

PSYCHOLOGY 364 – 04 LIFE-SPAN DEVELOPMENTAL PSYCHOLOGY

WINTER 2022 TTH 11:30AM-12:45PM ASH 2120

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Office hours: Tuesdays & Thursdays: 1-2pm, or by appointment, in-person or BB Collaborate Ultra.

Textbook: Sigelman, C. K., & Rider, E. A. (2018). Life-Span Human Development. 9th ed. Wadsworth, Centage Learning, ISBN# 9781337100731. It is also available through GVSU Save Program.

Covid-19 Related Issues:

- General information and updates regarding COVID can be found at the [Lakers Together](#) website and additional information is available at <https://www.gvsu.edu/provost/>.
- **Lakers VAX-UP!** GVSU requires all faculty, staff and students to be vaccinated against COVID-19, unless approved for an exemption or postponement. Please check [here](#) for more information.
- **Self-assessment:** A daily [self-assessment](#) is required before coming to campus.
- **Face coverings** are required in all indoor spaces under the current level of alert. If you are unable to wear a face covering due to medical conditions, please contact [Disability Support Resources \(DSR\)](#) to obtain a documentation. Without it, you will not be allowed to enter the classroom. Students who forget to bring their face coverings to class may get a disposable mask at a campus office. For more information about face covering policy, please check [here](#).
- **Testing:** Any individuals who are unvaccinated are required to be tested weekly. GVSU offers free COVID testing on campus. Here are the locations and schedules: <https://www.gvsu.edu/lakerstogether/testing-and-contact-tracing-28.htm>
- **Contact Tracing:** Faculty members need to provide contact tracers the names of students who were sitting within six feet of a student who tests positive for COVID for fifteen minutes or longer.

Financial Hardship:

GVSU remains committed to supporting you because of the impacts of the COVID-19 pandemic and is here to help you in times of financial need. Financial hardship funds are available to help you meet basic needs and cover educational costs (such as housing, food, and textbooks) that you otherwise pay out of pocket. Please visit <https://www.gvsu.edu/financialaid/> for more information.

Course format:

This class will be held in-person as listed in Banner. The university requires all face-to-face courses to remain face-to-face for the duration of the semester unless there is a university decision and campus-wide pivot to alternative meeting options. The university has also made it clear that the students are not entitled to virtual instruction if a course is face-to-face or hybrid.

The 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 quizzes will be given in class, whereas homework assignments will be submitted on online via BB. Office hours will be held either in-person or through BB Collaborate Ultra.

Blackboard Website: <http://mybb.gvsu.edu>

I will use the Blackboard to post announcements, chapter notes and reading questions, assignment and project instructions, links to reserved readings and relevant websites, and scores you have received on your quizzes, assignments, in-class activities, project, and exams.

Course Description:

This survey course will focus on the normal physical, cognitive, psycho/social development of humans throughout their life spans. Major theories and important research findings on various aspects of human development will be discussed. The strengths and weaknesses of these developmental theories will also be critically evaluated. This course does not satisfy the requirements for teacher certification.

Prerequisite: Psychology 101.

Course Objectives:

This course will help you develop an appreciation for the necessity, strengths, and weaknesses of a variety of theoretical perspectives on human development, understand the importance of scientific psychological approach to the conceptualization and understanding of the developing mind, and become familiar with research findings that depict the basic trends in physical, cognitive, and psychosocial development.

Specifically, 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 accrue on two mid-term exams, a final exam, quizzes, homework assignments, in-class activities, and a project.

Exams: There will be two mid-term exams and a final exam. The exams will consist of multiple-choice and short-answer questions drawn from lectures, readings, assignments, and in-class activities. The exams are designed to assess your understanding of the material, rather than superficial memorization. To answer examination questions correctly, you will have to understand the material well enough to apply it to new problems.

Quizzes, In-class Activities, & Assignments: Prior to the beginning of each new chapter, you will be given a set of reading questions that you have to answer based on the content of the chapter. You will also be given a quiz that covers these reading questions during class. In-class activities will also be carried out throughout the semester. The quizzes and homework assignments will help prepare you for the lectures, whereas in-class activities will provide you with opportunities to clearly articulate your ideas or apply what you have learned in class to real-world situations.

All of the reading questions assignments will be submitted on BB. Assignments submitted within a week after their respective due dates will receive a 50% deduction unless it is a result of an excused absence. You may not receive credits if the delay is substantial (i.e., longer than four weeks) and without an excused reason. Grace: You can miss one homework and one in-class activity without penalty.

The quizzes will be given during class. There will not be make-up quizzes unless you have an excused absence. I will drop one quiz score at the end of the semester (Grace: You can miss one quiz without penalty.)

