

PSYCHOLOGY 364 –05 LIFE-SPAN DEVELOPMENTAL PSYCHOLOGY

FALL 2020 TTH 4-5:15PM KHS 4402

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Office hours: TTH, 1:10-2pm, ASH2203, via Blackboard Collaborate Ultra or by appointment.

Textbook: Sigelman, C. K., & Rider, E. A. (2018). Life-Span Human Development. 9th ed. Wadsworth, Centage Learning, ISBN# 9781337100731. Either physical or electronic copy of the book is fine. No need to buy access to any extra Cengage materials such as MindTap.

Covid-19 Related Issues:

General information and updates regarding COVID can be found at the [Lakers Together](https://www.gvsu.edu/lakers-together) website. Additional information is also available here, <https://www.gvsu.edu/provost/>.

Self-Assessment: You are REQUIRED to complete a self-assessment every day of the semester (<https://www.gvsu.edu/hro/selfassessment-login.htm>) regardless of whether you are going to be on campus or not. This self-assessment is the primary means for our Virus Actions Team to collect daily information including weekends about how the virus is affecting the GVSU community. The data will provide important information for assessing and controlling the spread of the virus.

Financial Hardship: GVSU remains committed to supporting you because of the impacts of the pandemic and is here to help you in times of financial need, including technology requirements. 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/>.

Blackboard Website and technical requirements

Given the special circumstances this fall, the course has switched from hybrid to synchronous online. Therefore, BB will be heavily used as a platform to deliver lectures, assist learning, and assess performance.

I will use Blackboard “Announcements” to make sure you know what needs to be done or announce any changes, “Assignments” to post and collect homework, “Grade Center” to post scores, “Discussions Board” to conduct group discussions. Any other course-related materials such as chapter notes will be posted in “Course Contents”.

To access Blackboard, go to <https://mybb.gvsu.edu/> and enter your log in and password.

Please check the current [technical requirements](#) to use Blackboard and [preferred browser information](#).

For this synchronous online class, you need to have access to the following things:

- A desktop or laptop computer with a microphone and camera (this course cannot be completed with only a phone or tablet). Contact the Financial Aid Office (<https://www.gvsu.edu/financialaid/>) if you do not have a computer that meets the technical requirements for a synchronous online class.
- Internet access during scheduled class periods and multiple times throughout the week.
- Software for Blackboard, Google Drive, and Microsoft Office (Word and Power Point) (free access for students. Check with IT: <https://www.gvsu.edu/it/>, (616) 331-2101, or helpdesk@gvsu.edu).

Course format and organization:

The format of this course is synchronous online. We will meet via Blackboard Collaborate Ultra during our originally scheduled class time. If you need a place on campus to attend our synchronous lectures, you are welcome to go to our originally scheduled classroom, **KHS4402**.

Online/Hybrid Orientation: Due to the recent change of course format, all of you are required to complete this orientation during the first week of class and upload your certificate as an assignment through BB. If you have done it for other class, you can just upload the certificate.

Compared to regular in-person classes, online classes can be more challenging for some of you because you have to take more initiatives in your own learning. How much you actually learn in this course very much depends on how engaged you are and how much thoughts you put into your work. Quality work not only leads to a better grade but also results in better development of skills and mastery of knowledge that will help you pave the road for a better future.

For this course, you are expected to spend approximately 8 hours per week outside of class working on your homework assignments, reading your textbook, engaging in group discussions, and reviewing lecture recordings to fill in gaps in your notes and to further digest the materials.

