

PSY 364 – Life-Span Developmental Psychology
Winter, 2017

Instructor: Prof. Don Paszek

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Office Hours: MWF 10-11, and by appointment

Section 02 MWF 9-9:50 2146 ASH

Section 04 MWF 11-11:50 2120 ASH

Section 12 MWF 12-12:50 2120 ASH

Section 11 MWF 2-2:50 2302 ASH

Text Required: Life-Span Human Development, by Sigelman & Rider, 8th ed., 2015.

Course Objectives: This course is designed to provide students with a broad survey of research and theories in human development from conception through death. Developmental trends in the areas of physical, cognitive, and social/emotional development will be discussed. Students will learn about current knowledge in human life-span development, research findings, theoretical explanations for observed trends, practical applications of material, and traditional as well as current issues in the field. A major objective of the course is to examine human development from multiple perspectives. Throughout the course, changes throughout the human life span will be examined in relation to various developmental theories in psychology.

Exams: Exam 1 Fri., Jan. 27
Exam 2 Fri., Feb. 10
Exam 3 Mon., Feb. 27
Exam 4 Fri., March 17
Exam 5 Fri., March 31
Exam 6 Fri., April 14

Exam 7 Sect. 02 - Tues., April 25, 8-9:50 a.m.
Sect. 04 - Wed., April 26, 10-11:50 a.m.
Sect. 12 - Wed., April 26, 2-3:50 p.m.
Sect. 11- Mon., April 24, 2-3:50 p.m.

Each exam will consist of multiple choice questions. Exams will be graded on a percent basis. Exams will cover only material presented since the previous exam (both text and class material). This includes the final exam (exam 7); the final exam is not cumulative.

Attendance & Exam Policy: You are expected to be in class and are responsible for everything that goes on in class. Should you miss class for any reason, it is your responsibility to find out what went on in class. You are also expected to take exams on days scheduled. If you should have a legitimate reason for missing an exam, you are expected to let me know before the exam (call/email and leave message), so a make-up exam can be arranged (in most cases, plan on taking make-ups immediately before the next class, if possible). I reserve the right to refuse to let you make up an exam if you do not contact me prior to the exam you miss, I do not feel your excuse is acceptable, or you repeatedly miss scheduled exams.

IN-CLASS WRITTEN ASSIGNMENTS:

There will be brief in-class written assignments. It is possible there may be one every class period, though not necessarily. These will be unannounced, to be completed and handed in during that same class period. There will be no make-ups, no handing in later after the class, or completing assignments prior to class if you will be absent that day. **This applies no matter the reason.** If you come in late or leave early and miss it you miss it. You are either in class that day to complete it or not. The assignment may be at any time from the beginning of class to the end.

These assignments may consist of simply giving your thoughts/opinions on a developmental issue/topic. They may also consist of a question or two regarding that day's lecture which you can answer by looking back at the notes you have taken that day. As mentioned, you will hand these in immediately after completing. The assignment will be graded on a point scale (1pt-you were present and handed something in, though not in any way correct or relevant, 2pts-your answer/response was relevant, though not really close to being correct or not very thoughtful, 3pts-your answer/response was very thoughtful and relevant, or was correct or close to being correct). These will not be handed back, though the correct answers, if appropriate, will be given in that class or the next class period. Scores will be posted on Blackboard.

At the end of the semester, the total points received for all the assignments will be converted into one grade for In-Class Assignments (100% possible, your total points divided by the total possible points ($\times 100$) = your grade). This score is worth the equivalent of one exam in terms of your final grade.

TERM PAPERS: Developmental Theories: Discussion and Application to Own Development.

There will be three papers through the semester completed outside of class; assigned in class along with the due date, due at beginning of class. Papers should be typed, double-spaced, font size 12, 1 inch margins, approx. 3-5 pages of text per paper. Each paper will be graded on a 10 point scale, with the total of all three papers together converted into a single percent grade for the Term Paper Grade at the end of the semester (your total points divided by 30 ($\times 100$)). This score is worth the equivalent of one exam in terms of your final grade.

Each paper will consist of discussing a developmental theory covered in this course. You will discuss/summarize the theory based on text material and class notes, and then apply the theory to your own development. Give several examples in which you relate the theory to specific behaviors or experiences, or to your development in general. Attempt to apply the theory to three different periods in your own lifespan: childhood (prior to adolescence), late adolescence/early adulthood (the present for most of you), and late adulthood (project into the future, for most of you). Each paper will be graded on a 10 point scale, based on how thoroughly you discuss the theories and relate each to your own experiences and development. **The particular theory for each paper will be assigned in class, along with the due date, typically one week later.** Thus, it is important to be in class to get this information.

Full credit for papers is possible only when I collect hard copies at beginning of class, in class. Copies handed in after start of class until the next class period will lose points (no credit after that). All papers sent by email will lose points (early, on time, or late). Early papers may be accepted for full credit if delivered to me prior to due date, if you know you have to miss a particular class. Other restrictions may be added as needed. No exceptions. Your reason may or may not be "excusable", but the deduction will still apply. The number of points deducted is entirely at my discretion.