Course project/Paper: This project consists two components. The first component requires you to review psychological studies that examined the impacts of COVID-19 on individuals across the lifespan. The 2nd component allows you to explore such impacts among people who are close to you. Specific instructions for this project will be posted on BB in the Project folder. The final paper will be due on **April 24th, 2022**. A late paper will be marked down by 50%.

Grading Distribution

| | Points | Percentage |
|---------------------|------------|-------------|
| Exam 1 | 95 | 19% |
| Exam 2 | 95 | 19% |
| Final exam | 105 | 21% |
| Quizzes | 35 | 7% |
| In-class Activities | 30 | 6% |
| Assignments | 80 | 16% |
| Project | 60 | 12% |
| Total | 500 | 100% |

Grading Scale

| | | | |
|-----------|---------|-----------|---------|
| A | 465-500 | C+ | 384-399 |
| A- | 450-464 | C | 365-383 |
| B+ | 434-449 | C- | 350-364 |
| B | 415-433 | D+ | 334-349 |
| B- | 400-414 | D | 300-333 |
| | | F | <300 |

Make-up exams:

Make-up exams will not be given unless there is a family emergency, illnesses, or a university sanctioned event. Please notify me by phone or email as soon as you can. In some cases, proper documentation (e.g., a coach's letter) may need to be given to me before I can set up your make-up exam. Things such as having to go to work, attending a wedding, or going on vacation, do not count as family emergencies. Make-up exams will be given in a different format (e.g., short answer/essay questions covering the same amount of material as the exam that you have missed). No exams will be given prior to the scheduled date.

Class Attendance:

Although I will not take attendance, you are expected to attend each lecture. Attending and being prepared for lectures are crucial to getting a good grade and actually learning something from this class. If you have to miss a lecture, make sure to borrow notes from your classmates first and then contact me as soon as possible to clear up any questions.

As mentioned earlier, the lectures will not be recorded during class. If you have to be absent for an extended period of time, you need to let me know so I can make the proper arrangements to help you stay on track.

In order to assist contact tracing, I may have you sign your name on a sitting chart during each class. These seating charts are solely used for the purpose of contact tracing, not for recording attendance.

Class and learning environment:

A respectful, professional, and friendly atmosphere inside of classroom is important for each of us to freely express our ideas and to feel comfortable to learn and to teach. Let's work together to create an environment that truly nurtures learning. We are also in an unprecedented time having to deal with waves after waves of high-rate COVID infections over the past 2 years. The stress we are experiencing in our lives during this pandemic may affect the clarity of our thinking and communication. Let's be patient and supportive with each other. A little more compassion goes a long way.

Your cell phone needs to be stored completely out of sight during the entire class period.

Office Hours:

I will hold office hours in person or online via BB Collaborate. You are strongly encouraged to discuss with me any of your concerns about the course or difficulties that you have encountered as soon as possible. If you need special assistance, please contact me at the beginning of the semester.

Emails:

The best way to communicate with me is through email. Please put PSY364 in the subject line. If you do not hear back from me within 48 hours, email me again.

Withdraws:

The last day you can withdraw from this class with a "W" is March 11, 5pm.

Academic Honesty:

Violations of the standards of Academic Honesty will be met with severe penalties. In addition to referral to the appropriate university committee, anyone known to be plagiarizing material (all sources should be properly cited in your written work), cheating on an exam, or copying another student's assignment will receive a grade of zero on that exam or assignment.

You are not allowed to copy & paste information from the Internet or your textbook when you do your homework assignment. All questions have to be answered using your own words. Otherwise, you will not receive credits for the "copied" work.

All of the assignments should be done individually unless I announce it otherwise. If I found two identical pieces of work, both of you will not receive credits for that assignment. Getting information about exams or assignments from students in an earlier or previous section of the course is also prohibited. It is every student's responsibility to avoid even the appearance of cheating.

Academic honesty and integrity are expected from all student at all times (click [here](#) for code of conduct).

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

Given the uncertainty with the pandemic, we may have to make changes in information included in this syllabus (course schedule, assignments, grading procedure). Any consequential changes to this syllabus will be announced on Blackboard.

