

Life-Span Developmental Psychology

PSY 364

Grand Valley State University

Fall 2020

T TH Sections:

Section 06: 16:00-17:15, MAK-D1227

Section 08: 11:30-12:45, MAK-D1227

Section 09: 14:30-15:45, MAK-D1227

Instructor: *Gwenden L. Dueker, Ph.D. (pronouns: She/Her)*
Contact Information: dueker@gvsu.edu
Office: 2208 ASH
Office Hours: T 10:45-11:20; TH 1-2:15; and by appointment

Welcome to PSY 364! Together we will be exploring scientific discoveries about Human Development and learning and thinking about how those discoveries can be applied to improve outcomes for all humans! I love teaching this class and look forward to spending the semester learning together. The point of a syllabus is to give an overview of how that learning will be structured. I have organized the syllabus into the following sections to try to do that in a user-friendly way.

- A. How to succeed in PSY 364
- B. Course content & Learning objectives
- C. Learning Communities and R.E.S.P.E.C.T.
- D. Grading procedures
- E. Some useful information & Course schedule
- F. (N)Etiquette
- G. Useful Resources

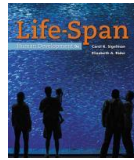
A. How to succeed in PSY 364

Mindset required for course participation and success in PSY 364:

1. Willingness to learn new and challenging material
 - a. If you already knew everything about human development you wouldn't be taking this class.
 - b. Learning requires changing our minds. Be curious. Expect to learn new and sometimes surprising things. We all have assumptions about why people behave the ways that they do. Expect to have many of your assumptions challenged by scientific data about human development.
2. Willingness to practice to attain mastery of material
 - a. Learning requires time and practice.
 - b. If you are signed up for this class then you must want to learn about the scientific study of Human Development.
 - c. I am an expert on that topic. I will guide your learning. However, I can't do the learning for you just like you (unfortunately) can't do my sit-ups for me.
 - d. So, what is the key for success?...**Do the work!**

- e. All assignments and activities are designed to help you acquire and practice the pertinent knowledge and skills. See below for descriptions of the materials and behaviors that will help you to complete the course work.

Materials required for course participation and success in PSY 364:



1. Access to the **textbook**:
 - a. Sigelman, C. K. & Rider, E. A. (2018). Life-Span Human Development (9th edition). Cengage. ISBN# 9781337100731.
 - b. Either a physical or electronic copy is fine. Just make sure it is in a format that you will be comfortable reading
 - i. GVSU Save program makes one available through the BB site for \$40
 - c. You do NOT need to buy access to any extra Cengage materials like MindTap.
2. Access to **technology**, including:
 - a. a desktop or laptop computer (This course cannot be completed with only a phone or tablet.)
 - b. Access to software: (instructions for how to get free access to all software listed here can be found in the resources section)
 - i. BlackBoard
 - ii. Microsoft office (excel, word, powerpoint)
 - iii. Google suite (e.g., google sheets)

Behaviors/skills required for course participation and success in PSY 364:

Really, there is only one: **Engage!** What do I mean by that?

1. **Engage** with the other humans in the class:
 - a. Talk to the people around you before and after class
 - b. Use group sessions to interact with other folks in the class in respectful (see respect section) and helpful ways.
 - i. I have merged the BB sites for three sections of 364 into one so that we can create an online community with many diverse voices and experiences to share with each other.
 - ii. All students will be assigned to a small group in the second week of class and will meet with that group during all group activities during the course.
2. **Engage** with the course materials
 - a. Attend every class session.
 - i. Attendance promotes engagement and is associated with success.
 - ii. If absence is unavoidable, it is your responsibility to get notes from another student and to catch up on any missed materials.
 - b. Take the time to read the textbook and supplemental readings and watch assigned videos.
 - i. I chose them for a reason. I promise not to give you busy work.

- c. Expect to spend between 6-8 hours a week outside of class meeting time working on this class.
 - i. Some weeks the time required might be shorter or longer, depending on your interest and speed, but I have tried to pace it all consistently.
 - ii. Time alone isn't enough though. Learning requires S.W.E.E.T.:
 - Sleep (8 hours really matters!)
 - Water
 - Exercise
 - Eating
 - Time

Taking care of your physical needs allows for healthy engagement in the complex material we will be studying. Please be mindful of your physical needs. Prioritize sleep (that's why it is first on the list) because it has strong effects on memory and cognitive function. If at any time in the semester you are struggling to meet basic physical needs (e.g. access to nutritious food, shelter, a safe place to sleep) please contact me ASAP and I will help connect you to available supports so that you can be healthy and safe and able to engage with this course.