Grades: Final grades will be based on calculating the mean percent of the seven exam scores (worth 100% each), the in-class written assignments score (worth 100%), and the term papers score (worth 100% total), thus, each counts 1/9. Grades will be assigned according to the following distribution:

A = 93-100%	B+= 87-89.9%	C+= 77-79.9%	D+= 67-69.9%
A-= 90-92.9%	B = 83-86.9%	C = 73-76.9%	D = 60-66.9%
	B-= 80-82.9%	C-= 70-72.9%	F = 0-59.9%

Extra Credit- There may be an extra credit option offered towards the end of the semester. Details will be provided later.

DATE-week of	COURSE OUTLINE	READINGS
Jan. 9-13	Introduction, Research Methods in Development	Chpts. 1 & 3
Jan. 16	<u>Mon.-No Class- MLK Day</u>	
Jan. 17-20	Research Methods, Heredity & Environment	
Jan. 23-25	Heredity & Environment	
Jan. 27	<u>FRI.-EXAM 1 – Chapters 1,3</u>	
Jan. 30-Feb.3	Developmental Issues & Theories	Chpts. 2 & 5
Feb.6-8	Theories, Physical Development	
Feb. 10	<u>FRI.-EXAM 2 – Chapters 2,5</u>	
Feb. 13-17	Perceptual Development	Chpts. 6 & 7
Feb. 20-24	Cognitive Development- Piaget, Vygotsky	
Feb. 27	<u>MON.-EXAM 3 – Chapters 6 & 7</u>	
March 1-3	Information Processing, Memory Development	Chpts. 8 & 9
March 6-10	SPRING BREAK	
March 13-15	Info. Processing, Intelligence, Creativity	
March 17	<u>FRI.-EXAM 4 – Chapters 8 & 9</u>	
March 20-24	Language Development	Chpts. 10,11,12
March 27-29	Self/Personality, Gender/Sexuality	
March 31	<u>FRI.-EXAM 5 – Chapters 10,11,12</u>	
April 3-7	Moral Development, Attachment Relationships	Chpts. 13 & 14
April 10-12	Social Relationships	
April 14	<u>FRI.-EXAM 6 – Chapters 13& 14</u>	
April 17-21	Family Relationships, Death & Dying, Conclusion	Chpts. 15 & 17

EXAM 7 – Chapters 15,17 – Sect. 02- Tues., April 25, 8-9:50
Sect. 04- Wed., April 26, 10-11:50
Sect. 12- Wed., April 26, 2-3:50
Sect. 11- Mon., April 24, 2-3:50

Special Accommodations: If you are in need of any special accommodations, please be sure to talk to me so appropriate measures can be taken to meet your needs.

Annoyances of Mass Distraction: This section is not needed for about 90% of you, and I thank you in advance. Yet here it is for the rest: You are here to give your full attention to this class. If I feel you are being annoying or a distraction, either to yourself, to other students, or to me as the instructor, I may tell you to leave. That covers most everything, but a few comments to add.

I do not want to see a phone (or similar e-device). Turn it off and put it away so you cannot see it. A turned off phone on a desk or on top of a backpack, even if not being used or touched is not acceptable. This includes giving the appearance of using/checking a phone/device (trying to be sneaky, in other words).

Sorry, no laptops or similar electronic devices allowed either (if you tell me you only take notes I will not believe you).

I also find that when two students are continually talking throughout the class it is extremely annoying, distracting, and rude, so please don't.

If you have a very legitimate reason for needing to have a device available, please talk to me ahead of time and get my approval.

Academic Integrity: You received a Student Code when you entered GVSU, which contains very strict policies for academic integrity and honesty. This includes policies on what constitutes cheating and plagiarism. I have no tolerance for either, so familiarize yourself with the policies if needed. Ignorance is not an excuse. It is really rather simple. If you are using someone else's work or ideas and are not giving them acknowledgment/credit, it is inappropriate. On a paper it would be plagiarism, on an exam (looking at their answers/exam or giving the appearance of looking at someone's exam in my judgment as instructor) it would be cheating. Cheating/plagiarism will result in a score of 0 for that particular exam/paper.

GVSU Conditions of Use for University Computing/Technology Resources and Email Policy: Using university technology resources for commercial use is strictly prohibited. Such resources are to be solely used in conjunction with doing business for GVSU or purposes directly related to academic work. University email services shall not be used to send unsolicited commercial emails and such use may result in your account being disabled.

This syllabus is subject to change at the educated whim of the instructor.

Professors' Pet Peeves (a partial list)-from Lisa Wade, Ph.D., Sociological Images, Aug. 26, 2014.

1. Don't use unprofessional correspondence.
2. Don't ask if you "missed anything important" during an absence.
3. Don't pack up your things before the class is finished.
4. Don't ask a question about readings, assignments, or exams, until you check the syllabus first.
5. Don't futz with paper formatting.