Professor: Susan Wilson, Ph.D.
Office: Au Sable Hall 2126
Phone: 616-331-3881
Email: wilsosu1@gvsu.edu
Office hours: Tuesdays and Thursdays 9:30-11:00 am or by appointment


Course Description: This course will focus on the normal physical, cognitive, and psychosocial 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.

Course Objectives: Following the completion of this course, you should possess a practical foundation in the major theories and research findings in lifespan development, particularly in physical, cognitive, and psychosocial development. Your participation in class activities will demonstrate your ability to analyze, evaluate, and apply the concepts presented in the text and during lecture. It is also expected that completing the research summary assignment will help you appreciate the relevance of lifespan development to your potential career.

Course Requirements:

Exams
There will be three non-cumulative exams in this course. Although they are non-cumulative, material covered in exams builds upon material covered previously in the course. Exams will address material discussed in class as well as the assigned readings. Each exam is worth 50 points.

Students are responsible for content covered in the text, class lecture, discussion, as well as videos or additional assigned readings. Exam format may consist of multiple choice, true/false, and short answer questions.

Note that make-up exams are allowed only in the case of extraordinary circumstances (certified illness or family emergency). Students must notify me as soon as possible regarding the need for a make-up exam. Be prepared to provide evidence that the absence was due to an illness or family emergency. If the absence is excused,
arrangements for a make-up exam will be made. The determination of whether an exam absence is excused or not excused is solely my decision.

**Class Activities**

To help you actively participate in class and further explore material covered in class, there will be several in-class activities throughout the semester. In-class activities may include small group discussions, practice quizzes, and personal reflections. Some class activities may involve a brief homework assignment in preparation for small group discussions, and other class activities may involve submitting a written product at the end of class.

There will be ten class activities will count towards your grade. Throughout the semester, there will be additional class demonstrations and small group discussions that will not count towards your grade. Before each activity, I will let you know whether or not it is an activity that counts towards your grade.

Because class activities require in-class interactions, **CLASS ACTIVITIES CANNOT BE MADE UP FOR ANY REASON.** However, all students will be able to drop one missed activity. In other words, if you miss only one of the graded activities, you can still earn points for ten completed class activities. This “freebie” accounts for all excuses for missing, so please do not ask about make-ups. You do not need to let me know when you missed an activity as the “freebie” will be added at the end of the semester for any activity that you missed at any point during the semester. If you complete all ten class activities without using the freebie, you will receive five points extra credit.

**Reading Research**

This paper will prepare for the Research Summary and Reflection assignment, as well as to practice critically reading, evaluating, and summarizing empirical research. Students will read an assigned empirical research article and write a summary of the article, using APA formatting. Students will also complete a worksheet identifying important components (e.g., hypothesis) of the article. More specific instructions will be provided in class.

**Research Summary and Reflection**

To help you further explore a topic of lifespan development that is interesting to you, you will write a research summary and reflection. You will choose a topic in physical, cognitive, or psychosocial development, read an empirical research article on the topic, and write a summary of the article. You will also reflect on the importance of the topic to your personal life and to your potential career. Topics pertaining to physical or cognitive development will be due on the first due date. Topics pertaining to psychosocial development will be due on the second due date. All topics will be submitted early in the semester for my approval. More information about the assignment will be discussed in class.
Blackboard: Some course material (syllabus, assignment instructions, lecture guides, study guides, grades, etc.) will be posted to Blackboard. Powerpoints will NOT be posted to Blackboard, but it is strongly encouraged that you print lecture guides and bring them to class with you. All written assignments should be submitted to Blackboard by the designated due date and time. All documents should be prepared in Microsoft Word (file extensions of .doc or .docx). Emailed assignments will not be accepted.

Late Assignments: Students are encouraged to turn in assignments on time. Assignments may be submitted late but will be marked down 10% for each day past the due date. Assignments will not be accepted one week after the due date.

Paper drafts: We will discuss assignment instructions in class, but it is the student’s responsibility to follow instructions when completing an assignment. It is strongly encouraged that you print the assignment instructions and refer to the instructions often while completing the assignment. I will not be looking at rough drafts of the assignment but I would be happy to answer specific questions about the assignment.

Attendance: It is strongly encouraged that you attend each class period as much of the course material will be covered in class through lectures, discussion, and group activities. Additionally, because the class activities require in-class interactions, CLASS ACTIVITIES CANNOT BE MADE UP FOR ANY REASON. If you do miss a class, it is your responsibility to obtain lecture notes from another student. I will not guarantee the availability of handouts or lecture notes.

Classroom Conduct Policy: Students enrolled in this course have the right to learn in an environment where all individuals are treated with respect. Behaviors in class that interfere with the learning experience are not permitted. Talking while I am talking or while another student is talking can particularly interfere with the learning experience. Texting, browsing the internet, and doing homework can also be distracting and disrespectful. When class begins, you should cease all of these activities. CELL PHONES SHOULD BE TURNED OFF AND PUT AWAY, unless an extenuating circumstance exists and is previously approved by me. Disruptive or disrespectful behaviors may result in dismissal from the class by the instructor.