B. Course Content and Learning Objectives

Course Description

This survey course will focus on development across the human lifespan. We will adopt a topical approach to the subject. Students will be asked to think critically about developmental research findings as well as the implications and applications of such findings. We will do this through discussions of methodology and common theoretical/philosophical perspectives on development.

Course Objectives

Upon successful completion of this course students will be able to:

General 364 course goals:

1. Demonstrate an understanding of the basic concepts and theoretical paradigms that direct the field of Life-Span Developmental Psychology.
2. Describe and think critically about changes within the developing person through the life-span.
3. Compare both traditional and current explanations for trends in the human's physical, cognitive, and social/emotional growth *with particular emphasis on thinking critically about the interaction of nature and nurture in individual development.*
4. Understand the scientific method and apply it to the understanding of human behavior and development through the life-span.
5. Apply knowledge of lifespan development to one's experiences in life, work/careers, home/family, self and others.

Prof. Dueker-Specific course goals:

6. *Demonstrate an understanding of the impact of trauma on human development*
7. *Demonstrate an understanding of how public policy affects human development*

8. *Be critical consumers of information about Human Development that is presented by nonscientific sources (e.g. Media, Politicians)*

C. Learning Communities and R.E.S.P.E.C.T. (can you hear the singing?)

We will be working together to create a meaningful learning community this semester. People learn best when they feel safe and respected. So, I want to set some respect ground-rules/expectations for how we (prof. and students) will demonstrate respect for the learning community during this course:

1. **Academic Honesty.** Academic honesty and integrity are expected from all students (and professors) at all times.
 - a. Academic dishonesty is defined as an attempt to obtain or to help another student obtain a grade higher than what is honestly earned – this includes getting information about exams or assignments from students in an earlier or previous section of the course. Do not assume that any assignment for this course is a group assignment unless I specifically tell you that it is. Anything you turn in to me, whether a written assignment or an exam, needs to be your own, individual work. It is your responsibility to properly cite all sources in your written work and to avoid plagiarism.
 - b. An occurrence of academic dishonesty will result, minimally, in failure of the course and a recommendation for University judicial action. It is every student's responsibility to avoid even the appearance of cheating.
 - c. For more information about academic honesty please see the GVSU student code because this course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>.
2. **Respectful Communication.** Communicating with other members of the learning community is good!
 - a. We will maintain a respectful atmosphere during all class activities for all students (and professors) regardless of age, gender, favorite type of music, ethnicity, sexual orientation, learning ability, or driving skills. By that I mean (a) respectfully attending to the contributions that others make in the class and (b) consciously examining your own contributions to ensure that they are respectful to others around you.
 - b. If you experience a lack of respect at any point during this class, please contact me, and I will work with you to address the problem. Students who are consistently disrespectful towards the classroom community will be dropped from the course.
3. **Communicating with Prof D.** Being responsive is respectful. I try to respond to student questions as quickly as possible during business hours (and often other times too, but don't count on me being awake at 2 a.m. to answer a last-minute question 😊).
 - a. Questions about the course or assignments
 - i. The fastest way to get a question about the course or assignment answered will be to post to the course ANSWER board in BB. I am subscribed to the board and will get a notification when there is a new post.
 - ii. Using the ANSWER board allows other members of the class to learn from your question and possibly to answer your question sooner than I would be able to.
 - b. Questions specific to your own, personal circumstances
 - i. Send me an email – dueker@gsu.edu, or schedule an appointment (use the link in BB)

- ii. I have lots of filters on my email account to try to weed out spam. Student emails are less likely to get lost in those filters if they have your name and course number listed in the topic line of the email.
- iii. I don't purposely ignore anyone so if you haven't heard back from me within 1 business day, (48 hours on weekends) then assume I didn't get the message. Please check to be sure that you included all of the correct information in the topic line and email me again or talk to me before or after class.

