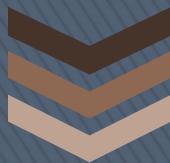




# Psychology 200

## Lifespan Psychology



Tacoma Community College  
PSYC& 200 – Spring 2021

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# Catalogue Course Description

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An examination of the physical, social, emotional, and intellectual development of the human from conception to death. (Multicultural content)

## Introduction

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PSYC& 200 Examines human development across the span of time from conception to death. Multicontextual and multicultural aspects of development are apparent throughout the life span and we will study the interplay of nature and nurture on that development. Upon successful completion of the course, students will demonstrate an understanding of critical thinking, psychological development through each life stage, influences of nature and nurture throughout the life stages, and an understanding of mental processes through each stage. This course is taught fully online through the Canvas Learning Management System. Please read through this syllabus before beginning your exploration of the Canvas classroom.

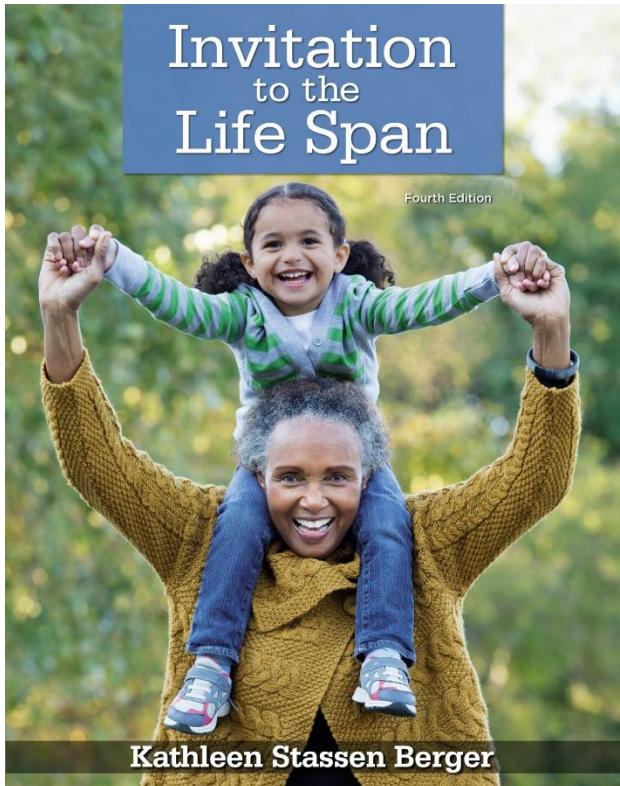
# Textbook

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## REQUIRED –

*Invitation to the Life Span, 4<sup>th</sup> edition*, by Kathleen Stassen Berger (2019). New York: Worth Publishers. This may be hardbound, loose-leaf, or the electronic version. No other edition or author of this text is acceptable. Please ensure you have the 4<sup>th</sup> edition. You will need the access code for LaunchPad which comes with the text if you purchase it at the TCC bookstore. If you purchase a text that does not include the code, you will need to purchase that separately and you may do so through the LaunchPad website. If you purchase an access code through LaunchPad, an eTextbook will be included so you needn't purchase the hardbound text if you're okay without a hardcopy. If you purchase the access code separately, you're only renting the code and text for six months. If you choose to purchase the text and access code through a source other than the TCC bookstore or directly from the LaunchPad site, be sure you are getting full access to LaunchPad and the eText before you make your purchase.

You may download the ebook for offline reading by following these instructions: First, log into your LaunchPad course. At the top right you will find the "Help" dropdown and the fourth option is "Download Offline EBook." The eBook will open up in a new window. Second, there is a Settings button in the bottom left hand corner. If you click there and scroll to the bottom of the settings navigation pane that opens on the left, you will see an option to download the "Desktop App." You can then read the eBook from the offline app.



