

Life-Span Developmental Psychology (PSY 364)
Grand Valley State University
Fall 2019
MWF

Instructor: *Gwenden L. Dueker, Ph.D.*
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Office: ASH 2208
Office Hours: M 2-3, F 11-12 and by appointment

Required Text: Sigelman, C. K. & Rider, E. A. (2015). Life-Span Human Development (8h edition). Thompson & Wadsworth. ISBN# 9788-1-285-45431-3

Course Description

This survey course will focus on development across the human lifespan. We will adopt a topical approach to the subject. Students will be asked to think critically about developmental research findings as well as the implications and applications of such findings. We will do this through discussions of methodology and common theoretical/philosophical perspectives on development.

Course Objectives

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

General course goals:

1. Demonstrate an understanding of the basic concepts and theoretical paradigms that direct the field of Life-Span Developmental Psychology.
2. Describe and think critically about changes within the developing person through the life-span.
3. Compare both traditional and current explanations for trends in the human's physical, cognitive, and social/emotional growth *with particular emphasis on thinking critically about the interaction of nature and nurture in individual development.*
4. Understand the scientific method and apply it to the understanding of human behavior and development through the life-span.
5. Apply knowledge of lifespan development to one's experiences in life; work/careers, home/family, self and others.

Specific course goals:

6. *Demonstrate an understanding of the impact of trauma on human development*
7. *Demonstrate an understanding of how public policy affects human development*
8. *Be critical consumers of information about Human Development that is presented by nonscientific sources (e.g. Media, Politicians)*

Respectful learning environment

Academic Honesty. Academic honesty and integrity are expected from all students at all times. Academic dishonesty is defined as an attempt to obtain or to help another student obtain a grade higher than what is honestly earned – this includes getting information about exams or assignments from students in an earlier or previous section of the course. Do not assume that any assignment for this course is a group assignment unless I specifically tell you that it is. Anything you turn in to me, whether a written assignment or an exam, needs to be your own, individual work. It is your responsibility to properly cite all sources in your written work and to avoid plagiarism. An occurrence of academic dishonesty will result, minimally, in failure of the course and a recommendation for University judicial action. It is every student's responsibility to avoid even the appearance of cheating. For more information about academic honesty please see the GVSU student code because this course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>.

Communication. Communication with your instructor is good. Communicating with other members of the class is good. We will maintain a respectful atmosphere in the classroom for all students (and professors) regardless of age, gender, favorite type of music, ethnicity, sexual orientation, learning disability, or driving skills. By that I mean (a) respectfully attending to the contributions that others make in the class and (b) consciously examining your own contributions to ensure that they are respectful to others around you. If you experience a lack of respect at any point during this class, please contact me, and I will work with you to address the problem. Students who are consistently disrespectful towards the classroom community will be dropped from the course.

E-mail. Because of the huge number of junk & virus messages I receive every day, **I can only guarantee to open email that has your name and the course name & section in the topic line.** If you have emailed me and have not received a

reply within 2 days, check to be sure that you included all of the correct information and email me again or call or drop by during office hours.

Distractions in class. Electronic messaging devices should be deactivated during class time so that you and your fellow students can focus on the material with a minimum of distractions. Computer use in the classroom is prohibited for the same reason. Electronic devices are prohibited on exam days. Quiet food is fine. If others can smell or hear your food then it is distracting for others so either bring enough to share or wait.

Attendance. Be at class. Be on time. Coming in late is rude to the classroom community. Failure to attend class will negatively affect your grade as missed in-class and group assignments cannot be made up under any circumstances.

Evaluation Procedures/Course Credit

Credit for this course will be based on student performance in these areas:

Exam 1	100
Exam 2	100
Exam 3	100
(Cumulative) Exam 4	100
Individual, Group & In class assignments	100
Evidence-based Policy proposal	100 (total)
Human Development in the news	50 (total)
Proposal poster	25
Total	675 points

Exams: All tests will be in class examinations covering the readings, lectures, student contributions and any guest presentations. The exams will always contain multiple choice questions and might include short answer questions as well.

