

**PSY 364-05 OL Life-Span Developmental Psychology**  
**Winter 2024**  
**Online Asynchronous**

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Make sure you enter "[Psych 364-05](#)" in the subject line of your email. Please use the email address listed at the top of this syllabus; do NOT email me via Blackboard, I do not check those emails on a regular basis.

\*\*This syllabus is subject to change. Changes (if any) will be announced on Blackboard. Students are responsible for checking Blackboard regularly for announcements and class material.

**Office hours:** Tu/Th from 11:30am to 1pm via Zoom or in-person. You must make an appointment at <https://friedlmm.youcanbook.me/>. After booking an appointment, come to my office for in-person meeting or click here to access the **Zoom Office Hours link:**

<https://gvsu-edu.zoom.us/j/9308966369?pwd=NVV2Z2tBbTR3a1RhcDJqakhmWVIYZz09>

Meeting ID: 930 896 6369

Passcode: 6CYPAS

**Textbook:** Sigelman, C. K., & Rider, E. A. (2022, 10<sup>th</sup> ed.). Life-Span Human Development. Cengage Learning, ISBN# 978-0-357-37372.

Your course is participating in the GVSU SAVE program. This means your course material will be delivered to you via a link on the course's Blackboard page. Your required course materials will be available prior to the first day of class through your BlackBoard account. You will be charged for the course materials via your GVSU student account and a "GVSU SAVE Charge" will appear on your student bill. **The deadline to opt-out of the SAVE program is Friday, Jan 19<sup>th</sup>.** Please be aware, if you opt-out you will be responsible for purchasing the required course material on your own. For the instructions to opt-out, and more information about the program visit the GVSU SAVE website at:

<https://lakerstore.gvsu.edu/gvsusave>

**Prerequisite:** An introductory psychology course (Psych 101 or the equivalent).

### Course Description:

Developmental continuities, changes, and mechanisms to account for the development in multiple domains across the human life-span will be discussed. We will begin with an overview of developmental approaches, and research methods. We will then explore thematically and chronologically the development of the individual through the major periods of life. The strengths and weaknesses of developmental theories will also be critically evaluated.

### Course Objectives:

The primary goal of this course is to increase students' understanding of the sequence of human development, the processes underlying developmental change and stability (e.g., hereditary and environmental influences), explanations for individual differences in development, and the theoretical perspectives and research methods currently being used to examine human development.

Upon successful completion of this course students will be able to:

- Apply knowledge of lifespan development to one's experiences in life; work/careers, home/family, self and others.
- Demonstrate an understanding of the basic concepts and theoretical paradigms that direct the field of Life-Span Developmental Psychology.

- Describe, and think critically about, changes within the developing person through the life-span.
- Compare both traditional and current explanations for trends in the human's physical, cognitive, and social/emotional growth.
- Understand the scientific method and apply it to the understanding of human behavior and development through the life-span.

### Course Format:

Asynchronous: Each week, a series of lecture slides and recordings will be posted on Blackboard Ultra. Readings, materials, and assignments will come from the textbook or will be posted on Blackboard Ultra. You can watch the video lectures and complete course work each week online at a time that is convenient for you, however, you must submit assignments/quizzes/discussion board responses by their due dates and take online exams during specific date ranges (see course schedule below).

**Use of Blackboard is integral to this course, and you must log on a few times each week** in order to complete course requirements and to receive important announcements and updates about course content.

If you experience technical problems with Blackboard, contact the help desk by email or phone - [helpdesk@gvsu.edu](mailto:helpdesk@gvsu.edu) or 616-331-3513. The help website is <http://www.gvsu.edu/it/learn/>

### Required Equipment (owned or accessible):

- Reliable high-speed internet access
- Computer with a sound card and speakers and operating system that meets current Blackboard browser requirements (Windows 7 or above, OS 10.10 or above)
- Computer microphone built in or external (most laptops have a microphone)
- Computer camera - built in or external (most laptops have a camera)

### Course Outcome Measures:

**EXAMS:** There will be two midterm exams and one final cumulative exam, each consisting of multiple-choice questions drawn from lectures, textbook, additional readings and videos. The exams are designed to assess your *comprehension* of the material rather than superficial memorization. Exams will be completed through Blackboard Ultra using LockDown Browser. Exams should only be taken using a desktop or laptop computer to avoid problems using LockDown Browser. At the beginning of the semester, you will have an opportunity to practice using LockDown Browser for extra credit. *It is highly recommended that you participate in this.*

**Introduction Discussion Board (5 points):** The first week of class, students will complete a short introduction discussion board post. The goal of this assignment is simply to allow students to introduce themselves so that we can all get to know one another. See Blackboard Ultra for specific requirements for this assignment. Introduction discussion posts are due by 11:59 pm 1/14.

