

**PSY 364-03\*\* - Life-Span Developmental Psychology**  
Lake Huron Hall 116 – 11:30 to 12:45  
Fall 2021

**Instructor:** Mihaela Friedlmeier, Ph.D.  
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Please put “*Psych 364-03*” in the subject line of your email. I will do my best to respond to emails within 24 hours if they are received Monday-Friday. “See” me during virtual 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! I will do my very best to avoid confusion and overload in the (amount of) information sent your way!

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.

**Virtual Office hours on ZOOM:** Mondays and Wednesdays from 10am to 11:15am.

<https://gvsu-edu.zoom.us/j/9308966369?pwd=NVVZ2Z2tBbTR3a1RhcDJqakhmWVlYZz09>

Meeting ID: 930 896 6369

Passcode: 6CYPAS

**Textbook:** Sigelman, C. K., & Rider, E. A. (2017, 9<sup>th</sup> ed.). *Life-Span Human Development*. Cengage Learning. Additional material will be posted on Blackboard. You do NOT need to purchase it from the bookstore. If you are trying to save money, you could buy the book through a third-party site *without* the online access code (we will not use it, but it can be useful if you already have it).

**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:**

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 (and every chapter), 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 book or documentary. Bb link will be open from Friday morning to Sunday 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 exam, weekly online quizzes, and a number of written assignments.

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.

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 (certain assigned pages from the textbook or assigned reading or assigned video).

Written assignments on various topics covered in class (individual sheets with instructions will be posted).

**Grading Scale**

	<b>Points</b>	<b>Final Grade</b>
		A 94 - 100%
<i>Exam 1</i>	65	A- 90 – 93%
<i>Exam 2</i>	65	B+ 87 - 89%
<i>Exam 3</i>	80	B 84 – 86%
<i>Quizzes (13x5)</i>	65	B- 80 – 83%
<i>Assignments</i>	100	C+ 77 – 79%
		C 74 - 76%
<b>Total</b>	<b>375</b>	C- 70 – 73%
		D+ 67 – 69%
		D 60 – 66%
		F 59% and lower

**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/>

**Absences:** I do not take attendance, but participation in class will enhance your understanding of the material, and you are responsible for all material covered in class. Lectures will parallel (but not simply duplicate) text, and information from classroom discussions and videos may also appear on examinations. 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 related to COVID, 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.

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

- Read textbook Chapter(s) associated with each lecture *before* the lecture is given during synchronous sessions.
- 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.

## TENTATIVE COURSE SCHEDULE

### Week 1 (August 31, Sept 2)

Readings: Chapter 1, Understanding Life-Span Human Development

Tuesday: Course Overview, Chapter 1 Lecture

Thursday: Ch. 1 Lecture cont'd, **Learning Assignment** will be announced in class

**Quiz 1** open on Bb from **Thursday 2pm** to Sunday bymidnight (pages 14-25, section 1.3 How is Development Studied?)

### Week 2 (Sept 7 and 9)

Readings: Ch. 3, Genes, Environment, and Development (pp. 75-end) + journal article by Caspi et al. (posted on Bb)

Tuesday and Thursday: Lecture

**Quiz 2** open on Bb from Friday 8am to Sunday midnight (pages 72-76, Studying Genetic and Environmental Influences)

**Learning Assignment due on Thursday, Sept 9** by midnight (via Bb)

### Week 3 (Sept 14 and 16)

Readings: Ch. 4, Prenatal Development and Birth

Tuesday and Thursday: Lecture

**Quiz 3** open on Bb from Friday 8am to Sunday midnight

Videos/Documentary TBA

### Week 4 (Sept 21 and 23)

Readings: Ch. 5 Body, Brain and Health

Tuesday and Thursday: Lecture

**Quiz 4** open on Bb from Friday 8am to Sunday midnight

Videos TBA

**Longevity Assignment** will be announced on Tuesday (due Thursday Sept 30)

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

### Week 5 (Sept 28 and 30)

**Tuesday: exam #1 (chapters 1, 3, 4, 5)**

Thursday: Ch. 9 (Intelligence, sections Child pp. 274-277, the Adolescent, pp. 277-279. the Adult pp. 279-286)

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

### Week 6 (October 5 and 7)

Readings: Chapter 7, Cognition

Tuesday and Thursday: Lecture

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

### Week 7 (October 12 and 14)

Readings: Ch. 10, Language and education

Tuesday and Thursday: Lecture

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

### Week 8 (October 19 and 21)

Readings: Ch. 13, Social Cognition and Moral Development

Tuesday and Thursday: Lecture

**Quiz 8** open on Bb from Friday 8am to Sunday midnight

### Week 9 (October 26 and 28)

**Tuesday: fall break**

Thursday: exam #2 (chapters 7, 9, 10, 13)

**Week 10 (Nov 2 and 4)**

Readings: Ch. 11 Self and Personality

Tuesday and Thursday: Lecture

Quiz 9 open on Bb from Friday 8am to Sunday midnight

**Week 11 (Nov 9 and 11)**

Readings: Ch. 12 Gender Roles and Sexuality

Tuesday and Thursday: Lecture

Quiz 10 open on Bb from Friday 8am to Sunday midnight

**Week 12 (Nov 16 and 18)**

Readings: Ch. 14 Emotions, Attachment, and Social relationships

Tuesday and Thursday: Lecture

Quiz 11 open on Bb from Friday 8am to Sunday midnight

**Week 13 (Nov 23 and 25)**

Tuesday: TBA

Thursday: Thanksgiving break

**Week 14 (Nov 30 and Dec 2)**

Readings: Ch. 15 Family

Tuesday and Thursday: Lecture

Quiz 12 open on Bb from Friday 8am to Sunday midnight

**Week 15 (Dec 7 and 9)**

Readings: Ch. 17 Death and Dying

Tuesday and Thursday: Lecture

Quiz 13 open on Bb from Friday 8am to Sunday midnight

Final Exam (Ch. 11, 12, 14, 15, 17) Tuesday, December 14, 10:00 am - 11:50 am