

**SYLLABUS**  
**Life Span Developmental Psychology – PSY 364 – Fall 2021**  
**Grand Valley State University – Department of Psychology**

**PSY 364 (Section 02) Monday, Wednesday and Friday 11:00-11:50am**  
**Lake Ontario Hall Room 174**

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Instructor: Kasey Magnuson, MA, LLP

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Please put "Psych 364" in the subject line of your email. I will respond to emails within 1 business day.

Office Hours: By appointment

2111 ASH (Au Sable Hall)

616-331-9234, dialing 1-9234 on campus

### **Instructor's Background**

Education: BS Criminal Justice (GVSU)

MA Counselling Psychology (WMU)

### **Required Text**

This course is participating in GVSU Save program. 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. However, if you decide you don't want to participate, you will need to Opt-Out of the program and be sure you obtain the material on your own. To Opt-Out just click on the link in your BlackBoard course page and follow the instructions.

Essentials of Lifespan Development

7th edition

By: John Santrock

Textbook

ISBN10: 1260726800

ISBN13: 9781260726800

Loose leaf

ISBN10: 1264058896

ISBN13: 9781264058891

**Course Objectives** (3 credits, Prerequisite: PSY 101)

**Upon successful completion, 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.

In addition, since this course is one of those required for admission to the COE (Council for Opportunity in Education), it should be noted that it also supports the vision, mission, and values of the COE, which are as follows:

- Vision: “Promoting teaching excellence, active scholarship, and social responsibility.
- Mission: “We develop quality educators to teach, lead, and serve in local and world communities.”
- Values: Inquiry, ethics, collaboration, decision-making.

### **Course Description**

I strongly believe that we learn better when we are active and engaged. Therefore, the material for this course will be presented in a mixed-methods format meaning that I will use individual and group activities and discussions (both instructor-led and student-led), and videos to supplement the course readings and lectures. There will be lecture, but it is important that you come to class prepared to participate in class discussions and activities. We will focus on an overview of the 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. We will be using Blackboard extensively for assessments, assignments, and communicating important updates, changes and other information.

### **Course Expectations**

To ensure a good learning environment for all students and facilitate high levels of responsiveness and support, I expect that you will:

- Be officially registered for the course. Please remember that participation in the class is limited to students who are officially registered for the course. This will ensure that we will not have any unauthorized visitors to our class. Visitors to classes are allowed only with specific faculty permission.
- Communicate early and often. If you are having difficulty with the course material, or if there is an out-of-class issue that is affecting your performance, the earlier I know about it the sooner I can help. Please feel free to ask questions at any time.
- Be proactive and persevere. Everyone enters this class with different levels of preparation and interest. Some information may seem to come easily to some and with difficulty to others. There is nothing wrong with finding this material challenging, especially if it is new to you or given the pace of this course. This course is designed to give you many opportunities to succeed, but it is up to you to take advantage of them.
- Use the resources available to you. I fully expect that most of you will have many questions throughout the course, and I want to be able to answer them as fully as possible. I have tried to anticipate many possible questions and answer them in course documentation –this syllabus and assignments. When you have a question about course policies, assignment requirements, etc., please check these resources first, before emailing me with your question. When you are working on assignments, please read and re-read the instructions, then email me. If your question has already been addressed in the documentation, you will get your answer faster this way, and if not, I will be able to give it more attention.
- Practice good email habits. Please put “PSY 364 section #” in the subject line of your emails for the fastest attention (if you send messages through Blackboard, it will do this for you). Please use complete sentences and check for spelling errors. Also, please sign your full name so I know who you are and what class you attend. Please be as specific as you can about your question.
- Show courtesy and respect to all class members. Be professional and use good manners in your interactions with me and with your classmates.

### **Submitting Assignments**

The standard GVSU word processing program is Word, and that is what I will use. Word documents in the course site are as posted as .docx or .doc.

If this is not compatible for what you have access to, please let me know. I prefer documents submitted to me as Word documents, and will not accept incompatible programs (if you are unsure, please save your document as rich text format (.rtf) or send me a “test” document to make sure that we are compatible. Contact me if you have any questions or concerns.

As a GVSU student, you have access to Microsoft Office 365 for free. You will find the information on how to access this at <https://www.gvsu.edu/it/gvsu-softwarehardwareapps-69.htm>

### **Attendance/Assignment/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.

### **Readings**

You are responsible for all assigned readings. This means you need to read and study the entire chapter (s) assigned. While I certainly will emphasize some material as being more important, it is all fair game for exams. There will be a good deal of text material that I do not cover in class that will be tested on exams. I *do not* provide study/review sheets for exams.

