

PSY 364- Life-Span Developmental Psychology

Winter 2024

T/Th Sections:

Section 02: 8:30-9:45 Lake Huron Hall 102

Section 04: 10:00-11:15 ASH 2130

****THIS SYLLABUS IS SUBJECT TO CHANGE. Changes will be announced via email and/or Blackboard Ultra.

Instructor: Jenna Beffel Tolman

Email: tolmanj@gvsu.edu

Office: ASH 2109

Office Hours: Wednesdays 12:00-1:30 pm and Thursdays 11:30-1:00 pm (in-person) or by appointment (in-person or via Zoom- email me!)

Pronouns: she/her/hers

Instructor Positionality Statement:



Please call me Professor Beffel Tolman. I am currently a visiting professor in GVSU's psychology department and a doctoral candidate in the Child Development concentration of the Human Development and Family Studies department and MSU. As an instructor, my main goal is help you stretch your thinking about the world around you. Of course, it is my goal that you all leave this class with a solid understanding of course concepts. However, it is also my goal that all of you learn how to connect these concepts to your life as well as learn to think critically about topics regarding life-span developmental psychology. Furthermore, I believe it is important to recognize that each of us (students and instructors) views the science of psychology through a lens that was crafted by our own personal experiences. This is true for me as both an instructor and scientist, as well as for you all. My own personal and cultural experiences with human development and psychology is situated in my experiences as a child who grew up in my generation (millennial), in my culture (the Midwest), race (white), and gender (female). Lastly, as a student myself, I understand the

struggles you may go through throughout the semester. I highly encourage you to reach out with any struggles you have that impede your ability to succeed, no matter how small they may seem. I want each and every one of you to succeed in this course and so I am happy to work with you to create an individualized plan for your success. I look forward to learning both with and from you all this semester!

Course Description: A survey of theories and research on human development from conception through death. Physical, perceptual, cognitive, personality, social, and emotional changes are reviewed and their interrelationships discussed. Does not satisfy the requirements for teacher certification.

OBJECTIVES:

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

- 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.
- Apply knowledge of lifespan development to one's experiences in life; work/careers, home/family, self and others.

Required Textbook and Materials:

- **Textbook:** Santrock, J.W. (2022). *Essentials of life-span development* (7th ed.). McGraw Hill LLC.
- Laptop, tablet, or other portable electronic device. There will be class periods in which students are required to access the internet during the class period.
- Additional materials will be posted on Blackboard Ultra.

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

E-mail: If you would like to contact the instructor regarding the course, you **must** use the email addresses listed at the top of this syllabus.

The instructor will read and respond to e-mails quickly (except on the weekends). Questions will be answered with a short reply if the question was not already answered in the syllabus or online. **Please include the course and section number in the subject line and make sure to sign your name and your G number at the end of your e-mail so that I know with whom I am communicating.** You should check the syllabus, class e-mails, and/or ask a classmate for answers to any questions **before** sending an e-mail to the instructor.

Example of acceptable e-mail:

From: youremail@mail.gvsu.edu
Subject: PSY 364 Sec X
Hello Professor Beffel Tolman,

(Here is where you will put what you would like to ask).

Sincerely (or however you like to end your e-mails),
Your full name

Example of an *unacceptable* e-mail:

From: Soccerlover@gmail.com
Subject:

Hey
Is chapter 1 going to be on the quiz?
L8R

You should check your e-mail daily. The instructor will often send e-mails to you through the Blackboard Ultra system. **If you do not use your GVSU e-mail account, please make sure to forward your GVSU and Blackboard Ultra e-mails to your primary e-mail account.**

Course Expectations:

Instructor:

- Check email once a day (during weekdays) and respond within 24-72 hours. Questions will be answered or students will be directed to the answer (i.e., course syllabus).
- Offer appointments (via Zoom or in-person) to discuss complex questions, review grade issues, and provide clarity, as needed.
- Provide time at the beginning and/or end of each class session, unless otherwise stated, to field brief questions.

