

PSY 364 – Life-Span Developmental Psychology
Fall 2020

Section 03: M asynchronous online, WF 9-9:50pm synchronous online (“live”)

Instructor: Dr. Christopher A. Kurby
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Office Hours: MWF 10:00 am to 11:00 am or by appointment.

Required text: Sigelman, C. K., & Rider, E. A. (2009, 9th ed.). *Life-Span Human Development*. Thomson, Wadsworth. (also available as an e-Book)

Course Description and 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. PSY 364 is a course that falls under the General Education Human Journey Theme. As such, a major objective of the course is to examine the journey of 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.

Grading and requirements: There will be 12 quizzes, approximately one a week. Each quiz is worth 20 points, however, I will drop your worst two scores. As such, a conversion will be necessary to convert exam points into course points. You will also be expected to write two research paper summaries. For each summary, you will pick a scientific paper to read and summarize. For the first due date, your summary will be due halfway through the semester and should be related to a topic we covered in that first half. For the second summary due date, it will be due at the end of the semester, and should be about a scientific paper related to the topics we cover in the second half. You are free to pick any paper that piques your interest, as long as it meets the assignment criteria. We will discuss the particulars of these summaries in class. There will also occasionally be readings in addition to the book chapters. These will be announced as they occur. On the “asynchronous” days, you will be asked to complete various worksheets/reading/tasks. Those will be announced as they occur.

Course format: This course will be an online course. We will meet in a “synchronous” fashion on Wednesdays and Fridays, Mondays will be done in an “asynchronous” fashion. On “synchronous” days, we will meet as a class together during regular class time, using Blackboard Collaborate Ultra, a video conferencing tool. You can find the link by going to our class’ Blackboard site, and finding the content area called “Classroom link.” For the “asynchronous” sections, you will be asked to complete your readings, watch videos, and do various worksheets and tasks. Overall, the class will be partly lecture-based, and partly dependent on in/out-class exercises and assignments.

The points will break down as follows:

200 pts – 12 quizzes (20 pts each, but the two worst scores will be dropped) ~ 46% of total grade

120 pts – 2 summaries ~ 28% of total grade

100 pts – “asynchronous” activities ~ 23%

15 pts – class participation ~ 3% of total grade

Grading scale: I will announce the official grading scale during class further in the semester.

Academic Honesty: Violations of the standards of Academic Honesty will be met with severe penalties. Anyone known to be plagiarizing material or copying from another person’s exam will receive a grade of zero on that assignment or exam, and possibly an F in the course. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behavior (online at <http://www.gvsu.edu/studentcode/index.cfm>) and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Any offense will be reported to the Chair of the Psychology Department, Dr. Mike Wolfe, who will determine if further action is necessary.

Disability Accommodations: Any student who requires accommodation because of a physical or learning disability must contact Disability Support Resources (<http://www.gvsu.edu/dsr>) at 616-331-2490 as soon as possible. It is the student’s responsibility to request assistance from DSR. After you have documented your disability, please make an appointment or see me during office hours to discuss your specific needs. Accommodations are always designed to maintain the academic integrity of the course; student with disabilities are held to the same academic standards as all other students. Accordingly, if no additional costs (including staff time) are involved, the instructor will extend such accommodation to anyone who requests them, whether or not the student has a declared disability. If a requested accommodation requires special equipment, space, personnel, staff time, or other resources beyond those normally available to the class, the accommodation will be offered only if the student has gone through the process that begins by declaring the disability with Disability Support Services.

If you have a disability and think you might need assistance evacuating the classroom and/or building in an emergency situation, please make Dr. Kurby aware, so he can develop a plan to assist you.

Writing Center and Library Knowledge Market: The Fred Meijer Center for Writing, with locations at the Allendale and Pew/Downtown Grand Rapids campuses, is a peer service available to assist you with writing for any of your classes. Writing consultants, who are fellow GVSU students, are trained to help you with all stages of your writing process, from brainstorming to organizing to editing your papers. Simply bring an idea, prompt, or draft of your paper along with the assignment sheet to any of the Center’s locations. Also, through your Gmail account, you have access to online consultations through Google Docs. The Center’s services are free and you can drop in and work with a consultant or make an appointment, either through our website or by calling the Center (331-2922). Peer support is available for research

and speech/presentation through the Knowledge Market, where the Writing Center partners with the Speech Lab and the Peer Research Center.

Late assignments: Assignments can be handed in late, however, late assignments will lose 25% of the total points earned for that assignment every day they are late.

Missed quizzes: You will usually have about a week to complete a quiz. The only acceptable reasons for being unable to take a quiz is family/personal emergency or medical reason. If you had a medical reason that kept you from taking the quiz on time, then I will then give you an opportunity to make up the quiz. Not taking the quiz for any other reason may result in forfeiture of some or all of the points for that quiz. If you know you are going to miss a quiz for a planned reason (e.g., out of town), let me know beforehand.

Emergency closings: If for any reason the university cancels, or if I cancel, class on an exam day (e.g., severe weather), the exam will be moved to the next class meeting.

Electronic devices: Please turn off all cell phones, pagers and other electronic devices with audible signals or alarms during class time.

TENTATIVE COURSE SCHEDULE & READING ASSIGNMENTS

Week	Topic	Readings
08/31-09/04	Course overview, Learning skills, Introduction	Chapter 1 Salthouse04
09/07-09/11 (No “class” 09/07)	Introduction (cont.) & Research methods	Chapter 1
09/14-09/18	Discuss summaries, Heredity & Environment	Chapter 3 Wynn92
09/21-09/25	Theories of development	Chapter 2
09/28-10/02	Theories of development (cont)	Chapter 2
10/05-10/09	Perception	Chapter 6 Kisilevsky03
10/12-10/16	Perception (cont), Cognition and Emotion	Chapters 6 & 7 Mather04; Colcombe03
10/19-10/23	Cognition (cont) Summary 1: due 10/23	Chapters 7 & 8
10/26-10/30	Memory & Information Processing	Chapter 8 Simcock02
11/02-11/06	Memory & Information Processing (cont)	Chapter 8
11/09-11/13	Language and education	Chapter 10 Cimpian07
11/16-11/20	Language & Education (cont) Intelligence and creativity	Chapters 10 & 9 Protzko13
11/23-11/27 (No class 11/25 and 11/27)	Intelligence and creativity Alzheimer’s Disease	Chapter 9 AlzheimersDiseaseNIHFactSheet
11/30-12/04	Intelligence and creativity Alzheimer’s Disease	
12/07-12/11	Alzheimer’s Disease	

12/16 (Wed)	Summary 2: due date 12/16	