

Instructor: Maggie Seibel
E-Mail: Use Canvas messaging for all correspondence
Phone: 425-564-2072 (Direct to Voice Mail)
Online 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:
[Social Science Web Site](#)

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 the course content or online climate, please contact me immediately.

PREREQUISITES:

Psychology 100 General Psychology

COURSE OUTCOMES:

Upon completion of the course, 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 Erickson.

- 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. [Campus Computer Labs](#)

Most of your questions about the course can be answered by referring to the Getting Started module. You can always feel free to message me through Canvas with your questions or concerns. Read the weekly chapters before completing the assignments. Challenge your 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 will be more fun!

COURSE REQUIREMENTS & GRADES:

The final grade is based on a total of 1040 points. These points are calculated as follows:		
Exams	4 x 100 points each	400 Points
Weekly Quizzes	4 x 10 points each	40 Points
	6 x 20 points each	120 Points
Discussions	10 Individual Posts x 10 points	100 Points
	10 Responses x 10 points	100 Points
Case Studies	9 x 20 points	180 Points
Written Assignment	Interview an Older Adult	100 Points
Total		1040 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:

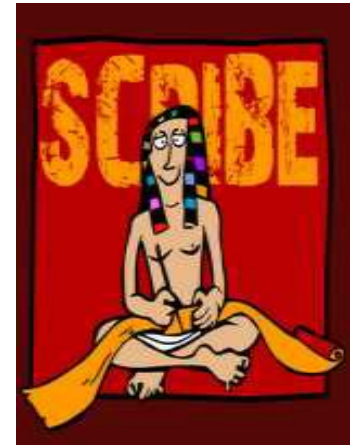
There will be four (4) exams, each worth 100 points. Each exam will cover information that is contained in the study guide. The exam format may contain multiple choice, fill-in-the-blank, or short answer questions. No exams will be available outside of the regular open exam window without written documentation. It is expected that if you go out of town, 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.*

WEEKLY QUIZZES:

These 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.

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, and include 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 on the tabs in each discussion.

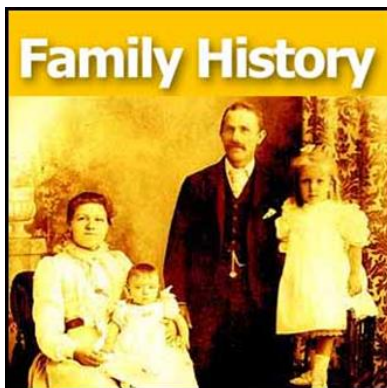


CASE STUDIES:

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 assignment.

POWERPOINT SLIDES:

Each weekly module contains PowerPoint slides that you can download. The slides come from the textbook publisher and are not narrated, so you can proceed at your own pace.



THE INTERVIEW:

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.

IMPORTANT LINKS:

Click [here](#) for Important Links regarding E-mail and MyBC, Public Safety, the Academic Calendar, the Academic Success Center, and more.

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. [Visit Canvas Resources](#)

DUE DATES AND DEADLINES:

All assignments for the course will be open from the first day of the quarter, but have weekly 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.

Note: You will be allowed to submit one late assignment for credit without any documentation this quarter. This can be any graded course content, so you may wish to choose something worth a lot of points, or you can save it for later in the quarter, just in case you need it.

INCOMPLETE:

If a student fails to complete all the required work for a course, they may request a grade of Incomplete ("I"). To qualify, the student must have completed 85% of the required coursework by the end of the quarter, and earned at least a "C" on all completed work. Approval is at the discretion of the instructor.

MORE CANVAS RESOURCES

From basic concepts to advanced tips and tricks for learning Canvas.

SINCE ITS LAUNCH,

300+ STUDENTS
Today more than 300 colleges and universities use Canvas as their learning management system.

WORKSHOPS
Listen to audio files or watch videos anytime. Join a workshop at the start of each new quarter.

THEY'RE FREE!
All Canvas tutorials and workshops are FREE to Bellevue College students.

RESOURCES \$12M
Click the Resources button for links to additional Canvas resources.

BE A CANVAS MASTER STUDENT!
Sign up and join us! Visit Canvas Resources email us at servicedesk@bellevuecollege.edu

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. Check Enrollment Calendar Deadlines, Refunds and Withdrawals, for additional details. As with most enrollment deadlines, it is the student's responsibility to be aware of these dates and act accordingly.