### **Writing Center**

<http://www.gvsu.edu/wc/syllabus-blurb-8.htm>

**Communication with Classmates:** You are encouraged to challenge each other's (and my) ideas as long as it is done in a respectful manner (i.e. challenging IDEAS, not PERSONALITIES). Because of the lack of non-verbal clues, the written word can be misconstrued. If you feel you have been insulted or treated disrespectfully by a classmate, do not respond in anger. First, give the person the benefit of the doubt and ask what he or she meant by the comment.

### **Course Structure and Requirements**

Classroom work will be both lecture and discussion. Specific readings will be assigned each week and should be read prior to class. Lectures will often cover material not in the readings. Participation in class discussion is expected.

- Exam 1 – 45 points
- Exam 2 – 45 points
- Exam 3 - 45 points
- Exam 4 - 45 points
- Exam 5 - 45 points
- Exam 6 – 45 points
- Exam 7 – 45 points
- Final Exam – 100 points
- Chapter 1 quiz – 10 points
- Chapter 2 quiz – 10 points
- Chapter 3 quiz – 10 points
- Chapter 4 quiz – 10 points
- Chapter 5 quiz – 10 points
- Chapter 6 quiz – 10 points
- Chapter 7 quiz – 10 points
- Chapter 8 quiz – 10 points
- Chapter 9 quiz – 10 points
- Chapter 10 quiz – 10 points
- Chapter 11 quiz – 10 points
- Chapter 12 quiz – 10 points
- Chapter 13 quiz – 10 points
- Chapter 14 quiz – 10 points
- Chapter 15 quiz – 10 points
- Chapter 16 quiz – 10 points
- Chapter 17 quiz – 10 points

Baumrind Paper – 100 points  
Benjamin Button Paper – 100 points  
Observation paper for Children’s visit – 225 points  
Total-1010 points (one quiz will be dropped)

## Grading

The maximum points a student can earn are 1000. The final grade will be determined by taking the total cumulative points and dividing by 100. This will provide a statistical average and the students’ final letter grade will be determined by the following formula:

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+ 66-69 %  
D 61-65%  
E 60% or lower

## Course Assignments

### Exams

There will be **seven** exams worth 45 points each which will include questions from the textbook and lecture material. Exams will consist of 45 multiple choice questions (1 point for each question). Each exam will cover approximately 2-4 chapters of material. The exams are designed to assess your comprehension of the material, rather than superficial memorization. All make up exams will be essay in format and given at the convenience of the instructor. **NO MAKE-UP EXAMINATIONS WILL BE ALLOWED UNLESS PRIOR ARRANGEMENTS ARE MADE WITH THE INSTRUCTOR. YOU MUST BE ON TIME FOR EXAMS and bring a device to take them via blackboard.**

**Cumulative Final Chapters 1-17 (5-6 questions per chapter).** A study guide will be posted on blackboard.

### Chapter quizzes

There will be chapter quizzes. These quizzes and are administered mostly IN CLASS on Blackboard. Because of the difficulty of the subjects, chapter quizzes may provide a better learning experience and overall retention of material. These **cannot** be made up, you **MUST** be in class to take the quiz. You must bring a device to take this quiz.

### Benjamin Button paper

This paper is based off the movie *The Curious Case of Benjamin Button*. Details are in Blackboard. **NO LATE PAPERS WILL BE ACCEPTED UNLESS PRIOR ARRANGEMENTS WERE MADE WITH THE INSTRUCTOR.** 3-4 pages

### Observation of Harper and Elijah

You will be observing my 11 year old son and 7 year old daughter and use the textbook to compare and contrast your observations. Details are in Blackboard. **NO LATE PAPERS WILL BE ACCEPTED UNLESS PRIOR ARRANGEMENTS WERE MADE WITH THE INSTRUCTOR.** 4-6 pages

### Baumrind Paper

The purpose of this activity is to provide you a chance to demonstrate your understanding of Baumrind's four parenting styles: authoritative, authoritarian, permissive, and rejecting/neglecting. To complete this **3-4 pages** typed assignment (double spaced), you need to identify at least two television parents, each with different parenting styles (see text, lecture or research for details). You should watch at least one episode with each character and should use one specific example from these episodes to justify their parenting style classification. An additional part of this assignment is to identify the behaviors exhibited by children of these parents to see if they match the parenting style/child outcome connections described from your research. **NO LATE PAPERS WILL BE ACCEPTED UNLESS PRIOR ARRANGEMENTS WERE MADE WITH THE INSTRUCTOR.** 3-4 pages

### **Plagiarism/Academic Dishonesty**

Plagiarism: any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writing of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism. Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Grand Valley. For further information see the Student Code.