4. Respect for the health and safety of the GVSU community

We are all part of the larger GVSU community. Some folks are living there, many folks are on campus for work or other classes. GVSU is working hard to try to create the safest campus possible given the pandemic. Please be sure to follow all GVSU health & safety policies that can be found in full at:

[Lakers Together - Grand Valley State University \(gvsu.edu\)](https://www.gvsu.edu/lakers-together)

Some reminders:

- a. **Face Covering Policy:** Face coverings are required in all indoor spaces for all students, faculty, staff and visitors on our campuses. It is each person's responsibility to wear a face covering over their nose and mouth that closes at the sides. If someone forgets to wear a mask or is wearing one incorrectly, we will courteously remind each other. Free masks can be obtained at the PSY Office 2224 ASH.
- b. **Vaccine Requirement:** Students and employees should be vaccinated by September 30, unless approved for an exemption.
- c. **Daily Self-Assessment form:** Must be submitted every day. Please remember to record your vaccination status on your online self-assessment. Link below.
 - i. [Human Resources - Grand Valley State University \(gvsu.edu\)](https://www.gvsu.edu/human-resources)
- d. **Contact Tracing:** To facilitate contact tracing in the event of a COVID exposure in the classroom, daily seating logs will be collected.

D. Grading Procedures

I expect that everyone will make a genuine effort to participate in the course, engage with the material and complete their work in a timely fashion. That is how learning happens.

Sometimes, life is messy though, especially during a pandemic.

- People get sick.
- We are sometimes overwhelmed by work and family obligations.
- There is a PANDEMIC going on.
- Computers and internet access can sometimes not work.

All of this is real. So, I have planned for "*grace*" throughout the course and in the grading (see the *italicized/purple* grace sections throughout the syllabus for specifics). This *grace* is designed to help you weather the bumps and minor surprises that are part of everyone's lives without getting derailed from your learning in this class. Your health and your family's health should always be your priority. Please reach out as soon as possible if you have circumstances needing significant accommodation beyond what these *grace* policies allow and I will work with you to determine how to move forward.

Credit for this course will be based on student performance in these areas:

	<u>% final grade</u>
Quizzes	15
Group work	20
Individual Assignments	15
Project	20
Exam 1	10
Exam 2	10
Final Exam	10

Quizzes

There will be many short quizzes across the semester because frequent testing promotes learning.

- Quizzes will have questions from all assigned materials – readings, videos and activities.
- Quizzes are timed. They are open book and open note.
- Quizzes are not open collaboration. You may **not** consult with any other person in real-life or virtually during a quiz nor may you discuss quizzes/quiz questions with other class members until after the quiz deadline has passed.
- Quizzes must be completed by the specified deadline and may not be taken after a deadline has passed.
- *Grace: Each quiz can be taken twice (questions will vary) and the highest grade will be used for evaluation purposes.*
- *Grace: The lowest quiz scores will be dropped from final grade calculations.*

Exams

- Exams will have questions from all assigned materials – readings, videos and activities.

Group work

Group work is a large component of this course. Participation is mandatory.

- Every student will be assigned to their permanent small group in the second week of classes.
- Missed group activities cannot be made up because the group experience cannot be recreated.
- *Grace: The lowest group work grade will be dropped from final grade calculations.*

Individual Assignments

Individual assignments designed to promote understanding and application of course concepts will be given throughout the semester. These might include reflections on assigned readings or videos, web and library searches etc. Assignments are crafted to help students master specific content at specific points in the course so it is important to complete them on time to get the maximum learning benefit.

- Descriptions of all assignments will be presented in class and sometimes (if complicated) posted on BB.
- Assignments must be completed by the specified deadline and may not be accepted after a deadline has passed.
- *Grace: The lowest individual assignment grade will be dropped from final grade calculations.*

Policy Project

As the culminating project for this class you are going to choose a particular aspect of human development to target with a set of three science-based policies, programs or interventions that are likely to improve the lives of developing humans in Michigan.

- There will be lots of steps to this project. Some parts will be individual and others will happen during group work.
- The instructions for the project will be introduced in the second half of the course (because you need to learn some stuff before you start!)
- You will communicate your final project as a written policy proposal and as a presentation to share with your fellow classmates.
- *Grace: Late submissions of individual project pieces will be accepted for feedback and grading with a small grade penalty*

Exams

Exams help to improve student long-term retention and understanding of course materials. The exams will cover all materials (e.g., readings, lectures, videos and presentations) covered in each segment of the class.

