

# Lifespan Psychology Syllabus

Winter Quarter 2020

**5431 D      M&W 5:30-7:40      Classroom A138**

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Office location:

Office Hours:      M and W by Appt.

## 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

By completing all assignments described in the class schedule and grading sections.

# Grading

## Assessment and Grading

In my grading philosophy, I encourage students to take responsibility for their own learning and to learn how to do thoughtful and realistic self-assessment. In my feedback, I will provide a percentage score as well as written feedback in which I will focus on the strengths and weaknesses of your work and help you in setting improvement goals for yourself. I would also like you to reflect on your own work and hold yourself accountable for meeting a standard of excellence. I always think of written work as “works in progress” and you are always encouraged to redo a piece of work if you would like to improve your grade. (I must receive your redo within one week of handing back the assignment.) Your final grade in Psychology 100 will be computed by dividing the points you have earned divided by the total points possible in the class. Your grade is thus based on the following:

1. **Class participation & class assignments (30% of final grade).** Attendance and participation is required in this class. I will collect your in-class work **every week** to assess participation, as well as doing spot checks during class as you work in groups. In addition, I will distribute a self-evaluation form for you to use to evaluate your own participation at the end of the quarter.
2. **In-Class quizzes and Video reflections (20 % of final grade)** – We will have quizzes for each chapter on terms and concepts from the reading. Chapter 1 is a freebie then 2-15 counts towards your 20%... Due dates are on the chapter schedule!! And are always first thing on Monday class meetings!!
3. **Exams (30% of final grade).** We will have at least 2 exams that will be completed individually. Due dates are on the schedule, but are subject to change with at least one class days’ notice. Documentation of illness or family emergency will be required in order to turn in a late exam.
4. **Presentations (20% of final grade)** – You will give 2 group presentations (assignments will be provided in class.) See due dates on the schedule below. Documentation of illness or family emergency will be required in order to make up a missed a presentation.
5. **EC is reflection on “ A dark matter of love”** and others as class material develops..

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

## Books and Materials Required

**Required Textbook:** Berger (2012). *Invitation to the Lifespan 2nd Edition*. New York, NY: Worth Publishers.

## Help with Canvas

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

# Classroom Learning Atmosphere

## Instructor's Expectations

### Class Environment

Our intention will be to create a space for learning that affirms and develops creative, critical and courageous inquiry in a search to cultivate new questions as we participate in a process of creating knowledge together. We will intentionally cultivate within ourselves the ability to think critically and act courageously.

**This course will be a discussion based and student oriented inquiry.** We will strive to create an atmosphere where all of us feel free and motivated to share our experiences, insights and questions. Thus we need to be **willing to listen** and engage in ways that are respectful and open to our different perspectives as well as those we hold in common. At the center of all dialogue will be a respect for the dignity and integrity of all our classroom community. This does not mean we cannot challenge each other or agree to disagree. It means we will agree to do so in an environment that **affirms the dignity of all**.

We will practice, to the greatest extent possible, **collective decision making and responsibility** for the creation of our learning context and course direction. Student feedback and suggestions on all aspects of this course are encouraged and will be respectfully considered. We will develop other guidelines for the course as we move through it together.

**All students should clearly understand that the classroom is a safe environment for all.** Respect for each student's integrity, diversity of thought, and learning style **is an important part of the learning environment. This is the expected right of all students. The instructor will strictly monitor protocols of civility and respect for the dignity of each person.**

In addition, it is the right of each student to be able to participate without undue interruption or distraction. To this end, it is important for all students to be punctual. Along the same lines, do not hold side conversations when another student or an instructor is speaking. Such side conversations are disrespectful and distracting to everyone. Please turn off your cell phones.

Because this course will rely heavily on class participation, **attendance** at all class sessions is required in order to successfully complete our full agenda. If you are ill, please contact your instructor as soon as possible, or have someone do it for you. If you miss a due date for an assignment, a doctor's written excuse is required, or your grade will be severely penalized for **late work** (10% per calendar day).

**Students with documented physical or learning disabilities that require accommodations will be supported so that adjustments may be made to provide equal access to the learning environment.**

## 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/) (<http://www.bellevuecollege.edu/titleix/>).

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

## Division Statements

[Information about Bellevue College's copyright guidelines can be found at: [College Copyright Policy](#)

This link provides a good, short summary of how to avoid plagiarism: [Avoiding Plagiarism](#)

This 22-minute video also 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.]