Students:

- Attend class and be prepared for discussion of assigned readings/materials.
- Actively participate during lectures and in-class activities and assignments.
- Be attentive and respectful toward your fellow students and the instructor.
- Disruptive classroom behavior such as: texting, online shopping, or playing games on your computer will not be tolerated.
- Frequently Blackboard Ultra for updates, grades, assignment instruction/information, etc.
- Check, read, and review course emails (sent via Blackboard Ultra OR the instructor's email).
- Compose emails in a professional manner following the guidelines listed above (see Communication).
 - All written communication (e.g., email, papers, in-class assignments) should be written at the college level with proper sentence structure, spelling, and grammar. Double-check all of your work before submitting.
- Communicate in advance if you have a conflict with an assignment or exam. If eligible, modifications can only be made with prior discussion.

Course Format

This course will meet in-person two times a week. Students are required to complete course readings, materials, and assignments prior to coming to class each week. Readings, materials, and assignments will come from the textbook or will be posted on Blackboard Ultra. Student learning will be assessed with a syllabus quiz, four exams, four in-class discussion assignments, and a final assignment. Specific instructions for these assessments will be posted on Blackboard Ultra. See the course schedule below for due dates.

Class Attendance: Attendance in this course is mandatory. Do not expect to pass this course if you do not attend class. I understand that life happens and there may be reasons you need to miss class (e.g., illness, family emergency). If you going to be absent, reach out and let me know *before* our class period. Please note that some course assessments cannot be made up.

Grading Scale:

Assessment	Possible Total Points
Syllabus Quiz	10
Exams	120 (30 points x 4)
In-Class Discussions	40 (10 points x 4)
Final Assignment	40
Total Points:	210

Letter Grade	Percentage
A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-65
D	64-60
F	59 and below

Assessments/Assignments Overview

*Detailed instructions for assessments and assignments will be posted on Blackboard Ultra. The information below is meant to be only a brief overview of assessments and assignments.

Syllabus Quiz (10 points): During the first week of class, you will complete a short syllabus quiz. This quiz is worth 10 points and will be available on Blackboard Ultra. It is due by 11:59 pm on Friday, 1/12.

Exams (4 x 30 points = 120 points): Throughout the semester, we will have 4 exams. These exams will include information covered in textbook chapters, other assigned readings, in-class discussions, lectures, and other materials posted on Blackboard Ultra. Exams will be completed through Blackboard Ultra **IN CLASS**. On exam days, students will be responsible for attending class and bringing a laptop, tablet, or other mobile device compatible with Blackboard Ultra to class. Students will complete the exam on their device during class. Students may *not* complete the exam outside of class. Completing exams outside of class will be considered cheating. *If I find out that any student has completed the exam outside of class, the student will automatically be given a 0 and the university will be notified for further disciplinary action.* There will be no make-up options for missed exams unless discussed with the instructor prior to the exam day.

In-Class Discussion Assignments (4 x 10 points = 40 points): We will have 4 in-class 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 4 in-class discussion assignments, students will be required to complete a variety of materials (e.g., readings, videos, podcasts) posted on Blackboard Ultra and fill out the first half of the in-class discussion assignment sheet (see Blackboard Ultra for assignment sheet) *before* coming to class the day of the in-class discussion. On discussion days, we will discuss the assigned materials in small groups and as a whole class. Upon completion of the in-class discussion, students will have until 11:59 pm the day of the in-class discussion to submit their completed in-class discussion assignment sheet to Blackboard Ultra. *Students must attend class, actively participate, and stay for the full class period in order to receive credit for the in-class discussion.* Even if students submit an in-class discussion assignment sheet, if they did not attend class, actively participate, and stay for the full class period they will be given a 0. Detailed instructions for each in-class discussion assignment will be posted on Blackboard Ultra. No make-up assignments for in-class discussions will be accepted unless previously discussed with the instructor *before* the class period.

Final Assignment (40 points): The final assignment will require students to write a paper to demonstrate mastery of the course content and the ability to apply course content to real-life examples. Students will choose a movie from a list provided by the instructor and will apply course content to the movie. The movie list and full instructions for the final assignment will be posted on Blackboard Ultra. This assignment will be due by 11:59 pm on Wednesday, 4/24. Late final assignments will be accepted with a 25% point deduction per day it is late.

Final Exam: This course will NOT have a final exam. Instead, students will complete and submit the final assignment.