### **Academic Integrity**

Academic integrity often feels ambiguous, as the specific behaviors that are considered misconduct vary somewhat across disciplines and courses. My guiding principle is that I want to know what YOU have learned in this course. Behaviors that facilitate your learning the material are acceptable; behaviors that make it appear as if you have learned the material when you have not are unacceptable. Behaviors that create the appearance of an unfair advantage or allow others to question whether you have really learned the material, such as having access to unapproved materials during a quiz/exam, are also unacceptable.

### **Students are expected to work within GVSU's Code of Student Conduct.**

Please see <http://www.gvsu.edu/studentcode/> for more information and familiarize yourself with these policies regarding dishonorable conduct. No matter how mild or severe the cheating, it is entirely unacceptable, and I will enforce the current policies fully.

### **It is always OK to:**

- Ask questions.
- Study with classmates.
- Work together with classmates on homework or projects, so long as each of you performs your own work and, in the end, can explain it in your own unique words.
- Use sources to support your ideas and arguments, so long as you (1) restate the material in your own words, showing me what you think it means rather than copying and pasting or narrowly paraphrasing, and (2) you give credit to the original source with a citation. The words should be yours, but you still need to give credit to the source of the ideas.

### **It is never OK to:**

- Have any materials (e.g., textbooks, notes in any form) accessible during exams and/or quizzes unless I have explicitly given you permission. This includes access to electronic devices (e.g., smart watches) that could conceivably be used to store notes; I want you to avoid even the appearance of improper behavior.
- Present anyone else's words or work as if they are your own. If you are defining terms, you should state them in your own words and cite the source. In this course, there is no reason to use direct quotations.
- Allow anyone else to present your words or work as their own. Enabling someone else's academic misconduct is also academic misconduct, even if you are not benefiting from it.
- Share quiz questions or details with anyone who has not yet taken the exam (e.g., for "test files" maintained by some student organizations). I rewrite tests substantially each semester, so this is not likely to benefit you anyway.

These lists are not exhaustive –if you have any questions at all, please ask.

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

Students do not have the right to record classroom lectures and discussions without securing prior permission from the course instructor, but do have the right to take written notes (or typed notes on a computing device). There may be some cases where students with documented learning or physical disabilities need such electronic assistance; in these cases, the student would have documentation from Disability Support Resources (DSR), be in touch with the instructor well ahead of time to arrange appropriate accommodations, and have signed an agreement with DSR not to share the recordings. DSR has included other information about such requests in their FAQ for faculty and staff.

### **Disabilities Support Resources**

Any student who requires accommodation because of a physical or learning disability must contact Disability Support Resources (<http://www.gvsu.edu/dss>) at 616-331-2490 as soon as possible. After you have documented your disability, please make an appointment or see me to discuss your specific needs. If you have a disability and might need assistance evacuating the classroom in an emergency, please contact the instructor so she can develop a plan to assist you.

### **University Counseling Center**

The University Counseling Center (UCC) provides personal, career, and group counseling to GVSU students for free. Furthermore, the UCC offers many self-help resources to students, including personal development assistance in dealing with issues of depression, loneliness, and how to manage stress, as well as study skill assistance such as test taking strategies, tips on how to successfully speak in front of a classroom, as well as guidance in writing research papers. For more information, please visit: <http://www.gvsu.edu/counsel/The> UCC is located at 204 Student Services, Phone: 331-3266, Email: [gvcounsl@gvsu.edu](mailto:gvcounsl@gvsu.edu)

### **Office of Undergraduate Research and Scholarship (OURS):**

The Office of Undergraduate Research and Scholarship provides support for undergraduates to pursue the research and creative practice in their discipline. Essentially, we support curious students, by connecting them with ways to discover, research, and explore. Students work with faculty on student initiated, or faculty initiated research. <https://www.gvsu.edu/ours/>

**Study Abroad:** Contact the Padnos International Center <https://www.gvsu.edu/studyabroad/> There are programs in every region of the world!