## 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

[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](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).

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

[Final Exam Schedule](#)

## Course Calendar

Date	Perspective	Reading	Important concepts	Homework/ In class work Due
Week 1, Jan 6-8	Science of development and Genes	Ch. 1 Ch. 2		Q1 on CH1 Weds
Week 2, Jan 13-15	Genes	Ch. 2		Q2 on CH2 Monday
Week 3, Jan 20-22 20= No class	First 2 years – And begin early childhood	Ch. 3 Ch. 4		Q3 on CH4 Monday <b><u>P1 Due Monday and Wednesday</u></b>

Week 4, Jan 27-29	Complete early childhood	Ch. 5 Ch. 6		Q4 on CH 6 Monday <b><u>P 1 Due Monday and Weds</u></b>
Week 5, Feb 3-5	Middle childhood	Ch. 7 Ch. 8		Q5 on CH8 Mon <b><u>Midterm</u></b> posted weds, 1pg typed answer sheet due Monday
Week 6, Feb 10-12	Adolescence Complete adolescence,	Ch. 9 Ch. 10		MIDTERM DUE Mon!  Q6 on CH10 Weds
Week 7, Feb17-19 No Class 17th	Emerging Adulthood	Ch. 11		Q7 on Ch11 Mon
Week 8, Feb 24-26	Adulthood	Ch. 12 Ch. 13		<b><u>P2 Due Mon and Weds</u></b> Q8 on CH13 Mon
Week 9, Mar 2-4	late adulthood Conclude late adulthood	Ch. 14 Ch. 15		<b><u>P 2 Due Mon and Weds</u></b> Q9 on CH15 Mon
Week 10, Mar 9-11	And discuss Death and dying..	Ch. 15 Ch. 16		Q10 on Epilogue Mon
Week 11, Mar 16	Death and dying	Ch. 16		
Final Exam Mar 18	Same as regular class time!!			

**This syllabus is a plan, not a contract written in stone. It is subject to change if necessary to support our collaborative learning process. You will all be notified IN CLASS of any changes.**

**(Presentation 1) Professional Article Review** Outline and PowerPoint.

**(Presentation 2) = same exact format with at least 3 articles.** Outline and PowerPoint

(Compare, contrast and summarize the information from all 3 article together)

Format: 1 inch margins, size 12 font (TNR or Ariel), Double space all, Perfected references!!

### **Directions for Professional Article Summary and Evaluation**

You must find a professional journal article on a topic of your choosing related to any class material. Outline must be written in APA format. Your review should have four parts:

#### **First: Article Reference**

Your article must be from a **professional, peer reviewed, scientific (research based) journal**. (If you're not absolutely certain the article you want to review is from a pro journal/source, check with me)

You must provide a complete APA style reference for your article. This must include the full title of the article, the authors, and the journal, book or source for your article.

#### **Second: The Summary (1 paragraph)**

The summary should be a complete but condensed version of the article. It should mention each of the main points stated in the article, for instance, if there is a paragraph in the article that discusses the effectiveness of a specific medication for depression, there should be at least one sentence that summarizes that point.

The summary should be dry and factual. There should be none of your passion or voice in the summary and you should be careful not to present the passion or voice of the article author as if it were your own. This is not a report of on what you think is most relevant in the article, it is a factual summary of what the article is. There will be space for your opinion in the response section.

#### **Third: Critical Evaluation (1 paragraph)**

This section should be a paragraph or so that evaluates the information offered in the article. The article is almost always making a claim of some sort. The author is almost always trying to convince you of something. Your job is to figure these things out and evaluate whether or not the article is convincing. Be skeptical but also be fair.

This section should include but is not limited to questions like:

- What claims are being made?
- What evidence has been provided to support the claims (research study, expert opinion...)?
- Is the evidence credible (are the tests relevant, can they be repeated, examine validity and reliability).
- Did the author provide good examples and define terms well enough to make the point clear?
- What contemporary theoretical perspective in psychology best explains the claims being made?

#### **Fourth: Response (1.5 Paragraph)**

This is the place for you to offer your personal opinion. Do you agree or disagree with the claim (why or why not), Can you apply what the article said to something in your own life or experience.....I want to know what you think/ feel ....about what you have learned.