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. Emails sent to me over the weekend will be answered on Monday. Note that this response time is only applicable to email questions, not to graded assignments.

I will hold online office hours through our Canvas website. Instructions for participating in online office hours are available in the Getting Started module. All email communication must be done through Canvas during the quarter. Please do not email me at my regular BC email account where it could get lost among the excessive amount of other emails I receive there. To protect your privacy, no communication regarding course work or grades will be sent to your personal, non-Bellevue College, email accounts.

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 you have any questions or concerns about this, feel free to speak with me or email me about it immediately. **Everyone is welcome in this class!**

ADVISING:

The Psychology Department has our own in-house advisor, Deanne Eschbach, located in D110C. Call 425-564-2216 for a personal appointment.

BELLEVUE COLLEGE 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](#)

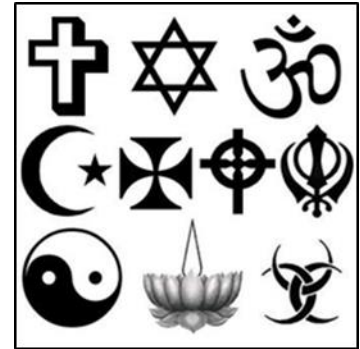
BELLEVUE COLLEGE ANTI-DISCRIMINATION STATEMENT (TITLE IX):

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.

RELIGIOUS HOLIDAY OBSERVATION:

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.



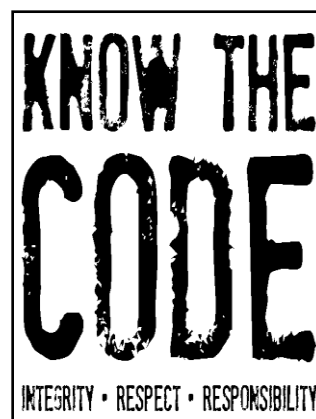
Students who are absent on days of examinations or class assignments will be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

CONFIDENTIALITY AND MANDATORY REPORTING:

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 class discussions, in your written work, and in any possible 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. relationship 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](#). 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, fabrication, and inappropriate/disruptive behavior are violations of the Student Conduct Code of Bellevue College. Examples of disruptive behavior applicable to an online course include, but are not limited to, cyberstalking, cyberbullying, or online harassment. Use of electronic communications including, but not limited to, electronic mail, text messaging, social media sites, or applications, to harass, abuse, bully, or engage in other conduct that harms, threatens, or is reasonably perceived as threatening the health or safety of another person. Prohibited activities include, but are not limited to, unauthorized monitoring of another's electronic communications or computer activities directly or through spyware, sending threatening emails or texts, disrupting electronic communications with spam or by sending a computer virus, or sending false emails or texts to third parties using another's identity (spoofing). Further details can be found in the Student Conduct Code at: [Student Code](#)



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 their front desk phone number (425) 564-2498, emailing drc@bellevuecollege.edu. Deaf students can reach them by calling TTY: (425) 564-4110, or by Skype (account name **DRCatBC**). For more information about the services they offer, including their Initial Access Application, visit our website at [Disability Resource Center](#)

Course Schedule:

Week	Chapters	Discussions	Case Studies	Quizzes & Exams
Week 1	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
Week 4	Chptr 5: Early Childhood: Body and Mind Chptr 6: Early Childhood: Psychosocial Development	Disc 4, Pt 1 & 2	CS #3	Quiz 4 Exam 1
Week 5	Chptr 7: Middle Childhood: Body and Mind Chptr 8: Middle Childhood: Psychosocial Development	Disc 5, Pt 1 & 2	CS #4	Quiz 5
Week 6	Chptr 9: Adolescence: Body and Mind Chptr 10: Adolescence: Psychosocial Development	Disc 6, Pt 1 & 2	CS #5	Quiz 6 Exam 2
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	Disc 8, Pt 1 & 2	CS #7	Quiz 8 Interview Due
Week 9	Chptr 14: Late Adulthood: Body and Mind Chptr 15: Late Adulthood: Psychosocial Development	Disc 9, Pt 1 & 2	CS #8	Quiz 9 Exam 3
Week 10	Epilogue	Disc 10, Pt 1 & 2	CS #9	Quiz 10
Finals				Exam 4