Final exam

Cumulative exams help to improve student long-term retention and understanding of course materials. The exam will cover all materials (e.g., readings, lectures, videos and presentations) presented in the entire course.

Grading Scale

B+	87-89	A	93-100	A-	90-92
C+	77-79	B	83-86	B-	80-82
D+	67-69	C	73-76	C-	70-72
		D	63-66	F	62 or lower

* I reserve the right to adjust this scale downward if I see the need. I follow scientific rounding rules.

E. Useful things to know

1. Submitting course materials:
 - All course assignments and materials must be submitted either in person or through BB (instructions will vary by assignment).
 - E-mailed assignments will **not** be accepted.
 - Pay attention to the instructions for submitting materials to BB. Attach a file when asked or copy and paste text when asked.
 - You are required to keep an electronic copy of all work that you individually submit to me.
 - When you submit an assignment to BB you should get a receipt. If you don't have a receipt, it didn't work.
2. If you need special accommodations for accessing any of the materials for this class (e.g. testing) please let me know and I will work with you and Disability Support Resources (DSR) to set up the necessary accommodations to support your learning. Before I can discuss accommodations, you must present a memo to me from DSR, indicating the existence of a disability and the suggested reasonable

accommodations. If you have not already done so, please contact the Disability Support Resources office (4015 JHZ) by calling 331-2490 or email to dsrgvsu@gvsu.edu. Please note that I cannot provide accommodations based upon disability until I have received a copy of the DSR issued memo. All discussions will remain confidential.

3. Any changes or updates to assignments/grading/schedule or other course materials will be posted as announcements in the course BB site.
4. The course schedule is below.

Week	Class Breaks	Class Dates		Topics & Chapters (Note: While the order of the topics won't change, the exact dates might vary slightly depending upon the pace of the class)
1		Aug 31, Sept. 2		Introductions, Intro to Lifespan Human Development (Chapter 1)
2		Sept. 7, Sept. 9		Science & Human Development (Chapter 1)
3		Sept. 14, Sept. 16		Public Policy, Trauma & Human Development
4		Sept. 21, Sept. 23		Nurture & Nature (Chapter 3)
5		Sept. 28, Sept. 30		Prenatal Development & Birth (Chapter 4)
6		Oct. 5, Oct. 7	Exam 1	Brain & Body Development (Chapter 5)
7		Oct. 12, Oct. 14		Sensation, Perception & Action (Chapter 6)
8		Oct. 19, Oct. 21		Cognition & Memory (Chapters 7 & 8)
9	Fall Break, Oct. 26	Oct. 28		Intelligence, IQ & Creativity (Chapter 9) & Language (Chapter 10)
10		Nov. 2, Nov. 4		Education & Self (Chapters 10 & 11)
11		Nov. 9, Nov. 11		Gender, Sexuality & Social cognition (Chapter 12 & 13)
12		Nov. 16, Nov.18		Emotions & Social Relationships (Chapter 14)
13	T-Day Break, Nov 25	Nov. 23	Exam 2	Family (Chapter 15)
14		Nov. 30, Dec. 2		Family cont. & Death & Dying (Chapter 17)
15		Dec. 7, Dec. 9		Science & Human Development wrap-up
		Dec. 13-Dec. 17	Final Exam Week	Assigned Final exam period
		Section 06: 4 pm, MAK-D1227	Exam:	Tuesday, December 14, 4:00 pm - 5:50 pm
		Section 08: 11:30 pm, MAK-D1227	Exam:	Tuesday, December 14, 10:00 am - 11:50 am
		Section 09: 2:30 pm, MAK-D1227	Exam:	Thursday, December 16, 2:00 pm - 3:50 pm

F. (N)Etiquette

Etiquette and Netiquette are basically the same thing. They are both about interacting respectfully with each other.

(N)Etiquette Guide Mashup (wisdom culled from many sources!)

1. Listen before you speak. Read before you start typing.
 - a. Attend carefully to the contributions of other people in the course.
2. Do a quick **T.H.I.N.K.** test before you say or post anything:
 - i. **T.** Is it **true**/accurate?

