

PSY 364 – Life-Span Developmental Psychology
Winter, 2020

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Section 04 MWF 1-1:50 2119 ASH

Text Required: Life-Span Human Development, by Sigelman & Rider, 8th ed., 2015.

Course 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. A major objective of the course is to examine 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.

Learning Objectives: 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.

Exams: Exam 1 Wed., Jan. 22
Exam 2 Wed., Feb. 5
Exam 3 Fri., Feb. 21
Exam 4 Wed., March 11
Exam 5 Wed., March 25
Exam 6 Wed., April 8
Exam 7 Sect. 04 - Mon., April 20, 12-1:50

Each exam will consist of multiple choice questions. Exams will be graded on a percent basis. Exams will cover only material presented since the previous exam (both text and class material). This includes the final exam (exam 7); the final exam is not cumulative.

Attendance & 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.

TERM PAPERS: Developmental Theories: Discussion and Application to Own Development.

There will be five papers through the semester completed outside of class; assigned in class along with the due date, due at beginning of class. Papers should be typed, double-spaced, font size 12, 1 inch margins, approx. 2-4 pages of text per paper. Each paper will be graded on a 10 point scale, with the total of all five papers together converted into a single percent grade for the Term Paper Grade at the end of the semester (your total points divided by 50 (x100)). This score is worth the equivalent of one exam in terms of your final grade.

Each paper will consist of discussing a developmental theory covered in this course. You will discuss/summarize the theory based on text material and class notes, and then apply the theory to your own development. Give several examples in which you relate the theory to specific behaviors or experiences, or to your development in general. Attempt to apply the theory to different periods in your own lifespan: childhood (prior to adolescence), late adolescence/early adulthood (the present for most of you), and perhaps middle/later adulthood (for some of you, if appropriate). Each paper will be graded on a 10 point scale, based on how thoroughly you discuss the theories and relate each to your own experiences and development. **The particular theory for each paper will be assigned in class, along with the due date, typically one week later.** Thus, it is important to be in class to get this information.

Full credit for papers is possible only when I collect hard copies at beginning of class, in class. Copies handed in after start of class until the next class period will lose points (no credit after that). All papers sent by email will lose points (early, on time, or late). Early papers may be accepted for full credit if delivered to me prior to due date, if you know you have to miss a particular class. Other restrictions may be added as needed. No exceptions. Your reason may or may not be "excusable", but the deduction will still apply. The number of points deducted is entirely at my discretion.

There is also a possibility of having one or more required assignments that are completed online in BlackBoard. If so, such an assignment would be counted as one of the five assignments mentioned above. For example, if a class was canceled because I was out-of-town or ill, I might post an assignment in which you are required to watch a video and then answer some questions. You would then submit your written answers in BB. There would be a deadline for completing the assignment.

Grades: Final grades will be based on calculating the mean percent of the seven exam scores (worth 100% each) and the term papers score (worth 100% total), thus, each counts 1/8. Grades will be assigned according to the following distribution:

A = 93-100%	B+= 87-89.9%	C+= 77-79.9%	D+= 67-69.9%
A-= 90-92.9%	B = 83-86.9%	C = 73-76.9%	D = 60-66.9%
	B-= 80-82.9%	C-= 70-72.9%	F = 0-59.9%

Extra Credit- There may be extra credit option(s) offered during the semester. Details will be provided later.

DATE-week of	COURSE OUTLINE	READINGS
Jan. 6-10	Introduction, Research Methods in Development	Chpts. 1 & 3
Jan. 13-17	Research Methods, Heredity & Environment	
Jan. 20	<u>Mon.-No Class- MLK Day</u>	
Jan. 22	<u>WED.-EXAM 1 – Chapters 1&3</u>	
Jan. 24	Developmental Issues & Theories	Chpts. 2 & 5
Jan. 27-31	Developmental Theories, Physical Development	
Feb. 3	Physical Development	
Feb. 5	<u>WED.-EXAM 2 – Chapters 2&5</u>	
Feb. 7	Perceptual Development	Chpts. 6 & 7
Feb. 10-14	Cognitive Development- Piaget, Vygotsky	
Feb. 17-19	Piaget, Vygotsky	
Feb. 21	<u>FRI.-EXAM 3 – Chapters 6 & 7</u>	
Feb. 24-28	Information Processing, Memory Development	Chpts. 8 & 9
March 2-6	SPRING BREAK	
March 9	Intelligence, Creativity	
March 11	<u>WED.-EXAM 4 – Chapters 8 & 9</u>	
March 13	Language Development	
March 16-20	Language, Self/Personality	Chpts. 10,11,12
March 23	Gender/Sexuality	
March 25	<u>WED.-EXAM 5 – Chapters 10,11,12</u>	
March 27	Moral Development	
March 30-April 3	Moral Development, Attachment Relationships	Chpts. 13 & 14
April 6	Social Relationships	
April 8	<u>WED.-EXAM 6 – Chapters 13 & 14</u>	
April 10	Family Relationships	Chpts. 15 & 17
April 13-17	Family Relationships, Death & Dying, Conclusion	

EXAM 7 – Chapters 15 & 17 – Mon., April 20, 12-1:50

Special Accommodations: If you are in need of any special accommodations, please be sure to talk to me so appropriate measures can be taken to meet your needs.

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).

Sorry, no laptops or similar electronic devices allowed for note taking or anything else.

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

If you have a very legitimate reason for needing to have a device available, please talk to me ahead of time and get my approval.

Academic Integrity: This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>. The GVSU Student Code contains very strict policies for academic integrity and honesty. This includes policies on what constitutes cheating and plagiarism. I have no tolerance for either, so familiarize yourself with the policies if needed. Ignorance is not an excuse. Essentially, you are not permitted to use someone else's work or ideas without giving them credit. On a paper it would be plagiarism, on an exam (looking at their answers/exam or giving the appearance of looking at someone's exam in my judgment as instructor) it would be cheating. Cheating/plagiarism will result in a score of 0 for that particular exam/paper.

The materials presented in this class are copyright protected and may not be used without the express prior consent of the instructor. Intentional misuse of the intellectual property of another may subject the user to penalties up to and including dismissal.

GVSU Conditions of Use for University Computing/Technology Resources and Email Policy: Using university technology resources for commercial use is strictly prohibited. Such resources are to be solely used in conjunction with doing business for GVSU or purposes directly related to academic work. University email services shall not be used to send unsolicited commercial emails and such use may result in your account being disabled.

This syllabus is subject to change at the educated whim of the instructor.

Professors' Pet Peeves (a partial list)-from Lisa Wade, Ph.D., Sociological Images, Aug. 26, 2014.

1. Don't use unprofessional correspondence.
2. Don't ask if you "missed anything important" during an absence.
3. Don't pack up your things before the class is finished.
4. Don't ask a question about readings, assignments, or exams, until you check the syllabus first.