### **Liaison Librarian and Knowledge Market**

In addition to many online resources, the GVSU University Libraries has 3 campus locations where you may access library materials: Mary Idema Pew Library Learning & Information Commons (Allendale campus), Steelcase Library (Grand Rapids campus), and Frey Library (Grand Rapids, Center for Health Sciences). Liaison librarian. Each department has a designated librarian to support your research needs. Samantha Minniss our liaison librarian for psychology. Her email is [minniss@gvsu.edu](mailto:minniss@gvsu.edu). Here is a link to the library's subject guide to psychology <https://libguides.gvsu.edu/psych>

### **Knowledge Market**

Our highly trained student consultants work one-on-one or in small groups to help with your library research, writing, or oral presentations. For information about the Knowledge Market or to make an appointment, visit [www.gvsu.edu/library/km](http://www.gvsu.edu/library/km).

### **Blackboard Website**

To access Blackboard, go to <https://mybb.gvsu.edu/> and enter your log in and password. Use of Blackboard is integral to this course and students must log on a few times each week in order to complete course requirements, receive important announcements and updates, and communicate with me and other students about course content. Blackboard will contain pertinent course information, grades, lecture materials, announcements, readings, assignments, and exams. Students are responsible for all information provided via Blackboard. The full, detailed description of all assignments, exams, and due dates will be found in Blackboard. If you are new to Blackboard: Link to check if your browser is compatible:

[https://help.blackboard.com/Learn/Instructor/Getting Started/Browser Support/Browser Checker](https://help.blackboard.com/Learn/Instructor/Getting%20Started/Browser%20Support/Browser%20Checker)

Technical difficulties with Blackboard: If you experience technical problems with Blackboard, contact the help desk by email or phone -helpdesk@gvsu.edu or 616-331-3513.

Link to help website: <http://www.gvsu.edu/it/learn/>

The expectation at Grand Valley State University is that a three-credit course constitutes approximately 9-12 hours of work per week, including time viewing lectures, completing readings and other assignments, and otherwise engaging with the course. You are most likely to be successful in this course if you set aside regular time each week.

### Required Readings and Assigned Class Dates

Week of:	Topics	Readings
<i>Week One</i>		
August 30	Introduction to class	Ch 1
September 1	Chapter 1 Introduction	
September 3	Chapter 1 Introduction <b>Chapter 1 quiz (10) online, bring laptop to take it (cloud)</b>	
<i>Week Two</i>		
September 6	<b>NO CLASS-Labor Day</b>	Ch 2
September 8	Chapter 2 Biological Beginnings <b>Chapter 2 quiz (10) online, bring laptop to take it (camp)</b>	
September 10	<b>NO CLASS-See blackboard for online assignment</b>	
<i>Week Three</i>		
September 13	<b>Exam 1 Chapters 1 and 2 (45) (green)</b>	Ch 3
September 15	Chapter 3 Physical and Cognitive Development in Infancy	
September 17	Chapter 3 Physical and Cognitive Development in Infancy <b>Chapter 3 quiz (10) online, bring laptop to take it (baxter)</b>	
<i>Week Four</i>		
September 20	<b>Harper and Elijah Visit</b>	Ch 4
September 22	Chapter 4 Socio-emotional Development in Infancy	
September 24	Chapter 4 Socio-emotional Development in Infancy <b>Chapter 4 quiz (10) online, bring laptop to take it (chase)</b>	
<i>Week Five</i>		
September 27	<b>Exam 2 Chapters 3, and 4 (45) (movie)</b>	
September 29	Benjamin Button Movie (2 hours and 47 minutes)	
October 1	Benjamin Button Movie	
<i>Week Six</i>		
October 4	Benjamin Button Movie	
October 6	Benjamin Button Movie	Ch 5
October 8	Chapter 5 Physical and Cognitive Development in Early Childhood	
<i>Week Seven</i>		
October 11	Chapter 5 Physical and Cognitive Development in Early Childhood <b>Chapter 5 quiz (10) online, bring laptop to take it (elijah)</b>	Ch 6
October 13	Chapter 6 Socio-emotional Development in Early Childhood	
October 15	Chapter 6 Socio-emotional Development in Early Childhood <b>Chapter 6 quiz (10) online, bring laptop to take it (birthday)</b>	Ch 7
<i>Week Eight</i>		
October 18	Chapter 7 Physical and Cognitive Development in Middle and Late Childhood	
October 20	Chapter 7 Physical and Cognitive Development in Middle and Late Childhood <b>Chapter 7 quiz (10) online, bring laptop to take it (boo)</b>	Ch 8
October 22	Chapter 8 Socio-emotional Development in Middle and Late Childhood	

