

PSY 364-06 - Life-Span Developmental Psychology
TH 10:00 – 11:15 ASH 2119
Winter 2019

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Please put “Psych 364-06” 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 in person (e.g., during office hours) if you have any questions/concerns that may require a lengthy response.

*This syllabus is subject to change. Changes (if any) will be announced in class.

Office hours: Tuesdays and Thursdays from 1:15 to 2:15 and by appointment.

Textbook: Sigelman, C. K., & Rider, E. A. (2017, 9th ed.). Life-Span Human Development. Cengage Learning. Additional material will be posted on Blackboard.

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. This will enhance your learning experience.

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, 1 short paper, and a number of online quizzes, in-class and homework assignments.

EXAMS: There will be a total of 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. Please note that to do well on the exams you will need to attend class regularly as some of the material presented in class may NOT be found in your textbook. On the other hand, not all material from the textbook will be covered in class, but it is still required for exams. Make-up exams will not be given unless there is a family emergency or a severe personal health problem. In such cases, please notify me by email within 12 hours of the scheduled exam time and you will need to show some verification (e.g., a note from your physician, an accident report, etc.). If you miss any of the exams without a legitimate reason, you will receive a zero.

“Aging Paper: Instructions for this paper will be posted on Blackboard and discussed in class. A paper is penalized 10 percentage point for every day it is late (papers submitted after 11:59pm of the due date are already considered late papers). No late work will be accepted one week after its due date!

“Child of our time” review: more details in class.

A total of 10 online quizzes/in-class activities/homework (5 points each): these will be assigned throughout the semester. Generally, quizzes 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. To receive credit for the in-class assignment, you must be in class and turn in your writing assignment at the end of class. There will be no makeup opportunities for any of the in-class work. Homework assignments will require you to apply principles that we have covered in class. You will be given the details of the assignment and will write a brief paper (~ 1 page page) for each homework assignment. More information will be provided later in the semester.

Grading Scale

			Final Grade
	Points	Percentage	A 94 - 100%
<i>Exam 1</i>	60	20%	A- 90 – 93%
<i>Exam 2</i>	60	20%	B+ 87 - 89%
<i>Exam 3</i>	60	20%	B 84 – 86%
<i>Quizzes, in-class activities, homework</i>	60	20%	B- 80 – 83%
<i>Documentary Review</i>	25	8.33%	C+ 77 – 79%
<i>Aging Paper</i>	35	11.67%	C 74 - 76%
Total	300	100 %	C- 70 – 73%
			D+ 67 – 69%
			D 60 – 66%
			F 59% and lower

****If your grade is at the .5 mark, I will round up (i.e., 210.5 will be rounded up to 211). I will not adjust your grade in any other way. Please do not ask at the end of the semester.**

Attendance:

Attendance will not be taken. BUT, you will be expected to come to every class, prepared to ask questions and discuss issues. Participating in group discussions, and reading assigned materials before and after class are crucial to getting a good grade and learning something from this class. If you are unable to attend class, make sure to find out what has been covered in class (from your colleagues, NOT FROM THE INSTRUCTOR). Students are responsible for checking Blackboard each time before class for announcements.

Office Hours:

Please feel free to talk with me during office hours or by appointment anytime during the semester concerning your progress in class. I welcome the opportunity to assist you in your academic endeavors.

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>

In-Class Behavior: It is very important to minimize disruptions and to show respect and consideration for other students as well as the academic process. For this reason, please get to class on time, and once the lecture starts, please refrain from talking, texting, reading, or sleeping. When you come to class, please be prepared to actively listen and take notes. If you need to leave class early, please sit near an exit and leave quietly.

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.
- Access Lecture Outlines on BlackBoard and bring them to class.
- Attend each class. Actively listen and fill out Lecture Outlines, making note of examples given in class.
- If you miss class, come to office hours (or make an appointment to meet with me) or get the notes from a classmate.
- Prepare for exams well in advance. You should re-read your lecture notes each day after class 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 Jan 8 and 10	Tu: Course Overview Th: Understanding Life-Span Human Development <u>Homework #1 Research Design</u>	Ch. 1
Week 2 Jan 15 and 17	Tu & Th: Genes, Environment, and Development (pp.72-end) <u>Online Quiz #1</u>	Ch. 3 Caspi, et al. (2002)
Week 3 Jan 22 and 24	Tu & Th: Body, Brain, and Health	Ch. 5 Teicher (2002)
Week 4 Jan 29 and 31	Tu/Th: Emotions, Attachment, and Social relationships	Ch. 14
Week 5 Feb 5 and 7	Tu/Th: The Family	Ch. 15
Week 6 Feb 12 and 14	Tuesday, February 12: Exam #1 (Ch. 1, 3, 5, 14, 15) Th: Cognition	Ch. 7
Week 7 Feb 19 and 21	Tu: Cognition cont'd Th: Language and Education	Ch. 7 Ch. 10
Week 8 Feb 26 and 28	Tu: Language and Education cont'd Th: Intelligence (and creativity)	Ch. 10 Ch. 9
Week 9	Spring Break March 3-10	
Week 10 March 12&14	Tu/Th: Social Cognition and Moral Development	Ch. 13
Week 11 March 19&21	Tuesday, March 19, Exam #2 (Ch. 7, 10, 9, 13) Th: Self and Personality	Ch. 11
Week 12 March 26&28	Tu: Self and Personality cont'd Th: Gender Roles and Sexuality	Ch. 11 Ch. 12
Week 13 April 2 and 4	Tu: Gender Roles and Sexuality cont'd Th: Memory and Information Processing	Ch. 12 Ch. 8
Week 14 April 9 and 11	Tu: Memory and Information Processing Th: Death and Dying	Ch. 8 Ch. 17
Week 15 April 16 and 18	Tu: Death and Dying Th: Final Review	Ch. 17
Final Exam <u>Wednesday, April 24, 8:00 am - 9:50 am</u>		