



## Syllabus



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**PSY 615: Psychology of Adulthood**  
**credits: 4 CRN# 40189**  
**Summer Term 2008, July 12th - September 5th**  
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**Last Updated: May 30, 2008**

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### Course Description

This course is a life-span developmental approach to adulthood in contemporary American society that includes the major theoretical perspectives regarding developmental transitions and age-related tasks. We will cover the following topics: methodological issues related to the study of development; patterns of stability and change across adulthood with regard to processes such as biological functioning, sensation and perception, cognition, personality, identity, gender and social roles, relationships, career, and mental health; and death and dying as the final stage of life. Learners can consider their own development in light of this content.

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### Prerequisites

PSY 501, Introduction to Psychology

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### Blackboard Orientations

**There are no face-to-face sessions for this course.** If you have never taken an Online Interactive Course (OIC) at the college, we highly recommend that you attend one of the [2-hour Blackboard Orientation sessions](#) available throughout the state. If you choose not to attend a face-to-face session, you are encouraged to view our new [Online Orientation with audio](#) at your own convenience.

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### Required Resources

#### Textbook:

**The Journey of Adulthood.** The author is Helen L. Bee, and it's published by Prentice Hall. The ISBN# is 0131888323, edition 6.

**The textbook is available online at MBS Direct at: <http://bookstore.mbsdirect.net/gsc.htm>** (The course-CRN number for ordering this textbook is: 40189). Textbooks can also be purchased from MBS via phone, mail or fax. For additional information, visit the [Online Bookstore](#) section of the college web site.

**PLEASE NOTE:** It is the learner's responsibility to have purchased all required course materials before the start of the course. Learners are expected to meet all course expectations even if the shipment of a required textbook or other learning resource is delayed. Be sure to choose the shipping option that will get your text/resource delivered in a timely manner.

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## Learning Outcomes

Upon completion of this course, learners will be able to:

1. Become familiar with the terms of adult development and the place of the place of research in adult development
2. Understand the theories and theorists of adult development, esp. in cognitive ability
3. Explore the different development of relationships in adulthood, esp. within work and retirement
4. Recognize the value of finding meaning in life as one progresses through personality stages
5. See the themes that occur during adult development, esp. stress and resistance
6. Examine the pointers for a successful journey, esp. death and dying issues

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## Methods

We achieve our objectives through reading the text and dialoging with one another about the issues on the Discussion Board and in class, learning the vocabulary and the content of the reading material, creating a project to put what we learn into action, and keeping journal of the process in meeting our objectives.

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## Assessment

Grades for the course will be based upon the following:

### Participation - 20%

Participation means being active on the Discussion Board with the Instructor and other students and providing a digital photo. Discussion Sessions between Instructor and Student are asynchronous (not in real time.) Questions will be posted to the Student online. The student will be asked to respond with your opinions, ideas, and reactions. Of importance will be critical thinking, reference to the chapter, ability to use the terminology of the discipline.

### Journal - 20%

Weekly, a Journal question will be required. The question will be supplied, and you are asked to write a one page, single-spaced response to the question. The response will be assessed based on these characteristics: 1. Clear connection with an idea or theory from the chapter; 2. Relating a personal experience from your life to that idea/theory; 3. Exercising critical thinking; 4. Following a writing rubric shared with you. You will always have the opportunity to rewrite if you would like additional points.

### Quizzes - 20%

Each student will be asked to complete an assigned quiz for each required reading chapter in our text. The quizzes are open book. Some of the questions will be factual; others will be conceptual. If you are unhappy with your quiz score, you will have an opportunity to improve your grade. Watch for a note about this on the Main Discussion Board Forum

### Project - 40%

You will complete one project in this course, which will demonstrate comprehension of the materials. You will engage in "active research." Project topics and project information will be supplied. The project topic will need to be approved by the instructor. It should be written into a 5-8-page paper.

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## Grading Criteria

Grades for the course will be based upon the following:

### "A" Range: Outstanding Work

Thoroughly demonstrates all of the course learning goals, the learner:

- Supports their positions in discussions and writing with many examples and illustrations from the readings, personal experiences, and course events.
- Accurately uses much of the vocabulary and concepts introduced.
- Completes written work that is exemplary in conceptualization, organization and mechanics.