**A total of 13 quizzes (5 points each):** they will consist of 5 multiple choice questions (worth 1 point per question) that will assess your knowledge on topics covered in the most recent lecture or assigned readings/video(s). The two lowest scores will be dropped.

**Three homework assignments (3 x 10 points = 30 points),** individual sheets with instructions will be posted on BB. **There are no make-up opportunities for Homework Assignments. Late Homework Assignments are not accepted and will receive a zero.**

**Three Discussion Assignments (3 x 10 points = 30 points):** We will have 3 discussion assignments throughout the semester. These discussion assignments are designed to enhance student thinking about life-span development beyond what we learn in lecture and the textbook. For each of the 3 discussion assignments, students will be required to complete a variety of materials (e.g., readings, videos, podcasts) posted on Blackboard Ultra. For each discussion assignment, there will be a discussion board with prompts regarding the

materials that students will respond to in a discussion post. Students will also be required to respond to at least one other classmate's discussion post. See Blackboard Ultra for more detailed requirements of discussion posts and responses. Students will not be allowed to make up missed discussion assignments.

### Grading Distribution and Scale

	<b>Points</b>
<i>Exam 1</i>	50
<i>Exam 2</i>	50
<i>Exam 3</i>	100
<b>Quizzes (11x5)</b>	55
<i>Intro Discussion Board</i>	5
<i>Homework Assignments</i>	30
<i>Discussion Assignments</i>	30
<b>Total</b>	<b>320</b>

<b>Final Grade</b>
A 94 - 100%
A- 90 – 93%
B+ 87 - 89%
B 84 – 86%
B- 80 – 83%
C+ 77 – 79%
C 74 - 76%
C- 70 – 73%
D+ 67 – 69%
D 60 – 66%
F 59% and lower

### Respondus Lockdown and Monitor

Exams will be taken online, accessed via **BlackBoard**, and will require Respondus Lockdown and Monitor. The software allows for fair, secure tests by preventing students from accessing other programs and ensuring that student knowledge is being validly measured. It's best to think of this software as a way to simulate the experience of students taking a proctored exam in a regular classroom—where students cannot look at notes or communicate questions and answers with each other—but from the location of the student's choice.

#### Download and Install link:

<https://download.respondus.com/lockdown/download.php?id=936312756>

#### Tips for taking an online exam:

- • Ensure you're in a location where you won't be interrupted
- • Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- • Clear your desk or workspace of all external materials not permitted - books, papers, other devices
- • Remain at your computer for the duration of the test
- To produce a good webcam video, do the following:
  - o Ensure your computer or device is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or other surface where the device (or you) are likely to move
  - o If using a built-in webcam, avoid readjusting the tilt of the screen after the webcam setup is complete
- Take the exam in a well-lit room, but avoid backlighting (such as sitting with your back to a window)

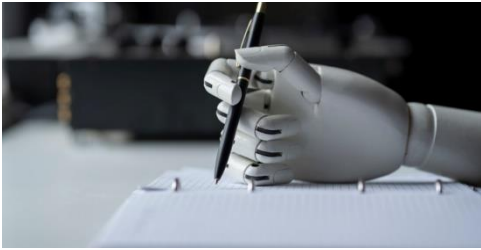
### Course Policies

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>

**Integrity of Scholarship and Grades:** All academic work will be done by the student to whom it was assigned. Anyone caught cheating (e.g., procuring, providing or accepting any materials which contain questions or answers to any exam or assignment, submitting work that has been previously graded) or plagiarizing (taking ideas or material from another source for either written or oral presentation without acknowledging the original source) will be dropped from the course, given an F, and referred to the University for further action. Cheating

is a serious violation of academic integrity. For more information on academic honesty please see the GVSU student code <http://www.gvsu.edu/studentcode/section-4-academic-integrity-of-grades-and-scholarship-73.htm>

