REQUIRED BOOKS:


Reading Packet available at Perfect Copy and Print, 132 Broadway E.

COURSE DESCRIPTION:

This course examines human development from birth to old age. We'll focus on biological, cognitive, and psychosocial changes as they occur throughout the lifespan and across cultures. We'll examine development from the perspective of major theorists in the field, and test out the application of theories through our own life experiences and by serving in the community.

COURSE METHODS

To understand human development, we'll read all of the Lives Across Cultures textbook as well as short stories, poems, and essays from Coming of Age in America and the reading packet. You'll also be spending about two hours per week for about seven weeks in the community engaging in "service learning" (SL) to enhance your classroom learning. Your written assignments will involve summarizing and reflecting on assigned readings and making connections to
lectures, class activities, videos, and your service learning. There will be many small and large group discussions focused on specific topics.

**COURSE OBJECTIVES**

1. Understand the essentials of major biosocial, cognitive, and psychosocial theories of developmental psychology from a cross-cultural perspective.
2. Understand the complexity of individual and social factors on development.
3. Work in a community setting for approximately 14 hours.
4. Increase ability to communicate effectively in diverse settings.
5. Increase understanding of and respect for cultures and lifestyles differing from one's own.

**COURSE ACTIVITIES AND GRADING**

1. SERVICE LEARNING (S-L) (50 points). You'll be asked to spend a **minimum of 2 hours per** week in a community setting of your choice for a minimum of seven weeks. By the beginning of week three, you will have arranged for your placement and will submit a service learning contract. You will be given a thorough orientation during the first week by staff from SCCC's COMMUNITY SERVICE-LEARNING PROGRAM, Room BE1140, 5875422. See p. 5-6 of this syllabus for more information about service learning.

2. SERVICE LEARNING LOG AND TERM PAPER (50 points). You will be asked to keep a log describing your S-L experience and to share it in class on assigned dates. You must attach your log to your S-L term paper, a 3-5 page paper discussing your service learning experiences due at the end of the quarter. The paper topic can be drawn from your service learning log and includes your perception about your learning, the applicability of the service learning to your course work, and an evaluation of your own experience, effort, and growth. Papers should reflect college-level writing (i.e. typed, doublespaced, well thought out, with no spelling or typographical errors. See p. 5-6
of this syllabus for more information about the service learning log. Further information on the final paper requirements will be handed out during the quarter.

(Note: Instead of S-L, you may write a 20 page research paper on a topic related to developmental psychology, keyboarded, double-spaced, with at least 20 references using American Psychological Association documentation style. You must have completed the equivalent of English 102 or be currently enrolled. The paper must reflect college-level writing (i.e., be free of spelling, typographical, and grammatical errors). See me by April 12 if you plan to do this.)

3. **Lives Across Cultures** "CROSS-CULTURAL" ESSAYS (100 points). Starting Monday of week 2, you will be asked to bring (a) discussion paper(s) to class based on assigned chapter(s) from *Lives Across Cultures*. Each discussion paper should include the following three parts for full credit:

   1. brief summary of key points in the chapter using your own words as much as possible (about 1 page);
   2. your reflections about what you've read. Do you agree or disagree with the authors' points? Why or why not? How does what you've read connect to other class readings, events, service learning, and to your own life? (about 1 page); and
   3. at least one question to pose for discussion.

These papers must be typed, double-spaced, and reflect college-level writing (i.e., free from grammatical, spelling and typographical errors). Since these papers are meant to prepare you for class, they will be accepted late only under extremely unusual circumstances (2 pt. Penalty/class day for late papers).