Here is how the course is organized:

1. “Course Contents” is the main BB site for this course where I will post a separate folder for each chapter covered in this class. Before we finish a chapter, you will see a new folder for the next chapter.
2. Each chapter’s folder contains:
 - a. **A To-do-list:** a checklist of things you need to do for this chapter and their due dates.
 - b. **Chapter notes:** This is a key document as it outlines what will be covered in the chapter. You need to use it to take notes during the synchronous lectures. It also serves as your study guide.
 - c. **An assignment folder:** all homework assignments and their due dates are listed here.
 - d. Anything relevant to this chapter will also be posted here such as instructions for group discussions.
3. Almost all of the homework assignments are due on Saturdays before midnight. But I will set it up a week ahead so you can submit your homework before the deadline. All homework should be submitted using the Assignment function on BB. Email attachments will not be accepted.
3. Quizzes will be given either on Tuesdays or Thursdays. It will be released in late afternoon and available for you to take in the next 28 hours. Once you have started a quiz, you will have a limited amount of time to complete.
4. Small groups that each consists of 5 to 6 students will be formed in the first week of classes. This will be your permanent group for the entire semester to do group discussions and project.
5. There is a Frequently Asked Questions-PSY364 button just under the Announcements button in BB. Click it to ask your questions or to check what questions have been asked.

Here is information about our synchronous online lectures:**Before Class:**

- Dress appropriately – you know what I mean ☺
- If possible, sit in a quiet and well-lit place.

- Whenever possible, sit where there is a reliable Internet connection and a stable place for your computer/device.
- Log in Blackboard and enter this course. Click on “Synchronous Classroom” and join the session.

During Class:

- Listen carefully to your instructor's directions.
- Try not to leave the “synchronous classroom” during your remote lecture.
- Do not include your pets on screen. It is distracting to others.
- Do not multi-task. Focus on the lecture and take good notes.
- Turn off notifications and mute your phone.

How should I use Bb Collaborate features?

- Leave the video camera on during class time.
- Mute microphone until it's your turn to speak. The microphone picks up all sounds. It's good for when you have to answer a question, but not as great if you have roommates, coworkers or family members around.
- Make sure your video background is appropriate.
- If you have a question, just unmute your microphone and speak.
- Use the presenter view to see just the instructor or other presenters. Use the tiled or grid view to see your classmates.

Safety Reminders:

- Remember you are a university student and all [Student Code of Conduct](#) policies apply.
- **Do not film or photograph the screen during the lessons for any reason (your instructor will record the instructional part for review should you need it).**

FERPA Guidelines for Remote Teaching

- Participation in the class is limited to students who are officially registered for this course. Visitors to classes are allowed only with the instructor's permission. If participation without permission persists even after being told to discontinue, an [Academic Integrity Violation report](#) via the Dean of Students Office will be submitted.

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.

Course Objectives (Cont.):

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 quizzes, a final exam, assignments, discussions, and a term paper.

QUIZZES: There will be a quiz for each chapter. The quizzes will be consisted of multiple-choice questions covering reading questions and lectures. The number of questions on each quiz varies with the length of the chapter. Each quiz question is worth one point.

FINAL EXAM: The final exam helps improve student long-term retention and understanding of course materials. It may consist of multiple-choice and short-answer questions drawn from lectures, readings, assignments, and in-class activities. The final exam is designed to assess your understanding of the material, rather than superficial memorization. More information about final exam will be given prior to the final exams week.

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. The reading questions will be posted in Blackboard Assignments and you will submit your answers before their respective due dates.

Each homework assignment = 8 points (with occasional exceptions).

Work done within a week after its due date will get a 50% deduction on points unless there is a legitimate excuse. You can miss one assignment without penalty.

DISCUSSIONS: Small group discussions will be conducted via Discussions Board in BB to let you express your ideas in a small group setting. They also present opportunities for you to think critically on issues relevant to the real world.

Each discussion posting = 4 points. You can miss one discussion without penalty.

COURSE PROJECT/PAPER: This project will provide you an opportunity to understand what we have experienced during this COVID-19 pandemic from a psychological perspective and through psychological research. You will work with your group members to explore the impacts of this pandemic on individuals across the lifespan. This project will involve reviewing research literature and using scientific data to explain real-life experiences and find ways to help mitigate the negative impacts of the pandemic. Specific instructions for this project will be posted on BB in the Project Folder. The final paper will be due on **December 8th, 2020**. A late paper will be marked down by 50%.