Extra Credit: The world we live in can be tough and it's easy to feel like all of the problems are too much for one person to solve. However, I want you all to remember you have an impact. For 5 extra credit points each (maximum of 20 extra credit points), please do something good to help your community. Examples are listed below but this is not an exhaustive list:

- Fill up a neighborhood food pantry
- Stock a local little free library with a few books (<https://littlefreelibrary.org/map/>)
- Rake a neighbor's yard (for free)
- Write a few emails/letters to your Senator or Representative about an issue that's important to you (<https://www.nlacrc.org/home/showdocument?id=272>)
- Volunteer at a local non-profit (Humane Society, Well House, Family Futures, Hope Network)
- Go on a walk and collect a bag of trash
- Participate in a peaceful protest/march
- Donate blood (for free)
- Hand out hygiene/food kits to individuals experiencing homelessness

There are many other ways to serve your community. If you have other ideas, email Professor Beffel Tolman for approval. For an activity to count, you should 1. Devote about an hour of your time 2. Help those in need 3. Not financially gain from your experience. All extra credit assignment submissions are due by 11:59 pm on Friday, 4/19. Your submission must include 1. A photo of you doing the activity and 2. A 3-5 sentence paragraph reflection about your experience completing the activity. Students may complete up to 4 *different* extra credit assignments to earn up to a total of 20 extra credit points (4 activities x 5 points each = 20 points).

Late Assignment Policy: Make-up exams/assignments may be available for some assessments only if discussed with the instructor *before* the due date. All other late work is subject to penalty or may not be accepted at all.

Integrity of Scholarship and Grades: All academic work will be done by the student to whom it was assigned. If I have evidence of any form of academic dishonesty (cheating on an exam, giving or receiving information about what is asked in the exam, or any other form of cheating such as plagiarism), you will receive a failing grade in that activity and other consequences as dictated by GVSU policy. Plagiarism is presenting work, ideas or words that are not your own as though they were your own—this includes work of other students or work that is in a published source (the textbook, a journal article). To avoid plagiarism be sure to do your own work and put information in your own words. Use of quotes with appropriate reference to the original source from which you got the information or ideas is acceptable but less preferred than paraphrasing (with referencing of the source provided) in psychological writing. For more information on academic honesty please see the GVSU student code:

https://www.gvsu.edu/cms4/asset/7B58A5E7-F4C2-114C-CCDA36F96BD2AF73/gvsu_student_code_fall_2020.pdf

Accommodations: If you need special accommodations for accessing any of the materials for this class (e.g. testing) please let me know and I will work with you and Disability Support

Resources (DSR) to set up the necessary accommodations to support your learning. Before I can discuss accommodations, you must present a memo to me from DSR, indicating the existence of a disability and the suggested reasonable accommodations. If you have not already done so, please contact the Disability Support Resources office (4015 JHZ) by calling 331-2490 or email to dsrgvsu@gvsu.edu. Please note that I cannot provide accommodations based upon disability until I have received a copy of the DSR issued memo. All discussions will remain confidential.

Help with Technology: Check with the GVSU helpdesk!

<https://www.gvsu.edu/it/>
(616) 331-2101
(855) 435-7488 (Toll-Free)
helpdesk@gvsu.edu

Help with Writing: Check out the GVSU Writing Center!

<https://www.gvsu.edu/wc/undergraduate-student-support-65.htm>

Help with Stress or Mental Health: Check out the GVSU Counseling Center!

<https://www.gvsu.edu/counsel/>

GVSU COVID Information: <https://www.gvsu.edu/lakerstogether/>

Help with Financial Difficulties: GVSU remains committed to supporting you through the impacts of the COVID-19 pandemic and is here to help you in times of financial need, including assisting with accessing technology requirements. Financial hardship funds are available to help student's meet their basic needs, and help cover educational costs (such as housing, food, textbooks and technology) that a student could not otherwise pay out of pocket. Please visit the GVSU Special Circumstance & Financial Hardship Requests web page for more information.

<https://www.gvsu.edu/financialaid/financial-hardship-requests-226.htm>

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!

Helpful GVSU Policies: <https://www.gvsu.edu/policies/>

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

Course Schedule

*Please note that readings assigned course materials are expected to be completed *before* coming to class on the assigned date.