*Week Nine*

October 25  
October 27

**NO CLASS-FALL BREAK**

Chapter 8 Socio-emotional Development in Middle and Late Childhood  
**Chapter 8 quiz (10) online, bring laptop to take it (scary)**

October 29

**Exam 3 Chapters 5, 6, 7, and 8 (45) (ghost)**

Ch 9

*Week Ten*

November 1

Chapter 9 Physical and Cognitive Development in Adolescence

Ch 10

**Chapter 9 quiz (10) online, bring laptop to take it (fall)**

November 3

Chapter 10 Socio-emotional Development in Adolescence

**Benjamin Button Paper**

November 5

Chapter 10 Socio-emotional Development in Adolescence

**Chapter 10 quiz (10) online, bring laptop to take it (phone)**

*Week Eleven*

November 8

**Exam 4 chapters 9 and 10 (45) (chase)**

Ch 11

November 10

Chapter 11 Physical and Cognitive Development in Early Adulthood

**Observation Paper**

November 12

Chapter 11 Physical and Cognitive Development in Early Adulthood

Ch 12

**Chapter 11 quiz (10) online, bring laptop to take it (leaf)**

*Week Twelve*

November 15

Chapter 12 Socio-emotional Development in Early Adulthood

**Chapter 12 quiz (10) online, bring laptop to take it (rock)**

November 17

**Exam 5 Chapters 11, and 12 (45) (pie)**

Ch 13

November 19

Chapter 13 Physical and Cognitive Development in Middle Adulthood

**Chapter 13 quiz (10) online, bring laptop to take it (walk)**

Ch 14

*Week Thirteen*

November 22

Chapter 14 Socio-emotional Development in Middle Adulthood

**Chapter 14 quiz (10) online, bring laptop to take it (turkey)**

November 24

**NO CLASS-THANKSGIVING**

November 26

**NO CLASS-THANKSGIVING**

*Week Fourteen*

November 29

**Exam 6 chapter 13 and 14 (45) (dog)**

Ch 15

December 1

Chapter 15 Physical and Cognitive Development in Late Adulthood

**Baumrind Paper**

December 3

Chapter 15 Physical and Cognitive Development in Late Adulthood

Ch 16

**Chapter 15 quiz (10) online, bring laptop to take it (snow)**

*Week Fifteen*

December 6

Chapter 16 Socio-emotional Development in Late Adulthood

Ch 17

**Chapter 16 quiz (10) online, bring laptop to take it (sled)**

December 8

Chapter 17 Death, Dying, and Grieving

**Chapter 17 quiz (10) online, bring laptop to take it (present)**

December 10

**Exam 7 Chapters 15, 16, and 17 (45) (kitty)**

**FINAL is December 15 Chapters 1-17 (done)**

**Final Exam (11:00am class is on Wednesday, December 15th at 10:00-11:50am)**

**Note that I do not always discuss topics in the order in which they are presented in the text, may not discuss everything you read in a chapter, and we will sometimes cover material that is not included in the text.**

**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). I also find that when two students are continually talking throughout the class it is extremely annoying, distracting, and rude.**

**Final Notes (some are worth repeating again)**

This course is intended to examine critical issues in lifespan development and may include controversial or uncomfortable subjects. Please respect your fellow students (and the instructor) and use this class as an opportunity to explore these issues in a safe environment.

-Please follow email etiquette when contacting instructor: watch spelling and grammar, please allow for brief answers (about one paragraph), and please respectful in correspondence.

-This syllabus is a frame of reference and your instructor has the discretion to deviate from it when it is in the best interest of the class. Any major changes will be announced in class and on BlackBoard.

-Please turn off all cell phones or other devices that will distract other students. Cell phones cannot be on or out during exams. If I see a cell phone, you will receive a zero on the exam. Do not take or make calls in class! I may ask you to leave if I see you using cell phone or other device in class.

If you decide not to finish this class for any reason, you need to notify the records office in writing by filing a drop form or online. This does not require the instructor's signature. For your protection, also notify the instructor in writing that you have dropped your class. Keep your own copy of the drop slip in a safe place until after you receive your final grades for the semester.

**Incomplete:** Under special circumstances, a grade of Incomplete (I) can be granted. See me as soon as possible to arrange this, and to provide me with written documentation of why the course could not be completed. Note that an Incomplete grade must be completed by the end of the next academic semester, or is automatically converted to an F. An Incomplete will not be given for falling behind in the course or wanting to repeat the course for a better grade.

**Fire:** Immediately proceed to the nearest exit during a fire alarm. Do not use elevators.