

PSY 364 Life-Span Development
Section 02 Online Asynchronous
Fall 2025

Instructor Information

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Virtual office hours: 12:00-2:00 MW, 12:00-1:00 F (shared time with in-person office hours).

Virtual office hours require you to make an appointment through Zoom. You can find the link to Zoom on Blackboard. Once you click the link, hit the Appointments tab to be able to schedule a 15-minute office hour time slot. If you cannot make these office hours because of a scheduling conflict, please email me and we can set a different virtual appointment!

Course Description

A survey of theories and research on human development from conception through death.

Physical, perceptual, cognitive, personality, social, and emotional changes are reviewed, and their interrelationships are discussed. Does not satisfy the requirements for teacher certification.

Prerequisite: PSY 101

Course Objectives

By the end of this course, you 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 lifespan.
- 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 lifespan.
- Apply knowledge of lifespan development to one's experiences in life; work/careers, home/family, self and others.

Required Textbook

You are not required to purchase a textbook for the course, **but there IS a required textbook.**

This is an open-source, freely available textbook. You can download the pdf from this link:

<https://open.umn.edu/opentextbooks/textbooks/540> or find it pinned to the top of the course on Blackboard.

Course Format

Online Asynchronous: I will post lecture slides and a recording along with other material each week on Blackboard Ultra. You will be required to watch the recordings and complete different readings and assignments. You can complete the work at a time that is convenient for you but it

must be done by required due dates. Online exams must be taken within specific time frames (see below).

Technology Requirement

Since this is an online course, you need to have reliable access to the internet, a computer with a sound card, speakers, and an operating system that meets Blackboard browser requirements, a computer microphone and camera (built-in or external). Most laptops have a microphone, camera, and the required browser capability.

Software Applications for class: To be successful in class, you will also need to have downloaded and know how to use the following applications:

- Zoom (through your GVSU account)
- Panopto
- Respondus LockDown Browser

More information and resources will be provided to you about these on Blackboard but please contact me or IT help desk if you have questions.

If you have technical issues accessing Blackboard, contact the help desk right away by phone or email: 616-331-3513 or helpdesk@gvsu.edu.

Grading Scale

93.0-100% A	90.0-92.9% A-	87.0-89.9% B+
83.0-86.9% B	80.0-82.9% B-	77.0-79.9% C+
73.0-76.9% C	70.0-72.9% C-	67.0-69.9% D+
63.0-66.9% D	60.0-62.9% D-	< 60.0% F

Course Outcome Measures

Your grade will be comprised of discussion board posts, journals, quizzes, and exams.

	Points	Number	Subtotal
Discussion Board	10	5	50
Writing Assignments	20	3	60
Quizzes	10	10 (11, drop 1)	100
Exams	45	3	135
Total Points for Class			345

Discussion Board: You will be required to submit discussion board responses throughout the semester. During the first week of class, you will post a short introduction to help the class get to know each other. As the semester continues, you will be required to explore a variety of materials (readings, videos, podcasts, etc) and then write a brief response about what you reviewed and reply to other classmates. The goal of the discussion posts is to engage with additional material to supplement class learning and connect with your classmates. To earn full points for each post, you must have a response that is at least 150 words (or 2 minutes for a video

post). You must also reply to at least one other student (worth 2 of the 10 points). Your reply should be thoughtful and relate directly to what the other student has posted without simply saying the same thing again. A discussion post that does not meet the length requirement and/or if you do not post a reply will earn only partial points. Because this is a large class, you will be divided into discussion groups to make it easier to facilitate communication. These will be assigned the first week of class. It is important to maintain educationally relevant and respectful dialogue in the discussion posts. **See Blackboard folder under course materials and links for a review of proper online netiquette.** You will not be allowed to make up missed discussion board posts, so they must be submitted by the deadline posted on Blackboard to earn points.

Writing Responses: Several times throughout the semester, you will be asked to watch, listen to, or review some type of media. These videos or podcasts will connect to the material we discuss in class and extend it by providing additional examples or using real-life examples. These are selected to give you a deeper understanding of a topic from class and more depth of analysis is required than is required for discussion posts. Once you watch or listen to the media, you will be required to write a response. Each response paper has specific instructions and questions that you must answer. Each paper should be 2 pages double spaced, written in paragraph form, and cite the media that you were required to review. There are three grading criteria (content, writing, and citation) where you earn points for a satisfactory or unsatisfactory response. You can find more details and the rubric for the response papers on Blackboard. Each response paper must be written by you and only you. If there is evidence of plagiarism, including using AI software for all or a portion of your paper, you will receive a 0. If you fail to submit the paper by the deadline posted on the schedule below and on Blackboard, you will receive a 0.

