

**PSY 364-02\*\* - Life-Span Developmental Psychology**  
ASH 2310 – 6:00 to 8:50  
Fall 2022

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Make sure you enter “*Psych 364-02*” in the subject line of your email. 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.

\*\*This syllabus is subject to change. Most changes will be announced on Blackboard after the first and second week – please stay tuned! Changes (if any) will be announced during class sessions and/or on Blackboard. Students are responsible for checking Blackboard regularly for announcements and class material.

**Office hours:** Tuesdays & Thursdays 1-2pm, or by appointment, in-person or via Zoom.

**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, Sept. 9<sup>th</sup> for normal 15-week courses.** 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 Format:**

This class will be held in-person; lectures will not be live-streamed. If you have to be quarantined or isolated, please contact me as soon as possible to discuss ways to help you keep up with the course. Exams and short assignments will be given in class, quizzes will be online, whereas homework assignments will be submitted online via BB.

Classes will be a mixture of lecture, discussion, and in-class activities, with stronger focus on lecture. In order to be fully engaged and to participate in class, it is essential that you read and think about the material to be covered before you come to class.

At the beginning of every week (Sunday or Monday morning), there will be partial lecture notes posted on Bb (sometimes videos and/or additional readings). At the end of every week, there will be an online multiple-choice quiz (5 questions for 5 points) over covered material from the textbook or assigned video/additional reading. Bb link will be open from Thursday morning to Friday night.

## 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:

- 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.

## Course Outcome Measures:

Your final grade will be based on the total number of points that you receive on two midterm exams, a final cumulative exam, weekly online quizzes, and several in-class activities and homework assignments. A maximum of 5 extra credit points will be given to students who are active contributors to in-class discussions.

EXAMS: There will be three exams, each consisting of multiple-choice questions drawn from lectures, textbook, additional readings, class discussions, and videos (watched in- or outside of class). The exams are designed to assess your *comprehension* of the material rather than superficial memorization. The final exam is cumulative.

A total of 13 online 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 reading/video(s).

In-class activities and homework assignments on various topics covered in class (individual sheets with instructions will be posted on BB or provided in class).

## Grading Distribution and Scale

	<u>Points</u>
Exam 1	65
Exam 2	65
Exam 3	130
Quizzes (13x5)	65
In-class activities	25
Homework Assignments	80
<b>Total</b>	<b>430</b>

<u>Final Grade</u>
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

*Note: Grades will not be curved. If your grade is at the .5 mark, I will round up (e.g., xx). I will not adjust your grade in any other way. Please do not ask at the end of the semester.*

**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>

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

**Class attendance:** I do not (directly) take attendance, but participation in class will enhance your understanding of the material, and you are responsible for all material covered in class. Additionally, be aware that there will be almost weekly in-class activities AND no make-up opportunities will be provided unless you have an excused documented absence. Lectures will parallel (but not simply duplicate) the textbook, and information from classroom discussions and videos will appear on exams. If you miss a lecture, I strongly advise you to obtain notes from at least two different classmates. In the case of illness and/or special circumstances, please talk to me and we will work things out. I want everyone to be successful in the class and will support you to help that happen, but I do expect regular attendance in class and participation with course material throughout the semester.

Withdraw with a "W" Grade Deadline, October 28.

### **HOW TO SUCCEED IN PSYCH 364:**

- Read textbook Chapter(s) associated with each lecture before the lecture is given in class;
- Take Good Notes: Fill-out your Lecture Outline, take additional notes and make note of examples given during lecture.
- 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.
- Submit assignments on time
- Show curiosity and critical thinking initiative by finding information, correcting an argument or generally going above and beyond in terms of class participation or discussion of relevant material.

