

Bellevue College Syllabus

Psychology 200: Lifespan Psychology **Section 5430 HYC**
M, W 3:30-5:20 PM, Room A 138, Spring Qtr., 2019, 5 credits, Prereq: Psy 100

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Catalog Description and Learning Objectives

PSYC& 200 Lifespan Psychology • 5 CR

(Previously PSYCH 204)

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.

Learning Objectives

After completing this course, students should be able to:

- Compare and contrast stage theory and transition theory, discussing continuity, stability, and chronology issues.
- Identify the three major research methods: descriptive, correlational and experimental designs and relate them to the unique challenges of developmental research.
- Describe the interactions of genetics and environmental influences at each stage of the lifespan.
- Compare and contrast the cognitive theory of Jean Piaget with the information processing theories of cognitive development.
- Compare and contrast the psychosocial theory of Erik Erikson with the psychosexual theory of Freud.
- Articulate the prenatal health issues and birthing options as influences on prenatal development.
- Apply knowledge of cross cultural research to developmental differences across the life span
- Articulate common issues and perspectives, for each life stage in order to communicate effectively across the lifespan.

Assigned Reading ***Must be read Prior to class meeting***

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

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 meeting!!
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 day’s 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 turn in a late paper or make up a missed a presentation.
5. **EC is reflection on “ A dark matter of love”**

Expectations, Agreements, and Information

- ❖ **Academic Honesty:** The College regards acts of academic dishonesty, including such activities as plagiarism, cheating and/or/violations of integrity in information technology, as very serious offenses. In the event that cheating, plagiarism or other forms of academic dishonesty are discovered, each incident will be handled as deemed appropriate. Care will be taken that students’ rights are not violated and that disciplinary procedures are instituted only in cases where documentation or other evidence of the offense(s) exists. A description of all such incidents shall be forwarded to the Vice President for Student Services, where a file of such occurrences will be maintained. The vice president may institute action against a student according to the college’s disciplinary policies and procedures as described in the *Student Handbook*. For specific policies, students should see the class syllabus.
- ❖ **Disability Support Services:** provides services to help students with disabilities successfully adapt to college life. Students who meet specific criteria may also qualify for academic accommodations.
- ❖ **Emergency Procedures:** Emergency procedures are posted in each classroom.
- ❖ **Family Education Rights and Privacy Act (FERPA):** Bellevue Community College complies with the Family Education Rights and Privacy Act (FERPA) of 1974 concerning the information that becomes a part of a student’s permanent educational record and governing the condition of its disclosure. Under FERPA, students are protected against improper disclosure of their records.
- ❖ **Inclement Weather:** In the event of inclement weather affecting morning classes, there will be notification on the local media by 5:30 a.m. You may also go online to www.schoolreport.org and click on Bellevue Community College to get the latest report. Should the weather deteriorate during the day, you may check online, listen to the main campus message, check email or the media to hear news about closures or class schedule changes.

❖ **Learning Assistance Options:** To support student success, BCC offers a variety of support services.

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.

Pass/Fail Grades will not be given in this course. If you need to take an incomplete grade in the course, you must complete an Incomplete Contract with your instructor.

Schedule (For each week listed, please read the assigned pages in that row **prior** to the first class meeting of that week. Critical Terminology and Concepts – note words or ideas that you find difficult and/or you'd like to discuss in class)

Date	Perspective	Reading	Important concepts	Homework/ In class work Due
Week 1, Apr 3	Science of development and Genes	Ch 1 Ch 2		Q1 on CH1 Weds
Week 2,	Genes The First 2 years	Ch 2 Ch 3		Q2 on CH2 Monday

Week 3,	First 2 years – And begin early childhood	Ch. 3 Ch. 4		Q3 on CH4 Monday <u>P1 Due Monday and Wednesday</u>
Week 4,	Complete early childhood	Ch 5 Ch. 6		Q4 on CH 6 Monday <u>P 1 Due Monday and Weds</u>
Week 5,	Middle childhood	Ch 7 Ch. 8		<u>Q5 on CH8 Mon</u>
Week 6,	Review and Midterm			<u>Midterm</u> posted weds, 1pg typed answer sheet due Monday
Week 7,	Adolescence	Ch. 9		Q6 on CH10 Monday
Week 8,	Complete adolescence, Emerging Adulthood	Ch. 10 Ch. 11		Q7 on Ch11 Mon <u>P2 Due Mon and Weds</u>
Week 9,	Adulthood	Ch. 12		Q8 on CH13 Mon <u>P 2 Due Mon and Weds</u>
Week 10,	late adulthood	Ch. 13		Q9 on CH15 Mon
Week 11,	Conclude late adulthood and discuss Death and dying..	Ch. 14 Ch 15		Q10 on Epilogue Mon
Final Exam	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.

Professional Article Review Presentation outline (Presentation 1)

(Presentation 2) = same exact format with at least 3 articles

(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)

Also about a page, 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/ feelabout what you have learned.