Academic Integrity: Students are expected to adhere to the university’s policies on Academic Honesty. You are responsible for making yourself aware of and for understanding the policies and procedures that pertain to academic integrity. To that end, be sure to familiarize yourself with the GVSU Student Code (Section 223.01) related to academic integrity. Cheating and plagiarism will be dealt with according to procedures described in the Student Code.
Grades:

Your final course grade will be based on the percentage of possible points earned on:

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Possible points</th>
<th>Percentages</th>
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</thead>
<tbody>
<tr>
<td>Exams (3 at 50 points each)</td>
<td>150</td>
<td>63%</td>
</tr>
<tr>
<td>Reading research</td>
<td>10</td>
<td>4%</td>
</tr>
<tr>
<td>Research summary and reflection</td>
<td>30</td>
<td>13%</td>
</tr>
<tr>
<td>Class activities (10 at 5 points each)</td>
<td>50</td>
<td>21%</td>
</tr>
<tr>
<td>Total</td>
<td>240</td>
<td>100%</td>
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**Grading:** Your final grade will be determined by the total accumulated points using the grading scale indicated below.

The Grading Scale* is as follows:

- A: 94-100%
- A-: 90-93.9%
- B+: 87-89.9%
- B: 84-86.9%
- B-: 80-83.9%
- C+: 77-79.9%
- C: 74-76.9%
- C-: 70-73.9%
- D+: 67-69.9%
- D: 64-66.9%
- D-: 60-63.9%
- F: 0-59.9%

*This grading scale may be subject to change.

**Extra Credit:** There will be a few opportunities to earn extra credit in the class. Extra credit opportunities will be discussed in class.

**Email:**

The best way to communicate with me is through email. If you do not include, “PSY 364” and your section number in the subject line, I may not read or respond to your email. Please use complete sentences and check for spelling errors. Also, please sign your full name, so I know who you are. **Please make sure to read your syllabus, as I will not reply to emails asking about course information that is listed on these pages.**

**Office Hours:**

You are strongly encouraged to drop by my office during my office hours if you have any questions, confusions, or concerns. If your schedule conflicts with my regular office hours, please let me know and I will schedule an alternative time to meet with you.

**Students with Disabilities:** If you need academic accommodations because of a learning, physical, or other disability, please contact Disability Support Resources at 331-2490. Furthermore, if you have a physical disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so I can develop a plan to assist you.

If you do not have a disability but need some accommodations, please let me know at the beginning of the semester so that I can accommodate you.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading*</th>
<th>Due</th>
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| Tues. Jan. 6 | Course Intro  
Basic Issues  
Research Methods | Ch. 1          |                                               |
| Tues. Jan. 13 | Research Methods                      | Ch. 1          |                                               |
| Tues. Jan. 20 | Reading Research Feedback  
Developmental theories | Ch. 2          | Reading Research Blackboard submission due at 6:00 pm |
| Tues. Jan. 27 | Developmental theories;  
Prenatal development and birth | Ch. 4          | Research Summary and Reflection Topic due     |
| Tues. Feb. 3  | Exam 1                                      |                |                                               |
| Tues. Feb. 10 | Brain and body development                   | Ch. 5          |                                               |
| Tues. Feb. 17 | Brain and body development  
Perceptual development | Ch. 6          |                                               |
| Tues. Feb. 24 | Perceptual development                        |                | Research Summary and Reflection 1 due         |
| Tues. Mar. 3  | No class-Spring Break!                       |                |                                               |
| Fri. Mar. 6   | Deadline for withdrawing from a class         |                |                                               |
| Tues. Mar. 10 | Cognition                                   | Ch. 7          |                                               |
| Tues. Mar. 17 | Memory and information processing             | Ch. 8          |                                               |
| Tues. Mar. 24 | Exam 2                                      | Ch. 11         |                                               |
| Tues. Mar. 31 | Self and personality  
Gender and sexuality | Ch. 12         |                                               |
| Tues. Apr. 7  | Emotions, attachment, and social relationships | Ch. 14         | Research Summary and Reflection 2 due         |
| Tues. Apr. 14 | Emotions, attachment, and social relationships;  
The family | Ch. 15         |                                               |
| Tues. Apr. 21 | Final Exam at 6-7:50 pm                      |                |                                               |
*Come to the class period having read the assigned readings and be prepared to participate in class discussion.

Disclaimer - Dates May Change
I reserve the right to make changes in the course. Changes may include, but are not limited to, adjusting the course schedule and adjusting assignments. The changes would be based on adjustments to the learning process, student participation, and assessment strategies based on the learning outcomes for the course. Any changes will be announced in class.