

PSYCHOLOGY 364 –05 LIFE-SPAN DEVELOPMENTAL PSYCHOLOGY

WINTER 2021 TTH 4-5:15PM ONLINE-SYNCHRONOUS

Instructor: Jing Chen, Ph.D. Phone: 331-2867 (office)
Office: ASH 2203 331-2195 (Psychology Department)
E-mail: chenj@gvsu.edu

Office hours: TTH, 1:00-2pm, Blackboard Collaborate Ultra or by appointment.

Textbook: Sigelman, C. K., & Rider, E. A. (2018). Life-Span Human Development. 9th ed. Wadsworth, Cengage 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](#) website and additional information is available at <https://www.gvsu.edu/provost/>.
- Temporary academic policies for Winter 2021 semester can be found here: <https://www.gvsu.edu/provost/temporary-academic-policies-winter-2021-semester-only-approved-252.htm>

Self-Assessment:

- Students coming to campus for class or work must complete a [self-assessment](#) before coming to campus.
- While not required, it is expected that all members of the GVSU community will complete the [self-assessment](#) daily to support efforts to protect the health of the community. It is strongly suggested that the self-assessment be completed before noon.

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/> for more information.

Course format:

This class will be held online with synchronous lectures. We will meet virtually on Blackboard Collaborate Ultra during our scheduled class time. All homework assignments, quizzes, and exams will be given and submitted on BB. Group discussions will be carried out both during class using BB breakout groups and outside of class via group discussion board throughout the semester.

As we all have learned from last semester, online classes can be more challenging in various ways. It is much easier to get distracted while learning from home than sitting in the classroom. Please make every effort to preempt possible distractions and create an environment for yourself so you can actively engage in your “classroom” learning. To do well in this class, you have to study and you have to understand the information well enough to apply the concepts and theories to novel situations. Superficial memorization will not lead to a desirable grade.

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 lectures.

Blackboard Website and technical requirements

To access Blackboard, go to <https://mybb.gvsu.edu/> and enter your login name 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.
- Stable internet access during scheduled class periods and multiple times throughout the week to submit your homework, complete assessments, or participate in group discussions.
- 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 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 organization:

The course will contain the following components: Lectures, homework assignments, group discussions, a group project, chapter quizzes, and a final exam.

BB: BB will be used to deliver the contents, collect assignments, and assess performance. The following are descriptions of the major content areas included on our BB main menu.

- **Announcements:** Each Friday an announcement on what is due in the following week will be posted. Please check Announcements on a regular basis.
- **Chapter Outlines:** A Word file that contains what will be covered in the lectures will be posted here for each chapter. You need to print it out or download it to take notes with during class. This is a key document for this class because it is not only used for notes-taking but also serves as a study guide.
- **To-do-lists:** A checklist of things you need to do for each chapter and their due dates will be posted here.
- **Assignments:** Homework assignments along with their due dates will be posted here. In addition, information on the group project paper will also be found here.
- **Quizzes and Final exam:** You can access the quizzes and final exam from here.
- **Groups:** Groups that each has 5-6 students will be formed during the first week of classes. You will stay with the same group members for online group discussions, some of the breakout group discussions during class, and the group project.

Due dates: Due dates for the same type of work will be made as consistent as possible throughout the semester.

- All of the homework assignments are due on Saturdays before midnight (with as few exceptions as possible). The assignments will be set 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.
- Quizzes will be given either on Tuesdays or Thursdays. It will be released at 6pm and remains accessible for the next 30 hours. The quizzes will be timed. In other words, once you have opened a quiz, you will have a limited amount to complete it.

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 project 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. The quizzes are designed to assess your understanding of the material and encourage you to apply the concepts and research findings that you have learned in class to new situations and at same time discourage superficial memorization.

FINAL EXAM: The final exam helps improve 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. More information about final exam will be given prior to the final exam 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 as assignments. Assignments submitted within a week after their respective due dates will get 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 assignment without penalty.

ONLINE DISCUSSIONS: Small group discussions will be conducted via Group Discussions Board in BB to let you express and exchange ideas in a small group setting outside of class. They also present opportunities for you to think critically on issues relevant to the real world and allows you to see other students' perspectives. Grace: You can miss one discussion without penalty.

IN-CLASS BREAKOUT GROUP DISCUSSIONS: Whenever it is appropriate, we will conduct breakout group discussions to let you talk about key concepts or issues with your group members during synchronous meetings. Grace: You can miss one breakout group 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 located in Assignments. The final paper will be due on **April 20th, 2021**. A late paper will be marked down by 50%.

Grading Distribution

	Points	Percentage
Quizzes	150	30%
Assignments & Online Discussions	160	32%
In-class Breakout Group Discussions	20	4%
Project	70	14%
Final Exam	100	20%
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 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).

Class Attendance:

Although I will not take attendance, you are expected to attend each synchronous lecture. During this pandemic, synchronous lectures might be a form of teaching that best resembles to in-person classes. I will make every effort to use the class time to help you better understand the materials and answer your questions.

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 this semester is perhaps one of the many ways that we can fight back this virus – We can't let the virus rob your chance of learning.

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. Additionally, if you have noticed a group member being absent frequently during group activities, please let me know so I can reach out to the student.

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 Group 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.

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.

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.

CR/NC and Withdraws:

The CR/NC date is January 29, 2021.

The late withdrawal date is extended to April 9, 2021.

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 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.

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.**

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.

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	1/19, 1/21	Basic Issues	Ch. 1 eReserve #1**
Week 2	1/26, 1/28	Research Methods	Ch. 1
Week 3	2/2, 2/4	Developmental Theories	Ch. 2 eReserve #2
Week 4	2/9 2/11	Developmental Theories Prenatal Development and Birth	Ch. 2 Ch. 4
Week 5	2/16, 2/18	Prenatal Development and Birth	Ch. 4
Week 6	2/23, 2/25	Brain Development Across the Life Span	Ch. 5 eReserve #3
Week 7	3/2, 3/4	Physical & Perceptual Development	Ch. 5 eReserve #4
Week 8	3/9 3/11	Physical & Perceptual Development Cognition	Ch. 5 eReserve #5 Ch. 7 eReserve #6
Week 9	3/16, 3/18	Cognition	Ch. 7
Week 10	3/23, 3/25	Memory and Information Processing	Ch. 8 eReserve #7 & #8
Week 11	3/30, 4/1-no class	Memory and Information Processing	Ch. 8 eReserve #7 & #8
Week 12	4/6, 4/8	Language Development	Ch. 10 eReserve #9
Week 13	4/13, 4/15	Attachment and Social Relationships	Ch. 14 eReserve #11, 12, 13
Week 14	4/20, 4/22	Death and Dying	Ch. 17 eReserve #14
Week 15	Final Exam: Tuesday, April 27, 2021, 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, 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.