

PSY 364-04 - Life-Span Developmental Psychology
Online class
Fall 2020

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Please put “*Psych 364-04*” 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 in the (amount of) information sent your way!**

Changes (if any) will be announced during class sessions and/or on Blackboard

Class Attendance:

Attendance of weekly synchronous meetings is not mandatory, but very strongly encouraged; they provide good opportunities to communicate with the instructor as well as the other students.

Students are responsible for checking Blackboard regularly for announcements and posted class material.

Virtual Office hours: Wednesdays and Thursdays from 2pm-2:50pm. You can always reach me by email!

Textbook: Sigelman, C. K., & Rider, E. A. (2017, 9th 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 won't use 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:

In the beginning of each week, materials for every new chapter will be posted on Blackboard: lecture notes, videos, additional readings. Every Tuesday at 1:00pm we will have our synchronous sessions (around 60 minutes long), which will focus on clarifying class material, Q&A, watching short videoclips, and small groups discussion. At the end of every week (Bb link open from Friday to Sunday night), there will be an online multiple-choice quiz.

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, (almost) weekly online quizzes, group project with presentation and written paper, and extra credit (not more than 10 points).

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 9 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).

Group Project (group presentation and written paper): more details will be given at the end of Week 1.

Grading Scale

			Final Grade
	Points	Percentage	A 94 - 100%
<i>Exam 1</i>	60	18.46%	A- 90 – 93%
<i>Exam 2</i>	60	18.46%	B+ 87 - 89%
<i>Exam 3</i>	60	18.46%	B 84 – 86%
<i>Quizzes (9x5)</i>	45	13.85%	B- 80 – 83%
<i>Group Project</i>	100	30.77%	C+ 77 – 79%
			C 74 - 76%
Total	325	100 %	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/>

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

	Topic	Readings
Week 1 Aug 31-Sept 4	Course Overview +Understanding Life-Span Human Development Synchronous Meeting, Tuesday 1:00-2:00 Friday to Sunday: Online Quiz #1	Ch. 1
Week 2 Sept 7-11	Genes, Environment, and Development (pp. 72-end) Monday Labour Day Synchronous Meeting, Tuesday 1:00-2:00 Friday to Sunday: Online Quiz #2	Ch. 3
Week 3 Sept 14-18	Body, Brain, and Health Synchronous Meeting, Tuesday 1:00-2:00 Friday to Sunday: Online Quiz #3	Ch. 5
Week 4 Sept 21-25	Emotions, Attachment, and Social relationships Synchronous Meeting, Tuesday 1:00-2:00 No quiz! Friday to Sunday: Exam #1 (Ch. 1, 3, 5, 14)	Ch. 14
Week 5 Sept 28-Oct 2	Cognition Synchronous Meeting, Tuesday 1:00-2:00 Friday to Sunday: Online Quiz #4	Ch. 7
Week 6 Oct 5-9	Language and education Synchronous Meeting, Tuesday 1:00-2:00 Friday to Sunday: Online Quiz #5	Ch. 10
Week 7 Oct 12-16	Intelligence and Creativity Synchronous Meeting, Tuesday 1:00-2:00 Friday to Sunday: Online Quiz #6 <i>Midterm Evaluations</i>	Ch. 9
Week 8 Oct 19-23	Self and Personality Synchronous Meeting, Tuesday 1:00-2:00 No quiz Friday to Sunday Exam #2 (Ch. 7, 9, 10, 11)	Ch. 11
Week 9 Oct 26-30	Social Cognition and Moral Development Synchronous Meeting, Tuesday 1:00-2:00 Friday to Sunday: Online Quiz #7	Ch. 13
Week 10 Nov 2-6	The Family Synchronous Meeting, Monday, Tuesday 1:00-2:00	Ch. 15

	Friday to Sunday: Online Quiz #8	
Week 11 Nov 9-13	Gender Roles and Sexuality Synchronous Meeting, Tuesday 1:00-2:00 Friday to Sunday: Online Quiz #9	Ch. 12
Week 12 Nov 16-20	Death and Dying Synchronous Meeting, Tuesday 1:00-2:00 Final Exam (Ch. 13, 15, 12, 17)	Ch. 17
Week 13 Nov 23-27	No new material, no quiz <i>Thanksgiving Recess November 25-29</i>	
Week 14 Nov 30-Dec 4	Group Presentations	
Week 15 Dec 7-11	Group Presentations	
<u>Group Presentations on Tuesday, December 15, 12:00 pm - 1:50 pm</u>		