

PSY 364-05 - Life-Span Developmental Psychology
TH 11:30 – 12:45 LHH 142
Fall 2017

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Please put “*Psych 364-09*” 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. (2015, 8th ed.). Life-Span Human Development. Cengage Learning. Additional material will be posted on Blackboard.

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.

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 quizzes/in-class activities/homework

assignments. Maximum 10 extra credit points will be offered (more explanations will be given in class).

EXAMS: Each exam consists of multiple-choice questions drawn from lectures, textbook, additional readings, class discussions, and videos (watched in- or outside of class). The final exam will be cumulative, but with an emphasis on material covered after the second midterm exam. 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 10PM of the due date are already considered late papers). No late work will be accepted one week after its due date!

Quizzes/in-class activities/homework (5 points each): these will be assigned throughout the semester. Quizzes will be administered on-line. Both quizzes and homework assignments will be announced during previous class time. For in-class activities, advanced notice will NOT be provided. To receive credit, 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.

Grading Scale

			Final Grade
	Points	Percentage	A 94 - 100%
<i>Exam 1</i>	50	19.23%	A- 90 – 93%
<i>Exam 2</i>	50	19.23%	B+ 87 - 89%
<i>Final Exam</i>	75	29.06%	B 84 – 86%
<i>Quizzes, in-class activities, homework</i>	50	19.23%	B- 80 – 83%
<i>Paper</i>	35	13.46%	C+ 77 – 79%
Total	260	100 %	C 74 - 76%
			C- 70 – 73%
			D+ 67 – 69%
			D 60 – 66%
			F 59% and lower

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.

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.

SASC Tutoring Center: Need help understanding your course content or writing a paper? Want to learn more efficient study strategies? SASC Tutoring Center can assist with most courses and academic writing assignments. Visit <http://www.gvsu.edu/tc/> for the most current information on services, hours, and locations.

TENTATIVE COURSE SCHEDULE

	Topic	Readings
Week 1 Aug 29/31	Tu: Course Overview Th: Understanding Life-Span Human Development	Ch. 1
Week 2 Sept 7	Tu: Labor Day Recess Th: Genes, Environment, and Development (pp. 75-91) Homework Assignment #1 Due on 12th	Ch. 3
Week 3 Sept 12/14	Tu & Th: Body, Brain, and Health + video	Ch. 5
Week 4 Sept 19/21	Tu/Th: Emotions, Attachment, and Social relationships	Ch. 14
Week 5 Sept 26/28	Tu/Th: Cognition	Ch. 7
Week 6 Oct 3/5	Tuesday, October 3: Exam #1 (Ch. 1, 3, 5, 14, 7) Th: Gender Roles and Sexuality	Ch. 12
Week 7 Oct 10/12	Tu: Gender Roles and Sexuality cont'd Th: <i>watch video outside of class</i>	Ch. 12
Week 8 Oct 17/19	Tu/Th: Language and education Homework Assignment Due on Oct 24	Ch. 10
Week 9 Oct 24/26	Tu/Th: Self And Personality	Ch. 11
Week 10 Oct 31/Nov 2	Tu/Th: Social Cognition and Moral Development	Ch. 13
Week 11 Nov 7/9	Tuesday, November 7 Exam #2 (Ch. 12, 10, 11, 13) Th: The Family	Ch. 15
Week 12 Nov 14/16	Tu: The Family cont'd Th: Intelligence and Creativity	Ch. 15 Ch. 9
Week 13 Nov 21	Tu: Intelligence and Creativity cont'd <i>Th: Thanksgiving Recess</i>	Ch. 9
Week 14 Nov 28/30	Tu: Memory and Information Processing	Ch. 8
Week 15 Dec 5/7	Tu/Th: Death and Dying	Ch. 17

Final Exam

Wednesday, December 13, 12 - 1:50 PM

Useful On-line Resources:

<http://www.brainfacts.org/> (includes videos)

<http://www-psych.stanford.edu/~lifespan/welcome.htm> (Carstensen Life-span Development Lab, socio-emotional selectivity theory)

<http://www.cfw.tufts.edu/> (Child and Family WebGuide)

Videos:

<http://www.learner.org/resources/series84.html?pop=yes&pid=456#> (Growing Old in a New Age)

<http://www.learner.org/resources/series138.html> (Discovering Psychology)