PSYCHOLOGY 364 – 10 LIFE-SPAN DEVELOPMENTAL PSYCHOLOGY

WINTER 2020 TTH 10-11:15AM ASH 2119

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Office hours: Tuesdays & Thursdays: 1-2:25pm, or by appointment.

Textbook: Sigelman, C. K., & Rider, E. A. (2012). Life-Span Human Development. 8th ed. Wadsworth, Centage Learning.

Blackboard Website: http://mybb.gvsu.edu

I will use the Blackboard to post announcements, chapter outlines, discussion questions, assignments, links to reserved readings and relevant websites, and exam scores.

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 Outcome Measures:

Your final grade will be based on the total number of points that you accrue on two mid-term exams, a final exam, quizzes, homework assignments, discussions, and a term paper.

Exams: There will be two mid-term exams and a final exam. The exams will consist of multiple-choice questions drawn from lectures, readings, assignments, and in-class activities. The exams

are designed to assess your understanding of the material, rather than superficial memorization. To answer examination questions correctly, you will have to understand the material well enough to apply it to new problems.

Quizzes, Discussions, & Assignments: Prior to the beginning of each new chapter, you will be given a set of reading questions that you have to answer at home based on the content of the chapter. Quizzes that cover these reading questions may be given in class. Each homework assignment is worth 5 points and each quiz 10 points. In-class discussions will also be carried out throughout the semester and is worth 5 points each. The quizzes and homework assignments will help prepare you for the lectures, whereas the in-class discussions will provide you with opportunities to articulate your ideas in front of others. All homework assignments will be collected in class. I will NOT accept anything that is sent through as an email attachment. Any late homework will be marked down 50% unless you have a legitimate excuse. I will drop one of your lowest homework or discussion scores.

Course project/Paper: This project requires you to propose a study in an attempt to answer a specific question in lifespan development. You and two other students will form a group and each will be responsible for researching previous studies that have investigated this question in a specific age group (e.g., children, middle aged, or older adults). Based on your research, you will design your own experiment to address the question raised by your group. The end product of this project is a term paper that will consist a literature review, a study proposal, critical evaluations of how well your study allows you to address your research question, and an-depth discussion of how to overcome the problems associated with your proposed study. Specific instructions for this project will be posted on the BB. The final paper is due on April 7th, 2020. A late paper will be marked down by 50%. No email attachment of the paper will be accepted.

Grading Scale

	Points	Percentage
Exam #1	100	20%
Exam #2	100	20%
Final Exam	120	24%
Paper Project	90	18%
Quizzes/Discussions	90	18%
	500	100%

Final Grade:

A	465-500
A-	450-464
B+	434-449
B	415-433
B-	400-414
C+	384-399
C	365-383
C-	350-364
D+	334-349
D	300-333
F	<300

Make-up 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 phone or email as soon as you can. You also need to provide me with proper documentation (e.g., a doctor's note) before I arrange the make-up exam for you. Things such as attending a wedding or having a plane ticket booked on the exam day do not count as family emergencies. Make-up exams will be given in a different format (e.g., short answer/essay questions covering the same amount of material as the regular exam does). No exams will be given prior to the scheduled date.

Class Attendance:

You are expected to attend all classes even though attendance will not be taken. You are responsible for all materials presented in class. Attending lectures, participating in-group discussions, and reading assigned material before and after class are crucial to getting a good grade and actually learning something from this class. If you are unable to attend class, make sure to find out what has been covered in class.

Class Courtesy:

A respectful and friendly atmosphere in the classroom 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.

Computers are not allowed to be used in class unless there is a medical condition that prevents you from taking notes by hand (documentation is needed).

Your cell phone needs to be stored completely out of sight during the entire class period.

Emails:

The best way to communicate with me is through email. Please put PSY364 in the subject line.

Withdraws:

The last day you can withdraw from this class with a "W" is March 6th at 5pm.

Office Hours:

You are strongly encouraged to drop by my office during my office hours if you have any questions, confusions, concerns, or suggestions about this course. If your schedule conflicts with my regular office hours, please let me know and I will schedule an alternative time to meet with you. If you need special assistance, please come to see 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 or copying from another person's exam will receive a grade of zero on that assignment or exam. 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.

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

Course Schedule & Reading Assignments*:

	Date	Topic	Readings
Week 1	1/7, 1/9	Basic Issues	Ch. 1 Reserve #1
Week 2	1/14, 1/16	Research Methods	Ch. 1
Week 3	1/21, 1/23	Developmental Theories	Ch. 2 Reserve #2
Week 4	1/28, 1/30	Prenatal Development and Birth	Ch. 4
Week 5	**2/4** 2/6	**2/4 - Exam 1** Brain Development Across the Life Span	Ch. 5 Reserve #3 and #4
Week 6	2/11, 2/13	Physical & Perceptual Development	Ch. 5 Reserve #5
Week 7	2/18, 2/20	Physical & Perceptual Development	Ch. 5 & Ch. 6
Week 8	2/25, 2/27	Cognition	Ch. 7 Reserve #6
Week 9	Spring Break		
Week 10	3/10, 3/12	Cognition	Ch. 7 Reserve #6
Week 11	**3/17** 3/19	**3/17 – Exam 2** Memory and Information Processing	Ch. 8 Reserve #7 & #8
Week 12	3/24, 3/26	Memory and Information Processing	Ch. 8 Reserve #7 & #8
Week 13	3/31, 4/2	Language Development	Ch. 10 Reserve #9
Week 14	4/7	Gender Development	Ch. 12 Reserve #10
	4/9	Attachment and Social Relationships	Ch. 14 Reserve #11, 12, 13
Week 15	4/14, 4/16	Death and Dying	Ch. 17 Reserve #14

Final Exam: Tuesday, April 21, 2020, 10-11:50am.

*This schedule is tentative and subject to change. However, we will try to follow it as closely as possible.

Readings on Course Reserves: https://gvsu.ares.atlas-sys.com

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. Annuals of the New York Academy of Sciences, 1410, 93-106.

4. Daugherty, A.M., Zwilling, 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.