### "B" Range: Superior Work

Demonstrates in a better than average manner the course learning goals, the learner:

- Supports their positions in discussions and writing with some examples and illustrations from the readings, personal experiences, and course events.
- Uses some of the vocabulary and concepts introduced.
- Completes written work that is proficient in conceptualization, organization and mechanics.

### "C" Range: Acceptable Work

Beginning to engage, recall, and demonstrate the course learning goals, the learner:

- May supply an example or illustration from the readings, personal experiences, or course events when asked to do so.
- Ventures to employ the vocabulary and concepts introduced with encouragement.
- Submits written work that is acceptable in conceptualization, organization and mechanics.

**Course Grading Scale:** The letter grade is representative of Granite State College's grading system.

A: 100-95	B: 86-84	C: 76-74	D: 66-64
A-: 94-90	B-: 83-80	C-: 73-70	D-: 63-60
B+: 89-87	C+: 79-77	D+: 69-67	F: 59-0

**NOTE:** Students must receive a grade of "C" or better for all courses in their major.

## Academic Honesty

An academic community is based on honesty and integrity. All work that you submit should be your own. When summarizing or explaining ideas that are based on another's work, make sure to cite references appropriately. (For more information on proper citation, see the Library's website: <http://www.granite.edu/current-students/virtual-library/writers-resources/>). Plagiarism will not be tolerated. Plagiarism is using another's words or even paraphrasing another's work without giving proper credit through the use of citations. For questions regarding Granite State College's academic honesty policy, see pages 65 of the college catalog.

## Outline of Course Structure & Content

This course will seek to acquaint the student with 12 themes of adult development. The themes are grouped into modules for course design purposes. The themes and the readings are as follows:

Module	Week	Dates	Chapters

<b>Module 1: Definition and Theories</b>	<b>1</b>	<b>7/12 - 7/18</b>	<b>Chapter 1 - Defining the Journey and a Look at Research</b>
	<b>2</b>	<b>7/19 - 7/25</b>	<b>Chapter 2 - Theories of Adult Development</b>
<b>Module 2: Self and Others</b>	<b>3</b>	<b>7/26 - 8/01</b>	<b>Chapter 5 - Changes in Cognitive Abilities</b>
	<b>4</b>	<b>8/02 - 8/08</b>	<b>Chapter 6 - Social Roles</b>
<b>Module 3: Inner Issues</b>	<b>5</b>	<b>8/09 - 8/15</b>	<b>Chapter 9 - Personality Stability and Change</b>
	<b>6</b>	<b>8/16 - 8/22</b>	<b>Chapter 10 - The Growth of Meaning</b>
<b>Module 4: The End</b>	<b>7</b>	<b>8/23 - 8/29</b>	<b>Chapter 11 - Stress and Resistance</b>
	<b>8</b>	<b>8/30 - 9/5</b>	<b>Chapter 12 - Themes of Adult Development</b>

**Note:** The content of this syllabus is subject to change as needed.

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## ADA

Granite State College will provide qualified individuals with disabilities the same educational opportunities available to persons without disabilities. When an individual's documented disability creates a reasonable accommodation to remove the barrier. If you need assistance, it is important that you make contact early to ensure that your requests can be reviewed prior to the start of each term. If you wish to apply for accommodations, contact your academic advisor or the dean of learner services in the Administration Offices in Concord. See ADA in the college catalog for details.

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## Institutional Assessment

Assessment is an ongoing process that enables the College to improve its programs, courses, and teaching methods. Institutional evaluation may be embedded in tests, exams, and other measurements of student learning. As members of a learning community, students, faculty, and staff will be expected to participate in the important process of assessment on occasion. Confidentiality of any data that identify participants is maintained.

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## Technical Assistance

For assistance with accessing your course or with other technical issues regarding your online course, contact the [GSC Technical Assistance Center](http://bbresources.granite.edu/techassist/help.htm) (<http://bbresources.granite.edu/techassist/help.htm>) or call **1-888-372-4270** (Hours: M-F, 8:30-5:00, on weekends messages are checked daily).

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