PLEASE NOTE: It is **IMPERATIVE** that you register for your LaunchPad account using your TCC student email address. If you use any other email address, your LaunchPad grades will not synch with your Canvas grade book. Please ensure you are using the correct email address to register for LaunchPad. If you are unsure of the address, click on the "account" tab at the top left of your Canvas screen and then select "settings." You will see your TCC

email address there. You must only use a PC or Mac to complete your homework in LaunchPad. Notepads and iPads will not allow the grades to synch properly. Do not work ahead in LaunchPad past the current week (what you can access through Canvas). You will need to access LaunchPad assignments by clicking on the assignment links in Canvas to link up your Canvas and LaunchPad accounts so your grades will transfer to the Canvas grade book.

# Learning Objectives

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Degree Learning Outcomes are located at:

[www.tacomacc.edu/abouttcc/missionvisionandstrategicplan/](http://www.tacomacc.edu/abouttcc/missionvisionandstrategicplan/)

Program Learning Outcomes are located at:

[www.tacomacc.edu/catalog/11-12catalog/program-learning-outcomes-plo.htm](http://www.tacomacc.edu/catalog/11-12catalog/program-learning-outcomes-plo.htm)

Course Learning Outcomes for Lifespan psychology:

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate understanding of the developmental changes in behavior and mental processes across the lifespan and across cultures. M, PLO: 1 2 5
2. Explain the interaction between genetic and environmental (including cultural) influences on human development. M, PLO: 2 5
3. Identify the physical, cognitive, social and cultural influences of human development and how they are interrelated. M, PLO: 2
4. Discuss different developmental events from the perspective of the major theories of development - cognitive, learning, humanistic and psychoanalytic. PLO: 1 2 5
5. Understand how research contributes to the understanding of human development and how research findings can enable students to be more objective about human development. PLO: 5 6
6. Explain contextual variables such as culture, race, class, gender, and ability, and discuss how they influence developmental pathways. M, PLO: 3 4 6
7. Explore specific developmental events and milestones (such as birth, learning, schooling, partner search, rites of passage, parenting, retirement and death) from a cross-cultural perspective. M, PLO: 1 2 5
8. Identify their own cultural socialization processes and how they contribute to their own development. M, PLO: 3 4 5
9. Analyze and interpret complex and interrelated systems of development. M, PLO: 1 5

# Course Requirements

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- Reading the chapters of the textbook as assigned.
- Completing quizzes, and the final exam.
- Completing various assignments offered throughout the term.

## Basic Information

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- Exams are based on the text and discussions we have throughout the course. You are responsible for the basic concepts and applying them. Both exams and quizzes are multiple-choice. Make up assessments are not available. If you miss an exam or quiz, you lose the points for that assessment.
- You can view the exam and quiz dates on the calendar in the Canvas classroom.
- Extra credit is not offered and missed assignments or assessments will not be given as make up work.
- Be aware of the dates by which you may withdraw from the class if necessary. These dates are posted in the academic calendar found on the school's website at [www.tacomacc.edu](http://www.tacomacc.edu). You will not be withdrawn simply because you stop doing your work and/or coming to class; in that case, you will receive a grade of "E." Please note that dropping classes may have an impact if your financial aid is contingent on being a full-time student. The financial aid advisors in the counseling office can assist you with questions regarding your financial aid benefits. If you are participating in the financial aid program and wish to drop the class even on the first day, please contact me immediately to discuss the possible consequences on your financial aid

status of withdrawing before participating in class. Simply showing up for the first day of class does not constitute “participating” in class.

- Due dates: Late work is not accepted, and strict deadlines are in place.
- If you have any questions or concerns about the class, please contact me in person or by messaging me through the Canvas classroom. You may also send me an email at [cbrewer@tacomacc.edu](mailto:cbrewer@tacomacc.edu). If we are unable to resolve your concerns, you may contact Dr. Craig Cowden, Chair for Social Sciences. Dr. Cowden can be reached by phone at 253-460-4327 and by email at [ccowden@tacomacc.edu](mailto:ccowden@tacomacc.edu).
- This syllabus and the schedule are subject to change in the event of extenuating circumstances.