In class assignments & Group Assignments: In class assignments might range from unannounced quizzes over readings to participation in group discussions or activities. Credit for in class assignments & Group work cannot be made up except in the case of GVSU defined “excused absences.” If you are not present for any other reason, you will not be able to earn credit.

Evidence-based Policy Proposal and **Human Development in the news.** Descriptions of these assignment will be posted on the course Blackboard website.

Grading Scale

	A	93-100	A-	90-92	
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72
D+	67-69	D	63-66	F	62 or lower

* I reserve the right to adjust this scale downward if I see the need

Useful things to know

Exam Dates: You are responsible for attending and completing an exam at the time and day for which it is scheduled. Only in cases of extreme illness or family emergency will an exam be given at a time other than that scheduled. Rescheduled exams will be given (or not) at the professor’s discretion and will probably be in a format other than the original exam (e.g. oral or essay). If you realize that you will need to request a make-up exam please contact me before the exam. I will **always** require documentation.

Due Dates: You are responsible for turning in all work by the **start** of class time (assignments will not be accepted more than 5 minutes past the beginning of the class) on the announced due date. Written materials for group activities will only be accepted on the day the group meets. If you are not present to meet with your group you will not be able to submit the written work. For the research paper you may only submit it to me in person. Late papers will be penalized 10% per day.

Copies: You are required to keep a copy of all individual work that you submit to me.

Reading: *You are responsible for reading and/or watching the materials assigned for each class period.* Not all of the reading will be explicitly discussed during class time, however, these readings have been chosen to prepare you for class and to give you the background information necessary to understand some of the activities planned for the class. You are responsible for the material contained in the readings regardless of whether or not it is specifically covered during class time. Only the chapters from the texts are listed on the syllabus. Supplementary articles etc. might be announced in class.

Blackboard Website: I will post grades, announcements, assignments and other course information on the course info web site for this class. Make sure that you have access. Contact the help desk if you need assistance. Please check your grades on the Blackboard website often as it is both of our responsibilities to ensure the accuracy of the information. Be sure to keep all papers that are returned to you until the end of the semester and contact me ASAP if you think an error has been made.

Students with special needs: If you need special accommodations for either testing or note-taking please let me know and I will work with you and the learning center to set up the necessary services.

Tentative schedule of topics: This can and will change based on the pace and interests of the class itself, but this will give you some idea of where we are headed! (Exam dates are final unless you are notified otherwise). I reserve the right to change this schedule. I will announce such changes in class and all students are responsible for such information.

<u>Week in semester</u>	<u>Topics & Readings</u>	<u>Important Dates</u>
Aug 26-30	What is Developmental Psychology	
Sept 2-6	Science & Critical Thinking C1	No class M Sept 2 Labor Day
Sept 9-13	Genes & Environment C3 & Adverse Childhood Experiences & Resilience	
Sept 16-20	Prenatal and Perinatal Dev C4	
Sept 23-27	Physical Development C5	Exam 1
Sept 30-Oct 4	Perception C6 & Cognition C7	
Oct 7-11	Memory C8	
Oct 14-18	IQ & Creativity C9 & Language C10	
Oct 21-25	Education C10 Self C11	No Class M Oct 21 Fall Break Exam 2
Oct 28-Nov 1	Gender & Sex C12	
Nov 4-8	Social Cog C13	
Nov 11-15	Relationships C14	
Nov 18-22	Family C15	Exam 3
Nov 25-29	Family C15cont.	No class W Nov 27 & F Nov 29 Thanksgiving Break
Dec 2-6	Death & Dying C17 Wrap-up	Cumulative Exam 4 Dec 6 last day of class
Dec 9-13	Policy Proposal Poster session	Final Exam week