

PSY 364 – Life-Span Developmental Psychology
Summer, 2018

Instructor: Prof. Don Paszek

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Office Hours: TTh 11:30-12 and by appointment

Section 02 TTh 12-3:20 p.m. 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.

Learning 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.

Exams: Exam 1 Tues., May 22
Exam 2 Tues., June 5
Exam 3 Tues., June 19

Each exam will consist of multiple choice questions (approx. 60-100). 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 3).

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 (email (or call) 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: Developmental Theories in Relation to Your Own Development:

Due Thurs., June 14 (due at beginning of class- late papers not accepted). Paper should be typed, double-spaced, font size 12, 1 inch margins, approx. 8-10 pages. Paper will be graded on a percent basis. This score is worth the equivalent of one exam in terms of your final grade.

This paper will consist of discussing several developmental theories covered in this course. You will discuss/summarize each of the theories (based on text material and class notes), and then apply each 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. The paper will be graded based on how thoroughly you discuss the theories and relate each to your own experiences and development. More information will be given in class.

Grades: Final grades will be based on calculating the mean percent of the three exam scores and the paper score (thus, each counts 1/4). 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	COURSE OUTLINE	READINGS
5/8	Introduction, Research Methods	Chapters 1,2,3,5
5/10	Methods, Developmental Issues and Theories	
5/15	Developmental Theories	
5/17	Heredity & Environment, Physical Development	
5/22	<u>EXAM 1 – Chapters 1,2,3,5</u>	Chapters 6,7,8,9,12
5/24	Perceptual Dev., Cognitive Dev.-Piaget	
5/29	Piaget, Vygotsky, Information Processing, Memory Dev.	
5/31	Intelligence, Creativity, Gender/Sexuality	
6/5	<u>EXAM 2 – Chapters 6,7,8,9,12</u>	Chapters 10,11,13,14,15,17
6/7	Self/Personality, Language Dev.	
6/12	Moral Dev., Attachment, Social Relationships, Family	
6/14	Death & Dying, Summary/Conclusion (Term Paper Due)	
6/19	<u>EXAM 3 – Chapters 10,11,13,14,15,17</u>	

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). You are here to give your 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 ask you to leave. This includes the following:

I do not want to see a phone (or similar e-device). Turn it off and put it away. A phone on a desk, 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 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.

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: This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>. The GVSU Student Code 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. Essentially, you are not permitted to use someone else's work or ideas without giving them credit. 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.

The materials presented in this class are copyright protected and may not be used without the express prior consent of the instructor. Intentional misuse of the intellectual property of another may subject the user to penalties up to and including dismissal.

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.