Quizzes: You will submit weekly quizzes (except for a few weeks—see schedule below). The goals of the quizzes are to ensure that you have been reading the chapters each week and to practice retrieving the material. Completing the quizzes will be one step in helping you study for exams. Quizzes will be timed and administered through Blackboard and must be submitted by the deadline to earn points. The questions on quizzes will include multiple choice or true/false and be based on recent material from lectures and assigned readings. Once the quiz deadline has passed, the correct answers will be posted for you to view. The lowest quiz score will be dropped.

Exams: You will have 3 exams throughout the semester. The exams will include multiple choice and short answer questions based on material from the textbook, lectures, and other class material. Exams must be submitted within the timeframe given on Blackboard and will be timed. Correct answers for exams will not be posted, so you will need to schedule an office hour appointment if you would like to review any exam grades.

LockDown Browser Requirement

This course requires the use of LockDown Browser for online exams. You will need to take a practice test prior to completing the exam (more instructions on Blackboard). Watch this video to get a basic understanding of LockDown Browser:

<https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

Download Instructions:

- Select a test from the course
- You will see the message "Assessment Security - You need Respondus LockDown Browser to complete this assessment."
- Below this will appear a "Download Respondus LockDown Browser" link. Click the link to go to the download page and then follow the instructions
- Download Respondus LockDown Browser to your computer; follow the installation instructions
- Return to the test and select "View assessment"
- LockDown Browser will launch and the test will begin

Note: LockDown Browser only needs to be installed once per computer or device. It will start automatically from that point forward when a test requires it.

Guidelines: When taking an online exam follow these guidelines

- Select a location where you won't be interrupted
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it.
- Turn off all mobile devices, phones, etc. and don't have them within reach.
- Clear your area of all external materials - books, papers, other computers, or devices.
- Remain at your desk or workstation for the duration of the test.
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

Getting Help with Respondus LockDown Browser: Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area.
- Respondus has a Knowledge Base available from support.respondus.com. Select "LockDown Browser & Respondus Monitor" as the product to view helpful articles.
- If you're still unable to resolve a technical issue with LockDown Browser, go to support.respondus.com and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it

Syllabus Change Policy

The syllabus is subject to change with notice given in advance. If changes are necessary, an announcement and updated syllabus will be posted on Blackboard.

Email Policy

Email is the best way for you to communicate with me. Please put PSY 364 and your section (as I teach several) in the subject line of the email. You can expect a response within 24 hours of your email during regular business hours (M-F, 9am-5pm). If you send an email outside of those hours, there may be a delay in my response.

Psych Friends Peer-to-Peer Mentors

Psych Friends mentors are upper-level psychology and behavioral neuroscience students who provide guidance and support in many areas, such as: effective studying and time management techniques, understanding the PSY and BNS major requirements, careers in the field, and the process of applying for graduate school. Visit <https://www.gvsu.edu/navigate> to schedule an online or in-person meeting today!

Course and Campus Environment

As an instructor, I will strive to create an equitable and inclusive learning environment in our class. It is my and the university's goal that you feel able to share information about your experiences as a student. Below are some of the resources available for support:

- **Title IX, Sexual Misconduct Policy, and Gender- and Sexual-Based Harassment Policy:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. Title IX's sex discrimination prohibition also protects students from discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. If you or someone you know has been harassed, assaulted, or denied services on the basis of sex or gender, you can find the appropriate resources at www.gvsu.edu/titleix or contact the University's Interim Director and Title IX Coordinator, Kevin Carmody at (616) 331-9530 or carmodke@gvsu.edu.
- **Disabilities Support Resources:** If you are in need of accommodations due to a learning, physical, or other disability you must present a memo to me from Student Accessibility Resources (SAR), indicating the existence of a disability and the suggested reasonable accommodations. If you have not already done so, please contact the Student Accessibility Resources office (215 The Blue Connection) by calling 331-2490 or email to access@gvsu.edu. You may also access resources at <https://www.gvsu.edu/accessibility>. Please note that I cannot provide accommodations based upon disability until I have received a copy of the SAR issued memo. All discussions will remain confidential. 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.
- **Gender Expression and Identity:** At Grand Valley State University we recognize that an individual may wish to be identified by a professional, personal, preferred, display or use name without making an official legal name change. Students, faculty, and staff may use the [myName process](#) to update Banner and some related systems with such a name. The myName process will allow students, faculty, and staff to have the chosen name appear anywhere a legal name is not required.
- **Campus Climate Concerns:** Anytime you or anyone in the GVSU community feels belittled, disrespected, threatened, or unsafe because of who you are, the entire university community is diminished. That's why it's important to report all campus climate concerns--even those intended as jokes. While Grand Valley safeguards individuals' constitutional rights and protected speech, the university is also committed to inclusion and equity. Grand Valley exercises the right to engage in educational dialogue and seeks constructive responses to address campus climate concerns. To report a campus climate

