb 27 | Early Adulthood and/or Middle Adulthood guest(s) | Online Quiz Due at 11:59 PM |
| Week 9: Middle Adulthood & Late Adulthood | Mon., Mar 2 | Middle Adulthood | |
| | Tues., Mar 3 | Middle Adulthood | |
| | Weds., Mar 4 | Late adulthood | |
| | Thurs., Mar 5 | Middle Adulthood and/or Late Adulthood guest(s) | Online Quiz Due at 11:59 PM |
| Week 10: Death and Dying | Mon., Mar 9 | Death & Dying Check-in with film project groups | Read your assigned chapter of Being Mortal |
| | Tues., Mar 10 | Death & Dying | |
| | Weds., Mar 11 | Death & Dying | |
| | Thurs., Mar 12 | Work on Presentations | Research Paper due 11:59 PM |
| Week 11 | Mon., Mar 16 | Presentations | Presentation Slides due 9:30 AM |
| | Tues., Mar 17 | No Class—Student Success Day Visit your professors. | |
| | Weds., Mar 18 | Final class time: 9:30am-11:20am Presentations Class Funeral Extra credit book report due at 11:59 PM | |