Week	Date	Topic and Readings	Assessments/Assignments
Week 1	T 1/9	Introduction to Class	Review Syllabus
		Chapter 1: Introduction	Read Chapter 1
	Th 1/11	Chapter 1: Introduction Chapter 2: Biological Beginnings	Read Chapter 2 Complete Syllabus Quiz by 11:59 pm 1/12
Week 2	T 1/16	Chapter 2: Biological Beginnings	
	Th 1/18	Chapter 3: Physical and Cognitive Development in Infancy	Read Chapter 3
Week 3	T 1/23	Chapter 3: Physical and Cognitive Development in Infancy Chapter 4: Socioemotional Development in Infancy	Read Chapter 4
	Th 1/25	Chapter 4: Socioemotional Development in Infancy In-Class Discussion #1	Complete Assigned Materials for In-Class Discussion #1 (See BB Ultra) Submit In-Class Discussion #1 by 11:59 pm 1/25
	T 1/30	EXAM #1 (Chapters 1, 2, 3, 4)	Study Chapters 1, 2, 3, 4
Week 4	Th 2/1	Chapter 5: Physical and Cognitive development in Early Childhood	Read Chapter 5
	T 2/6	Chapter 5: Physical and Cognitive development in Early Childhood Chapter 6: Socioemotional Development in Early Childhood	Read Chapter 6
Week 5	Th 2/8	Chapter 6: Socioemotional Development in Early Childhood Chapter 7: Physical and Cognitive Development in Middle and Late Childhood	Read Chapter 7

Week 6	T 2/13	Chapter 7: Physical and Cognitive Development in Middle and Late Childhood In-Class Discussion #2	Complete Assigned Materials for In-Class Discussion #2 (See BB Ultra) Submit In-Class Discussion #2 by 11:59 pm 2/13
	Th 2/15	Chapter 8: Socioemotional Development in Middle and Late Childhood	Read Chapter 8
Week 7	T 2/20	EXAM # 2 (Chapters 5, 6, 7, 8)	Study Chapters 5, 6, 7, 8
	Th 2/22	Chapter 9: Physical and Cognitive Development in Adolescence	Read Chapter 9
Week 8	T 2/27	Chapter 9: Physical and Cognitive Development in Adolescence Chapter 10: Socioemotional Development in Adolescence	Read Chapter 10
	Th 2/29	Chapter 10: Socioemotional Development in Adolescence	
Week 9	T 3/5	NO CLASS	Enjoy spring break!
	Th 3/7	NO CLASS	Enjoy spring break!
Week 10	T 3/12	Chapter 11: Physical and Cognitive Development in Early Adulthood	Read Chapter 11
	Th 3/14	Chapter 11: Physical and Cognitive Development in Early Adulthood Chapter 12: Socioemotional Development in Early Adulthood	Read Chapter 12
Week 11	T 3/19	Chapter 12: Socioemotional Development in Early Adulthood	
	Th 3/21	EXAM #3 (Chapters 9, 10, 11, 12)	Study Chapters 9, 10, 11, 12
Week 12	T 3/26	Chapter 13: Physical and Cognitive Development in Middle Adulthood	Read Chapter 13
	Th 3/28	Chapter 13: Physical and Cognitive Development in Middle Adulthood	Complete Assigned Materials for In-Class Discussion #3 (See BB Ultra)

		In-Class Discussion #3	Submit In-Class Discussion #3 by 11:59 pm 3/28
Week 13	T 4/2	Chapter 14: Socioemotional Development in Middle Adulthood	Read Chapter 14
	Th 4/4	Chapter 15: Physical and Cognitive Development in Late Adulthood	Read Chapter 15
Week 14	T 4/9	Chapter 16: Socioemotional Development in Late Adulthood	Read Chapter 16
	Th 4/11	In-Class Discussion #4	Complete Assigned Materials for In-Class Discussion #3 (See BB Ultra) Submit In-Class Discussion #4 by 11:59 pm 4/11
Week 15	T 4/16	Chapter 17: Death, Dying, and Grieving Course Wrap-Up	Read Chapter 17
	Th 4/18	EXAM #4 (Chapters 13, 14, 15, 16, 17)	Study Chapters 13, 14, 15, 16, 17 All Extra Credit Assignments due by 11:59 pm 4/19
Week 16	T 4/23	NO CLASS- Finals Week	Work on Final Assignment
	Th 4/25	NO CLASS- Finals Week	Submit Final Assignment by Wednesday, 4/24 at 11:59 pm