How to cite ChatGPT: APA style has the following guidance:  
<https://apastyle.apa.org/blog/how-to-cite-chatgpt>



### [How to cite ChatGPT](#)

This post outlines how to create references for large language model AI tools like ChatGPT and how to present AI-generated text in a paper.  
[apastyle.apa.org](https://apastyle.apa.org)

**Accommodation of Learning Disabilities/Special Needs: Disability:** If you have a learning, physical or other disability that would impact your ability to master the material in this course and/or take the exams as described above, please contact GVSU's Disability Support Services (DSS) at 616-331-2490 or <http://www.gvsu.edu/dsr/> to arrange for special accommodations.

**Withdrawal:** In accordance with University regulations, students withdrawing by March 22, 5:00pm will be assigned a grade of W (withdrawal). Students withdrawing after the deadline to withdraw will be assigned a letter grade based on their performance in the class. *Note: It is your responsibility to drop yourself from this class.*

#### **Email guidelines:**

- Remember to identify the course and section number, and possibly the name of the assignment or class session if necessary.
- A formal salutation, as well as informational subject line is a requirement.
- If you do not hear back from me within 48 hours, email me again. See me during office hours if you have any questions/concerns that may require a lengthy response.
- Avoid informal phrases or language that is best used in friendships or social relationships.
- Utilize spell check and proofread your email prior to pressing send.

### **How to succeed in our class:**

#### **Demonstrate willingness to learn new and challenging material:**

- If you already knew everything about human development you wouldn't be taking this class.
- Learning requires changing our minds. Be curious. Expect to learn new and sometimes surprising things. We all have assumptions about why people behave the ways that they do. Expect to have many of your assumptions challenged by scientific data about human development.

**Self-Management:** Online courses require perseverance, self-discipline, self-motivation, and the ability to work independently – more so than face-to-face on-campus classes. Make sure to:

- Log onto Blackboard at least 4 to 5 times per week to check announcements and interact with course material.
- Stay organized and track due dates.
- Plan weekly study times and stick to a schedule.

**Read and take good notes:** Read textbook Chapter(s) associated with each lecture and Fill-out your Lecture Outline. Take additional notes and make note of examples given in lecture

**Turn in all Assignments on time.** Late Assignments receive a 0. Missing one homework assignment will substantially lower your grade in the course.

**Prepare for Exams Well in Advance.** You should re-read your lecture notes and review material on a weekly basis. If you wait until the last minute to begin preparing for an exam, you are unlikely to perform as well.

**Communicate with me!** *Email me* or make an appointment to meet with me on Zoom or in person if you need to discuss anything pertaining to this course.

## Additional Resources

**Psych Friends Peer-to-Peer Mentors:** Psych Friends mentors are upper-level psychology and behavioral neuroscience students who are trained to provide support in many areas, such as: effective studying and time management techniques, exam preparation and reflection skills, understanding the PSY and BNS major requirements, potential jobs and careers in the field, the process of applying for graduate school, and how to maintain physical and mental health as a student. Visit <https://www.gvsu.edu/navigate> to schedule an online or in-person meeting today!

**Meijer Writing Center:** To assist you with any writing project, <http://www.gvsu.edu/wc/> or Call 331-2922.

**SASC Tutoring Center:** SASC Tutoring Center can assist with most courses and academic writing assignments.

Visit <http://www.gvsu.edu/tc/> for the most current information on services, hours, and locations.

**Employment Options for Psych Majors:** <https://www.gvsu.edu/psychology/employment-options-for-psychology-majors-228.htm>

**GVSU Counseling Center:** no cost to currently registered GVSU students. Seminars and events, online self-help tools, and consultation/referral are just a few of the additional services we provide to the GVSU community. <https://www.gvsu.edu/counsel/>

## TENTATIVE COURSE SCHEDULE

### Week 1 (Jan 8 - 12)

Topic and Readings	Assessments/Assignments
Introduction to Class Chapter 1, Understanding Life-Span Human Development	Review Syllabus Review Lecture Notes  Complete Quiz #1 by 11:59 pm 1/15 (section 1.3 How is Development Studied, pages 17-29)  Complete Introduction Discussion Board by 11:59 pm 1/15