4. **REACTION PAPERS (100 points).** Four times throughout the quarter you will be asked to read a selection of short stories, essays, interviews, and/or poetry from *Coming of Age in America* and the reading packet and to write your reaction to these assigned readings in a short (about two pages) paper. This reaction paper should link the readings to the concepts introduced in class, in the *Lives Across Cultures* book, and in your service learning as much as possible. The reaction paper is not a summary of the stories, nor is it a critique of the writing style of the authors. Rather, it is an opportunity for you to reflect on your intellectual and emotional responses to the stories. For credit, the paper should include: 1) the identification of a developmental theme or themes within the stories - the point of your paper; 2) specific citation of passages,
quotes, examples from the stories illustrating your main point(s); and 3) some discussion of how the theoretical concepts we are looking at in class fit (or don't fit) the story lines. We'll be using the reaction papers during occasional in-class seminars. Late papers will be accepted only under extremely unusual circumstances (2 pt. Penalty/class day for late papers).

5. Last Week Wrap up (25 points). During the last week of the quarter, we'll prepare presentations wrapping up our activities. You'll be given class time to prepare, and presentations will be made during the last few days of the quarter. This presentation can be an individual one or you can team up with one or two others. You'll receive more information on passing criteria for the presentation later.

6. Attendance and Participation (50 points). You will be expected to attend every class, to be on time, and to participate actively in all class learning activities. Occasionally you'll be asked to write "exit notes" during the last 5 minutes of class. These notes are ungraded and won't be returned; they are meant to help you reflect on the day's events and to provide feedback to me for purposes of planning.

Grading

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<td>0.7 and 1.4</td>
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Seattle Central has many excellent resources to assist students with disabilities. If you are in need of extra assistance or services, please let me know, or call counselor, Al Souma at 587-4169.

You can earn up to 100 extra credit points by activities mutually agreed upon. 100 extra credit points will automatically raise your final grade one tenth of a point (i.e., if, at the end of the quarter, your final grade is a 2.3 and you have earned 100
extra credit points, you will be given a 2.4. If you earn more or less than 100 extra credit points, they will not affect your grade.)

SER VICE LEARNING

Many of us spend the majority of our time interacting with people near our own age. But to more fully understand and appreciate human development across the lifespan, we need to interact with people of different ages. In addition, as members of the community college, I strongly believe we should participate in our community outside of the walls of Seattle Central. This quarter you will have the opportunity to serve in the community in order to learn about human development. During the first two weeks of the quarter, you'll choose an agency in which to volunteer two hours per week. We'll have an orientation to help you in your selection. You can volunteer for one of the agencies listed in your Cooperative Education file, or find an agency through your own connections.

Your first step will be to visit the SERVICE-LEARNING WEB SITE,

http://www.seed.ctc.edu/-ccslp/servlrn/index.htm

familiarize yourself with the program by reading the STUDENT HANDBOOK, download and print the SERVICE-LEARNING AGREEMENT FORM in preparation for the orientation meeting.

Our class time will be spent looking at developmental theories as they apply or don't apply across cultures, discussing developmental themes in short stories
and essays, and making connections to the "real world" experiences we're having in our service learning setting.

You will be responsible for 14 hours of volunteer work in an approved agency (2 hours per week - week three through week nine). You must document your hours weekly with the signature of your agency supervisor. Your service learning hours will be recorded biweekly. Except under extreme circumstances, hours can not be made up. You will also be asked to keep a service learning log and complete a service learning term paper.

SERVICE LEARNING LOGS

Writing down observations, emotions, and ideas can enrich your service learning experience. We'll be discussing your service learning experiences in class at least every other week, and we'll certainly be applying the information you learn throughout the quarter. However, it's also nice to be able to write about your experiences regularly. Your log is your personal account of your work experiences. For satisfactory completion of your Service Learning Log, include the following:

1) Prior to service learning, write your expectations, hopes, and/or concerns for the week. What are you focusing on this week? 2) During or soon after your service learning time, write your experiences. What happened? Try to be detailed in your observations. 3) Draw connections between your experiences/observations and your expectations, hopes, and/or concerns. How well (or poorly) do the theoretical concepts discussed in class apply to what you are experiencing? 4) What difficulties are you having, if any? What is happening that is great, if anything?

As you share your log with a few others in the class, ask for feedback, suggestions, etc. and offer the same to the others.