concern, go to <https://cm.maxient.com/reporting.php?GrandValley>. In addition, for faculty/staff-related complaints, you can file an informal complaint with the Division of Inclusion and Equity at inclusion@gvsu.edu or (616) 331-3296. For student-related complaints, you can also contact the Dean of Students office at (616) 331-3585.

- **Student Well-Being:** As a student, you may experience a range of issues that can negatively impact your learning, such as anxiety, depression, interpersonal or sexual violence, difficulty eating or sleeping, loss/grief, and/or alcohol/drug problems. These mental health concerns or stressful events may lead to diminished academic performance and affect your ability to participate in day-to-day activities. In order to support you during such challenging times, GVSU provides a number of confidential resources to all enrolled students, including the University Counseling Center (<https://www.gvsu.edu/counsel/> or (616) 331-3266) and the Student Ombuds, Takeelia Garrett (garrett@gvsu.edu).
- **Online Courses:** If you need help with how to manage an online course, especially if this is your first one, see <https://www.gvsu.edu/online/> for student resources.
- You can find a list of these resources and others on the Blackboard Assist tab.

Academic Integrity and Plagiarism

The expectation in class (and at the university) is that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. I, as the instructor, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged.

- One issue in academic honesty is **plagiarism**. Offering the work of someone else as one's own without proper reference is plagiarism. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism. Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Grand Valley. For further information see the Student Code.
- Another issue that revolving academic integrity is unwarranted use of generative AI assistance, like ChatGPT and Copilot. Using AI software to submit assignments for class is not permitted. Like taking work from another person, including anything that you did not write without proper citation is plagiarism.

In addition to the information above, this course is subject to all GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>

Course Schedule *Any changes to the following schedule will be announced in class and on Blackboard.*

Week	Topic and Readings	Assignments
1 (Aug 25-29)	Studying Development and Theories Reading: Chapter 1	Discussion Post #1 due 8/31 Quiz #1 due 8/31
2 (Sep 1-5)	9/1 Labor Day (No Classwork) Research Methods Reading: Liu et al. (2024)	Discussion Post #2 due 9/7 Quiz #2 due 9/7
3 (Sep 8-12)	Prenatal Development and Birth Infancy Part 1 Reading: Chapter 2/Start Chapter 3	Quiz #3 due 9/14
4 (Sep 15-19)	Infancy Part 2 Reading: Chapter 3	Quiz #4 due 9/19 Exam #1 due 9/21
5 (Sep 22-26)	Early Childhood Part 1 Reading: Chapter 4	Quiz #5 due 9/28 Response #1 due 9/28
6 (Sep 29-Oct 3)	Early Childhood Part 2 Reading: Kamerman & Gatenio-Gabel (2007)	Discussion Post #3 due 10/5
7 (Oct 6-10)	Middle/Late Childhood Reading: Chapter 5	Quiz #6 due 10/12
8 (Oct 13-17)	Adolescence Part 1 Reading: Chapter 6	
9 (Oct 20-24)	10/20 Fall Break (No Classwork) Adolescence Part 2	Quiz #7 due 10/25 Exam #2 due 10/27
10 (Oct 27-31)	Emerging Adulthood Part 1 Reading: Chapter 7	Response #2 due 11/2
11 (Nov 3-7)	Emerging Adulthood Part 2	Quiz #8 due 11/9 Discussion Post #4 due 11/9
12 (Nov 10-14)	Middle Adulthood Reading: Chapter 8	Quiz #9 due 11/16
13 (Nov 17-21)	Older Adulthood Part 1 Reading: Chapter 9	Response #3 due 4/13
14 (Nov 24-28)	Older Adulthood Part 2 11/26-28 Thanksgiving Break (No Classwork)	Quiz #10 due 11/24
15 (Dec 1-5)	4/17 Death & Dying Reading: Chapter 10	Discussion Post #5 due 12/5 Quiz #11 due 12/5

Exam #3 will be taken during finals week. Available on Blackboard starting Monday December 8th through Wednesday December 10th. It must be submitted on or before December 10th at 11:59 pm.