Course Schedule & Reading Assignments*:

| | <u>Date</u> | <u>Topic</u> | <u>Readings</u> |
|---------|----------------------------|---|-----------------------------------|
| Week 1 | 1/11, 1/13 | Basic Issues | CH1 eReserve #1** |
| Week 2 | 1/18, 1/20 | Research Methods | CH1 |
| Week 3 | 1/25, 1/27 | Developmental Theories | CH2 eReserve #2 |
| Week 4 | 2/1, 2/3 | Prenatal Development and Birth | CH4 |
| Week 5 | <u>2/8</u> 2/10 | <u>2/8 - Exam 1</u> Brain Development Across the Life Span | CH5 eReserve #3 and #4 |
| Week 6 | 2/15 2/17 | Brain Development Across the Life Span Physical & Perceptual Development | CH5 eReserve #5 |
| Week 7 | 2/22, 2/24 | Physical & Perceptual Development | CH5 & CH6 |
| Week 8 | 3/1 3/3 | Physical & Perceptual Development Cognition | CH5 & CH6 CH7 eReserve #6 |
| Week 9 | 3/7-13 | Spring Break | |
| Week 10 | 3/15, 3/17 | Cognition | CH7 |
| Week 11 | <u>3/22</u> 3/24 | <u>3/22 – Exam 2</u> Memory and Information Processing | CH8 eReserve #7 & #8 |
| Week 12 | 3/29, 3/31 | Memory and Information Processing | CH8 |
| Week 13 | 4/5, 4/7 | Language Development | CH10 eReserve #9 |
| Week 14 | 4/12 4/14 | Language Development Attachment and Social Relationships | CH10 CH14 eReserve #11, 12, 13 |
| Week 15 | 4/19, 4/21 | Death and Dying | CH17 eReserve #14 |

Final Exam: Tuesday, April 26, 2021, 10-11:50am

* This schedule is tentative and subject to change. However, we will try to follow it as closely as possible.

** The e-Reserve Readings are supplemental readings that can be accessed through our course BB site (not part of the required readings).

Readings on Course Reserves:

1. Baltes, P. B., & Smith, J. (2004). Lifespan psychology: From developmental contextualism to developmental biocultural constructivism. *Research in Human Development, 1*, 123-144.
2. Miller, P. H. (2009). Freud's and Erikson's Psychoanalytic Theories in Theories of Developmental Psychology (pp.144 – 163). Worth Publishers, New York, NY.
3. Boskey, A. L., & Imbert, L. (2017). Bone quality changes associated with aging and disease: a review. *Annals of the New York Academy of Sciences, 1410*, 93-106.
4. Daugherty, A.M., Zwilling, C., Paul, E.J., Sherepa, N., Allen, C., Kramer, A.F., Hillman, C.H., Cohen, N.J., & Barbey, A.K. (2018). Multi-modal fitness and cognitive training to enhance fluid intelligence. *Intelligence, 66*, 32-43.
5. Hillman, C. H., Erickson, K. I., & Kramer, A. F. (2008). Be smart, exercise your heart: Exercise effects on brain and cognition. *Nature Reviews Neuroscience, 9*, 58-65.
6. Piaget, J. (1962). The stages of the intellectual development of the child. *Bulletin of the Menninger Clinic, 26*, 120-128.
7. Shimamura, A. P., Berry, J. M., Mangels, J. A., Rusting, C. L., & Jurica, P. J. (1995). Memory and cognitive abilities in university professors: Evidence for successful aging. *Psychological Science, 6*, 271-277.
8. Reuter-Lorenz, P. A., & Park, D.C. (2014). How does it STAC up? Revisiting the scaffolding theory of aging and cognition. *Neuropsychology Review, 24*, 355-370.
9. Senghas, A., Kita, S., Ozyurek, A. (2004). Children creating core properties of language: Evidence from an emerging sign language in Nicaragua. *Science, 305*, 1779-1782.
10. Raznahan, A., Lee, Y., Stidd, R., Long, R., Greenstein, D., Clasen, L., Addington, A., Gogtay, Rapoport, J. L., & Giedd, J. Y. (2010). Longitudinally mapping the influence of sex and androgen signaling on the dynamics of human cortical maturation in adolescence. *Proceedings of the National Academy of Sciences, 107*, 16988-16993.
11. Wang, Q. (2016). Remembering the self in contexts: A cultural dynamic theory of autobiographic memory. *Memory Studies, 9*, 295-304.
12. Baumeister, R. F., Campell, J. D., Krueger, J. I., & Vohs, K. D. (2003). Does high self-esteem cause better performance, interpersonal success, happiness, or healthier lifestyles? *Psychological Science in the Public Interest, 4*, 1-44.
13. Herrmann, E., Call, J., Hermández-Lloreda, M. V., Hare, B., & Tomasello, M. (2007). Humans have evolved specialized skills of social cognition: The cultural intelligence hypothesis. *Science, 317*, 1360-1366.
14. Epel, E. S. (2009). Telomeres in a life-span perspective: A new "Psychobiomarker"? *Current Directions in Psychological Science, 18*, 6-10.