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. 23
      Exam 2 Fri., Feb. 6
      Exam 3 Mon., Feb. 23
      Exam 4 Fri., March 13
      Exam 5 Fri., March 27
      Exam 6 Fri., April 10
      Exam 7 Sect. 02 (9-10 a.m.)- Tues., April 21, 8-9:50 a.m.
          Sect. 04 (11-12 a.m.)- Wed., April 22, 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).

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%
- F = 0-59.9%

Extra Credit: None (Your time is better spent completing required work and studying for exams)

DATE-week of | COURSE OUTLINE | READINGS
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Jan. 5-9 | Introduction, Research Methods in Development | Chpts. 1 & 3
Jan. 12-16 | Research Methods, Heredity & Environment | 
Jan. 19 | Mon.-No Class- MLK Day | 
Jan. 21 | Heredity & Environment | 
Jan. 23 | FRI.-EXAM 1 – Chapters 1,3 | 
Jan. 26-30 | Developmental Issues & Theories | Chpts. 2 & 5
Feb. 2-4 | Theories, Physical Development | 
Feb. 6 | FRI.-EXAM 2 – Chapters 2,5 | 
Feb. 9-13 | Perceptual Development | Chpts. 6 & 7
Feb. 16-20 | Cognitive Development- Piaget, Vygotsky | 
Feb. 23 | MON.-EXAM 3 – Chapters 6 & 7 | 
Feb. 25-27 | Information Processing, Memory Development | Chpts. 8 & 9
March 2-6 | SPRING BREAK | 
March 9-11 | Info. Processing, Intelligence, Creativity | 
March 13 | FRI.-EXAM 4 – Chapters 8 & 9 | 
March 16-20 | Language Development | Chpts. 10,11,12
March 23-25 | Self/Personality, Gender/Sexuality | 
March 27 | FRI.-EXAM 5 – Chapters 10,11,12 | 
March 30-April 3 | Moral Development, Attachment Relationships | Chpts. 13 & 14
April 6-8 | Social Relationships | 
April 10 | FRI.-EXAM 6 – Chapters 13 & 14 | 
April 13-17 | Family Relationships, Death & Dying, Conclusion | Chpts. 15 & 17

EXAM 7 – Chapters 15,17 – Sect. 02- Tues., April 21, 8-9:50
Sect. 04- Wed., April 22, 10-11:50
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.

This syllabus is subject to change at the educated whim of the instructor