## Lesson Plan

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The lesson plan is clearly mapped out in the Canvas classroom and is available by clicking on the “Modules” link from within the class homepage. Clicking on the “calendar” link will give you an overview of the class topics for the term. All instruction will adhere to the guidelines of Universal Design for Learning.

Instruction will be delivered via:

- Multimedia presentation
- Collaborative learning
- Discussions forums
- Continuous feedback
- Homework in the Canvas classroom

# Evaluation Criteria & Grading Standards

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Your grade will be determined by the scale below and will be visible in the Canvas classroom by clicking the grade tab. You can see individual assignment grades as well as your overall class grade at any given time.

A	100 – 94%	4.0 – 3.9
A-	<94 – 90%	3.8 – 3.5
B+	<90 – 87%	3.4 – 3.2
B	<87 – 84%	3.1 – 2.9
B-	<84 – 80%	2.8 – 2.5
C+	<80 – 77%	2.4 – 2.2
C	<77 – 74%	2.1 – 1.9
C-	<74 – 70%	1.8 – 1.5
D+	<70 – 67%	1.4 – 1.2
D	<67 – 65%	1.1 – 1.0
F	<65 – 0%	

There are three weighted grading categories that make up your overall grade as follows: Final exam 25%, quizzes 25%, Homework/Discussion Reading Assignments 50%. Your two lowest homework scores will be dropped and not count toward your final grade, and your single lowest quiz score will also be dropped. This does not include the final exam. LaunchPad activities are graded as follows: Full credit for initial correct responses. If your initial response is incorrect you may make a second attempt and, provided your second response is correct, you will receive partial credit for the response. Feedback is provided automatically and immediately for assignments completed in LaunchPad. I will

monitor your activity in LaunchPad and provide weekly feedback on completed assignments.

Quizzes are scored immediately upon completion and you will be able to see the correct answers once you complete the assessment. I will grade and provide feedback within 48-hours of all other assignments and assessments completed outside of LaunchPad.

## Accommodations

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Your access in the learning environment is important to me. If you have already established disability accommodations with the Access Services office, please share your approved accommodations with me at your earliest convenience so we can discuss your needs in this course. You can request that Access Services email your Letter of Accommodation to me, or you can provide me with printed copies.

If you have a disability or health condition that may benefit from accommodations to ensure access and support success in this course—and have *not yet* established services, please contact Access Services at (253) 460-4437 or [access@tacomacc.edu](mailto:access@tacomacc.edu).

Access Services offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Services are established through an interactive process that begins with an intake appointment. Access Services is located in Building 7.

Reasonable Accommodations for Religion/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 quarter and should follow the procedures listed in the [Leave for Faith & Conscience policy webpage](#).

# Academic Dishonesty

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TCC Students are expected to be honest and forthright in their academic endeavors. Academic dishonesty is inconsistent with the values and mission of Tacoma Community College. Cheating, plagiarism, and other forms of academic dishonesty are violations of the Code of Student Conduct. Sanctions for acts of academic dishonesty committed in this course are as follows: As stated in the TCC Catalog, ‘Students are expected to be honest and forthright in their academic endeavors. Cheating, plagiarism, fabrication or other forms of academic dishonesty corrupt the learning process and threaten the educational environment for all students. (pg. 33) In this course, sanctions for academic dishonesty will be as follows: Academic dishonesty will result in a failing grade for the assignment and/or the quarter. Direct copying is prohibited unless accompanied by a citation in APA format. Incorrect citation and referencing will result in a loss of points. You each have a voice and while borrowing from others is appropriate at times with proper credit given, I want to hear your voice and what you have to say about psychology. **Plagiarism in any form absolutely will not be tolerated.**

## Final Grade Grievance

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Students who believe they have received a final course grade that has been awarded improperly or in an arbitrary or capricious manner may grieve or appeal the grade. Details of the process are located on the TCC Portal at :

