PSY 364 – Life-Span Developmental Psychology  
Winter, 2016

Instructor: Prof. Don Paszek  
Office: 2221 ASH  
Office Phone: 331-2414  
Email: paszekd@gvsu.edu  
Office Hours: MWF 10-11, and by appointment

Section 02 MWF 9-9:50 1310 ASH  
Section 04 MWF 11-11:50 2120 ASH


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. 29  
Exam 2 Fri., Feb. 12  
Exam 3 Mon., Feb. 29  
Exam 4 Fri., March 18  
Exam 5 Fri., April 1  
Exam 6 Fri., April 15  
Exam 7 Sect. 02 - Tues., April 26, 8-9:50 a.m.  
Sect. 04 - Wed., April 27, 10-11:50 a.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.

TERM PAPER(S): Developmental Theories: Discussion and Application to Own Development.  
(several papers, assigned in class along with due date, due at beginning of class). Paper should be typed, double-spaced, font size 12, 1 inch margins, approx. 2-4 pages of text per paper. Each paper will be graded on a 10 point scale, with all papers together converted into a single percent grade for the term paper at the end of the semester. 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. 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 and the paper score (thus, each counts 1/8). 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%
- **D-** = 60-62.9%
- **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.

<table>
<thead>
<tr>
<th>DATE-week of</th>
<th>COURSE OUTLINE</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>Jan. 11-15</td>
<td>Introduction, Research Methods in Development</td>
<td>Chpts. 1 &amp; 3</td>
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<td>Jan. 18</td>
<td><strong>Mon.-No Class- MLK Day</strong></td>
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<td>Jan. 20-22</td>
<td>Research Methods, Heredity &amp; Environment</td>
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<td>Jan. 25-27</td>
<td>Heredity &amp; Environment</td>
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<td>Jan. 29</td>
<td><strong>FRI.-EXAM 1 – Chapters 1,3</strong></td>
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<td>Feb. 1-5</td>
<td>Developmental Issues &amp; Theories</td>
<td>Chpts. 2 &amp; 5</td>
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<td>Feb. 8-10</td>
<td>Theories, Physical Development</td>
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<td>Feb. 12</td>
<td><strong>FRI.-EXAM 2 – Chapters 2,5</strong></td>
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<td>Feb. 15-19</td>
<td>Perceptual Development</td>
<td>Chpts. 6 &amp; 7</td>
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<td>Feb. 22-26</td>
<td>Cognitive Development- Piaget, Vygotsky</td>
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<td>Feb. 29</td>
<td><strong>MON.-EXAM 3 – Chapters 6 &amp; 7</strong></td>
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<td>March 2-4</td>
<td>Information Processing, Memory Development</td>
<td>Chpts. 8 &amp; 9</td>
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<td>March 7-11</td>
<td><strong>SPRING BREAK</strong></td>
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<td>March 14-16</td>
<td>Info. Processing, Intelligence, Creativity</td>
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<td>March 18</td>
<td><strong>FRI.-EXAM 4 – Chapters 8 &amp; 9</strong></td>
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<td>March 21-25</td>
<td>Language Development</td>
<td>Chpts. 10,11,12</td>
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<td>March 28-30</td>
<td>Self/Personality, Gender/Sexuality</td>
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<td>April 1</td>
<td><strong>FRI.-EXAM 5 – Chapters 10,11,12</strong></td>
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<td>April 4-8</td>
<td>Moral Development, Attachment Relationships</td>
<td>Chpts. 13 &amp; 14</td>
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<td>April 11-13</td>
<td>Social Relationships</td>
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<td>April 15</td>
<td><strong>FRI.-EXAM 6 – Chapters 13&amp; 14</strong></td>
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<td>April 18-22</td>
<td>Family Relationships, Death &amp; Dying, Conclusion</td>
<td>Chpts. 15 &amp; 17</td>
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**EXAM 7 – Chapters 15,17 – Sect. 02- Tues., April 26, 8-9:50**
**Sect. 04- Wed., April 27, 10-11:50**
**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 should not be needed (and 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 will 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. A turned off phone on a desk, even if not being used or touched is not acceptable! I will tell you to leave. 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 for note taking or anything else.

I also find that when two students are continually talking throughout the class it is extremely annoying, distracting, and rude (so don’t get that surprised look on your face when I tell you to leave).

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 credit, that would be a no-no. 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.
6. Don’t act like you are too cool to be in class or think looking bored in class is cool. (Show professors you care about the class, or at least pretend as if you do). Okay, but don’t be a suck-up either!