### Week 2 (Jan 15 – 19)

Topic and Readings	Assessments/Assignments
Ch. 2, Genes, Environment, and Development Ch. 8, section 8.6	Read from the textbook  Lecture Videos and Notes  Complete Quiz #2 by 11:59 pm 1/21  Complete Homework #1 by 11:59 pm 1/21

### Week 3 (Jan 22 – 26)

Topic and Readings	Assessments/Assignments
Ch. 3, Prenatal Development and Birth	Read from the textbook  Lecture Videos and Notes  Complete Quiz #3 by 11:59 pm 1/28  Complete LockDown Browser Practice Exam (extra credit) by 11:59 pm 1/28

### Week 4 (Jan 29 – Feb 2)

Topic and Readings	Assessments/Assignments
Ch. 4 Body, Brain and Health	Read from the textbook Lecture Videos and Notes  Complete Quiz #4 by 11:59 pm 2/4  EXAM #1 (Chapters 1, 2, 3, 4) due by 11:59 pm 02/4

### Week 5 (Feb 5 – 9)

Topic and Readings	Assessments/Assignments
Chapter 6, Cognition	Read from the textbook Lecture Videos and Notes Complete Quiz #5 by 11:59 pm 2/12

**Week 6 (Feb 12 – 16)**

<b>Topic and Readings</b>	<b>Assessments/Assignments</b>
Ch. 8 Intelligence and Creativity	Read from the textbook Lecture Videos and Notes Complete Quiz #6 by 11:59 pm 2/18 Complete Discussion Board #1 by 11:59 pm 2/18

**Week 7 (Feb 19 – 23)**

<b>Topic and Readings</b>	<b>Assessments/Assignments</b>
Ch. 9 Language and education	Read from the textbook Lecture Videos and Notes Complete Quiz #7 by 11:59 pm 02/25

**Week 8 (Feb 26 – March 1)**

<b>Topic and Readings</b>	<b>Assessments/Assignments</b>
Ch. 12, Social Cognition and Moral Development	Read from the textbook Lecture Videos and Notes Complete Quiz #8 by 11:59 pm 3/3 Complete Homework #2 by 11:59 pm 3/3

**Week 9 (March 4 – 8)****Spring Break****Week 10 (March 11 – 15)**

<b>Topic and Readings</b>	<b>Assessments/Assignments</b>
Ch. 10 Self and Personality	Read from the textbook Lecture Videos and Notes Complete Quiz #9 by 11:59 pm 3/17 EXAM #2 (chapters 6, 8, 9, 10, 12)

**Week 11 (March 18 – 22)**

<b>Topic and Readings</b>	<b>Assessments/Assignments</b>
Ch. 11 Gender Roles and Sexuality	Read from the textbook Lecture Videos and Notes Complete Quiz #10 by 11:59 pm 3/24 Complete Discussion Board #2 by 11:59 pm 3/24

**Week 12 (March 25 – 29)**

<b>Topic and Readings</b>	<b>Assessments/Assignments</b>
Ch. 13 Emotions, Attachment, and Social relationships	Read from the textbook Lecture Videos and Notes Complete Quiz #11 by 11:59 pm 3/31

**Week 13 (April 1 – 5)**

<b>Topic and Readings</b>	<b>Assessments/Assignments</b>
Ch. 14 Family	Read from the textbook Lecture Videos and Notes Complete Quiz #12 by 11:59 pm 4/7 Complete Discussion Board #3 by 11:59 pm 4/7

**Week 14 (April 8 – 12)**

<b>Topic and Readings</b>	<b>Assessments/Assignments</b>
Ch. 17 Death and Dying	Read from the textbook Lecture Videos and Notes <b>Complete Quiz #13 by 11:59 pm 4/14</b> <b>Complete Homework #3 by 11:59 pm 4/14</b>

**Week 15 (April 15 – 19)**

<b>Topic and Readings</b>	<b>Assessments/Assignments</b>
Final Review	<b>Review Study Guide for Final Exam</b>

**Final Exam** (100 points) 50 questions from old chapters AND 50 questions from new Chapters 11, 13, 14, 17  
Opens Monday April 22 at 8:00am, closes Friday April 26 at 11:59pm

Thanks for reading all the way to the end!!!!



P.S. Outdoors is my favorite place (especially when kids aren't complaining 😊)