- ii. **H.** Is it **helpful**?
 - iii. **I.** Is it **intelligible**?
 - iv. **N.** Is it **necessary**?
 - v. **K.** Is it **kind**?
 - b. If the answer to any of these is NO, then **think** carefully about how you can change your response to better fit the situation.
3. Discussion is about ideas not identities
- a. Discussing ideas is fun. Be sure to do it in a scholarly and respectful manner. For example, credit (cite) other people’s ideas using either a scientific citation (if it is a scholarly article) or if you are referring to something that another person posted or said earlier, quote a few key pieces of their response so that other folks understand what you are referring to.
 - b. Feel free to disagree with ideas in a scholarly way. Acknowledge the valid points in your classmate’s argument and present your own. Don’t badmouth, mock or attack other people.
4. Think about what you will say before you say it. Read what you typed before you post it.
- a. It is always a good idea to write anything you are considering posting to the course site in a word processing program first. That way you can easily check for typos & save a record of your work.
 - b. Avoid the use of YELLING (or using all capital letters) and sarcasm (because it always backfires).
 - c. If posting to the course BB site, remember that written communication doesn’t have any nonverbal cues to it, so consider judicious use of emoticons to help clarify your intent.
 - d. If you wouldn’t say it in person then don’t post it online.
5. Respect the privacy of the class learning community.
- a. This isn’t a public space. Don’t share any classmate’s information with anyone else either in person or online.
 - b. Don’t spam classmates with no-course related messages or advertising.
6. “Please” and “Thank you” are wonderful phrases in all contexts.
7. Give folks grace.
- a. If you are offended by something someone said, did or typed consider that you might have misunderstood their intentions and decide what to do next.
 - i. You can decide to engage them and ask what they actually meant.
 - ii. You can decide to check in with Prof D about it.
 - iii. You can decide to let it go.

G. Useful GVSU Resources.

All GVSU resources are free and available to ALL students so don’t hesitate to reach out and ask for help!

Help with **technology**: Check with the GVSU IT Helpdesk

<https://www.gvsu.edu/it/>

[\(616\) 331-2101](tel:(616)331-2101)

[\(855\) 435-7488](tel:(855)435-7488) (Toll-free)

helpdesk@gvsu.edu

Help with **writing**: Check out the GVSU Writing Center

<https://www.gvsu.edu/wc/undergraduate-student-support-65.htm>

Help with **stress** management: Check out the GVSU Counseling Center

Free, confidential, individual and group appointments (virtual and IRL) available to all students.

<https://www.gvsu.edu/counsel/>

Help with **Financial Difficulties**

GVSU remains committed to supporting you through the impacts of the COVID-19 pandemic and is here to help you in times of financial need, including assisting with accessing technology requirements. Financial hardship funds are available to help student's meet their basic needs, and help cover educational costs (such as housing, food, textbooks and technology) that a student could not otherwise pay out of pocket. Please visit the GVSU Special Circumstance & Financial Hardship Requests web page for more information.

<https://www.gvsu.edu/financialaid/financial-hardship-requests-226.htm>

Helpful GVSU **policies** (e.g. anti-harassment policy) can found here:

<https://www.gvsu.edu/policies/>

Helpful **librarians** and consultants!

<https://www.gvsu.edu/library/> - Just click on the “Ask a question” button.

Library Space and Services

You can find out more about our library spaces, how to check out books and access articles, and other library services this semester by checking out [this page about visiting the library](#) and [this page about our online services](#). The GVSU University Libraries has 3 campus locations where you may access library materials: Mary Idema Pew Library Learning & Information Commons (Allendale campus), Steelcase Library (Grand Rapids campus), and Frey Library (Grand Rapids, Center for Health Sciences).

Liaison Librarian: Each department has a designated librarian to support your research needs. Samantha Minnis is our liaison librarian for Psychology. Her email is minniss@gvsu.edu and she is available for online consultations via Google Meet, Zoom, or email. You can also check out the [Psychology Subject Guide](#), which is a great place to start your library research.

Knowledge Market

Our highly trained student consultants work one-on-one or in small groups to help with your library research, digital skills, writing, or oral presentations. We now offer both in-person and online peer consultations during open hours. We also created a [Resource Market](#), an online database of browsable resources, which is available 24/7. For information about the **Knowledge Market** or to make a virtual appointment, visit www.gvsu.edu/library/km.

This course is subject to the GVSU policies listed at <https://www.gvsu.edu/coursepolicies/>