[https://my.tacomacc.edu/uPortal/p/StudentForms.ctf9/max/render.uP?pCm=vie w&pP\\_NSHistoryParam=21426%2C21435%2C21435%2C26224&pP\\_struts.p ortlet.action=%2Fview%2Findex&pP\\_ticket=ST-215398-bcm1AKn0zYfxmqTwgrVm-portalsvr2.tccnet.edu](https://my.tacomacc.edu/uPortal/p/StudentForms.ctf9/max/render.uP?pCm=vie w&pP_NSHistoryParam=21426%2C21435%2C21435%2C26224&pP_struts.p ortlet.action=%2Fview%2Findex&pP_ticket=ST-215398-bcm1AKn0zYfxmqTwgrVm-portalsvr2.tccnet.edu)

## Office Hours

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I am available daily by email at [cbrewer@tacomacc.edu](mailto:cbrewer@tacomacc.edu). I check this often though I will never be more than twenty-four hours in responding to your email during the normal school term. As this class is fully online, we will have a virtual classroom in the Canvas Learning Management System where all interaction will take place on an asynchronous basis. This means that you will sign on and do your work whenever it is convenient for you. We will not be meeting simultaneously at any time. I will not be holding on-campus office hours for spring term. Messaging me through the Canvas system (inbox) will result in the quickest response.

# Diversity and Inclusion Statement

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In an ideal world, science would be objective. However, much of science is subjective and is historically built on a small subset of privileged voices. In this class, we will make an effort to read papers from a diverse group of scientists, but limits still exist on this diversity. I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of science. I would like to discuss issues of diversity in psychology as part of the course from time to time.

I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

If you have a name and/or set of pronouns that differ from those that appear in your official Pierce college records, please let me know!

If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it.

As a participant in course discussions, you should also strive to honor the diversity of your classmates.

# Safe Zone

I am a member of Safe Zone here at Tacoma Community College. My office and classrooms are Safe Zones for LGBTQ students to speak openly about any issues that specifically affect them. You need not be a LGBTQ student to discuss issues concerning this population with me. You are Safe!

**SAFE ZONE**

A place where  
LGBTQ\* students can:

- have conversations
- receive support & understanding
- find resources

[www.tacomacc.edu/safezone](http://www.tacomacc.edu/safezone)

**TACOMA COMMUNITY COLLEGE**

\*Lesbian, Gay, Bisexual, Transgender, Queer and Questioning

## What is Safe Zone?

Safe Zones are offices, student lounges and other areas on campus where LGBTQ students and allies can openly discuss issues that specifically affect them. Participants can be instructors, administrators, staff and other students regardless of sexual orientation.

## Why Safe Zone?

For some students, the transition to college can be an extremely difficult time. For LGBTQ students, this transition can be even more difficult due to the increased stress and isolation that is commonly associated with identifying as part of an oppressed group. Creating a safe climate for all students is the responsibility of any academic institution, and supports TCC's mission to promote diversity.

## Where do I find allies and advocates at TCC?

All staff and faculty displaying a Safe Zone sticker have completed Safe Zone training here at TCC, and have committed themselves to being allies and advocates. To find a directory of these staff and faculty members, visit [www.tacomacc.edu/safezone](http://www.tacomacc.edu/safezone).

## Campus and Community Resources

- **Pride and Allies Club (PAC)** is a TCC student organization that brings LGBTQ students together with their supporters on TCC's campus and in the larger community. For current information, visit Student Life, Bldg. 11 or call 253.566.5118.
- **TCC Counseling Center** Bldg. 7 P: 253.566.5122
- **Committee on Access, Respect and Equality for Sexual Identity (CARES)** is a TCC staff and faculty committee.
- **Oasis Youth Center** in Tacoma is open to LGBTQ youth ages 14-24. [www.oasisyouthcenter.org](http://www.oasisyouthcenter.org)
- **Rainbow Center** in Tacoma provides a centralized source of information for and about the gay, lesbian, bisexual and transgender communities. [www.rainbowcctr.org](http://www.rainbowcctr.org)



[www.tacomacc.edu/safezone](http://www.tacomacc.edu/safezone)