Psych Friends: If you feel you could use some extra help/guidance/support in any academic domain or for your well-being, please consider scheduling an appointment with a mentor through Psych Friends. Psych Friends mentors are upper-level undergraduate peer mentors who are trained to provide support in many areas including: effective study and time management techniques, exam preparation and reflection skills, comprehension of the psychology and behavioral neuroscience major requirements, tips for engaging in the field, strategies for education continuation, methods for maintaining physical and mental health. Schedule an appointment here: <https://www.gvsu.edu/navigate> and Questions? Email [psychfriends@gvsu.edu](mailto:psychfriends@gvsu.edu)

## TENTATIVE COURSE SCHEDULE

### **Week 1 (August 29)**

Readings: Chapter 1, Understanding Life-Span Human Development

No in-class activity this week

**Quiz 1** open on Bb from Thursday 8am to Friday by midnight (pages 17-29, section 1.3 How is Development Studied?)

**Homework Assignment #1** (Study Design) due on Friday, Sept 2, 11:59pm via BB (instructions on BB and covered in class)

### **Week 2 (Sept 5)**

#### **Labor Day, no class**

Material for the week will be provided as complete lecture notes

Readings: Ch. 3, Prenatal Development and Birth

**Quiz 2** open on Bb from Thursday 8am to Friday by midnight (over Perinatal Environment)

### **Week 3 (Sept 12)**

Readings: Ch. 2, Genes, Environment, and Development, Ch. 8, section 8.6 + Journal Paper by Caspi et al. (posted on Bb)

In-class Activity #1 Gene - Environment Correlation/Interaction

**Quiz 3** open on Bb from Thursday 8am to Friday by midnight (pages 49-63 (sections 2.3, 2.4., 2.5))

### **Week 4 (Sept 19)**

Readings: Ch. 4 Body, Brain and Health & Journal Paper by Hillman, C. H., Erickson, K. I., & Kramer, A.

**Quiz 4** open on Bb from Thursday 8am to Friday by midnight (the Adult section, pp. 127-134)

**Homework Assignment #2:** Optimal aging around the world (due Friday Sept 30)

Specific Additional Readings, Assignments and Documentaries will be added for the weeks 5 - 15

### **Week 5 (Sept 26)**

**Exam #1 Chapters 1, 2, 3, 4 & Additional Readings & Videos**

Readings: Ch. 8 Intelligence and Creativity (sections Child, Adolescent, Adult)

**Quiz 5** open on Bb from Thursday 8am to Friday by midnight

### **Week 6 (October 3)**

Readings: Chapter 6, Cognition

**Quiz 6** open on Bb from Thursday 8am to Friday by midnight

### **Week 7 (October 10)**

Readings: Ch. 9, Language and education

**Quiz 7** open on Bb from Thursday 8am to Friday by midnight

### **Week 8 (October 17)**

Readings: Ch. 12, Social Cognition and Moral Development

**Quiz 8** open on Bb from Thursday 8am to Friday by midnight

**Week 9 (October 24)**

Fall break on Monday and Tuesday  
Prepare for exam #2

**Week 10 (October 31)**

exam #2 (chapters 6, 8, 9, 12)

Readings: Ch. 10 Self and Personality

Quiz 9 open on Bb from Thursday 8am to Friday by midnight

**Week 11 (Nov 7)**

Readings: Ch. 11 Gender Roles and Sexuality

Quiz 10 open on Bb from Thursday 8am to Friday by midnight

**Week 12 (Nov 14)**

Readings: Ch. 13 Emotions, Attachment, and Social relationships

Quiz 11 open on Bb from Thursday 8am to Friday by midnight

**Week 13 (Nov 21)**

Readings: Ch. 14 Family

Quiz 12 open on Bb from Thursday 8am to Friday by midnight

**Week 14 (Nov 28)**

Readings: Ch. 17 Death and Dying

Quiz 13 open on Bb from Thursday 8am to Friday by midnight

**Week 15 (Dec 5)**

Final Review

In-class Activities

Final Exam, Monday, **December 12**, 6pm to 7:50pm