Grading Distribution and Scale

	Points	Percentage
Quizzes	170	34%
Assignments & Discussions	160	32%
Project	70	14%
Final Exam	100	20%
Total	500	100%

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 quizzes:

Make-up quizzes 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 quiz. Things such as attending a wedding, going on vacation, or forgot to take it do not count as family emergencies. Make-up quizzes may be given in a different format (e.g., short answer/essay questions covering the same amount of material as the quiz that you have missed does).

Class Attendance:

If you are feeling ill or experiencing symptoms consistent with Covid-19, please stay home. Make sure to do the Daily Assessment and follow the guidelines (click [here](#) for more details).

Although I will not take attendance for each synchronous lecture, you are expected to attend the online lectures. During this pandemic, synchronous lectures might be an alternative form of teaching that best resembles to in-person classes. I will make every effort to use the class time to help you understand the materials and answer your questions. Attending synchronous lectures versus watching recordings of the lectures is like driving a car yourself versus being a passenger in the car.

I hope you will also make every effort to keep up with everything, and perhaps more importantly, put real thoughts into your work instead of just going through the motions. To learn something new about human development in this semester is one aspect of your life during this pandemic that you can completely take control over.

If you have trouble keeping up with the pace of this course, contact me as soon as possible. Please do not wait until the end when accommodations are difficult to make.

This pandemic has impacted our lives in so many different ways. Many of us are experiencing the levels of stress and anxiety that are hard for us to handle alone. We should be here for each other and support each other. Please feel free to talk to me about difficulties that you are encountering. If I can't help out, I will try to look for the right resources for you. We are in this together and now we need to work together. Hopefully, we will get out of this pandemic as early as possible.

Class Courtesy:

The stress we are experiencing in our lives may affect the clarity of our thinking and communication. However, a respectful, professional, and friendly atmosphere both in the synchronous classroom and on the online Discussions Board is important for all of us. Without it, it would be difficult 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.

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, please email me again. You can also check the Frequently Asked Questions-PSY364 in our course BB site. You may find your answers there.

Withdraws:

The last day you can withdraw from this class with a "W" is October 30th at 5pm.

Office Hours:

BB Collaborate Ultra will be used for office hours. If you cannot "stop by" virtually during my regular office hours on Tuesdays and Thursdays between 1:10 and 2pm, email me and I will set up an alternative time to talk to you. You are strongly encouraged to discuss any of your concerns about the course with me. If you need special assistance, please contact me at the beginning of the semester.

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), copying from another person's exam or sites from the Internet will receive a grade of zero on that assignment or exam.

You are not allowed to copy & paste information from the Internet or your textbook when you answer homework assignment or exam questions. You need to answer the questions 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.

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*:

	Date	Topic	Readings
Week 1	9/1, 9/3	Basic Issues	Ch. 1 eReserve #1**
Week 2	9/8, 9/10	Research Methods	Ch. 1
Week 3	9/15, 9/17	Developmental Theories	Ch. 2 eReserve #2
Week 4	9/22 9/24	Developmental Theories Prenatal Development and Birth	Ch. 2 Ch. 4
Week 5	9/29, 10/1	Prenatal Development and Birth	Ch. 4
Week 6	10/6, 10/8	Brain Development Across the Life Span	Ch. 5 eReserve #3 and #4
Week 7	10/13, 10/15	Physical & Perceptual Development	Ch. 5 eReserve #5
Week 8	10/20, 10/22	Cognition	Ch. 7 eReserve #6
Week 9	10/27, 10/29	Cognition	Ch. 7
Week 10	11/3, 11/5	Memory and Information Processing	Ch. 8 eReserve #7 & #8
Week 11	11/10, 11/12	Memory and Information Processing	Ch. 8 eReserve #7 & #8
Week 12	11/17, 11/19	Language Development	Ch. 10 eReserve #9
Week 13	11/24	Language Development	Ch. 10
Week 14	12/1, 12/3	Attachment and Social Relationships	Ch. 14 eReserve #11, 12, 13
Week 15	12/8, 12/10	Death and Dying	Ch. 17 eReserve #14

Final Exam: Tuesday, December 15, 2020, 4-5:50pm.

*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 eReserves: <https://mybb.gvsu.edu/>

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., Zwillig, 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, N., 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., Hernández-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.