

## PSYCHOLOGY 364 – 03 LIFE-SPAN DEVELOPMENTAL PSYCHOLOGY

FALL 2025 TTH 11:30-12:45PM LMH 176

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**Office Hours:** Tuesdays and Thursdays: 10-11:15am, or by appointment, in-person or via Zoom.

**Blackboard Ultra Website:** [lms.gvsu.edu](https://lms.gvsu.edu)

**Textbook:** Sigelman, C. K., & Rider, E. A. (2018). Life-Span Human Development. 10<sup>th</sup> ed. Wadsworth, Centage Learning, ISBN# 9781337100731. It is also available through GVSU Save Program.

### **Financial Hardship:**

GVSU remains committed to helping students in times of financial need. Financial hardship funds are available to help you meet basic needs and cover educational costs (such as housing, food, and textbooks) that you otherwise pay out of pocket. Please visit <https://www.gvsu.edu/financialaid/> for more information.

### **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 Format:**

This class is an in-person class. The lectures will not be live-streamed. Exams and quizzes will be given in class. In-class discussions/activities will be carried out throughout the semester. Office hours will be held either in-person or via Zoom.

**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, in-class activities and discussions, and a project paper.

**Exams:** There will be two mid-terms and a final exam. The exams will consist of multiple-choice and short-answer questions drawn from lectures, readings, and in-class activities/discussions. The exams are designed to assess your understanding of the material, rather than superficial memorization. To answer examination questions correctly, you will need to understand the material well enough to apply it to new problems.

**Quizzes:** Prior to the beginning of each new chapter, you will be given a set of reading questions to answer at home based on the content of the chapter. In class, you will be quizzed on these reading questions. Your quizzes will be graded and given credits. Grace: the lowest quiz score will be dropped.

**In-class Activities:** In-class activities and discussions will be carried out throughout the semester. You will be given credits for your active participation in these activities. Grace: two activities/discussions will be dropped.

**Course Project/Paper:** This project will require you to engage in real-world intergenerational interactions and reflect on how such experience can be connected to the concepts that you have learned from this class. Specific instructions and due date will be posted on BB.

**Grading Distribution**

	Points	Percentage
Exam #1	90	18%
Exam #2	90	18%
Final Exam	100	20%
Quizzes	60	12%
In-class Activities	80	16%
Project Paper	80	16%
<b>Total</b>	<b>500</b>	<b>100%</b>

**Grading Scale**

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

**Make-up Policy:**

Make-up exams or quizzes will not be given unless there is a family emergency, illnesses, or a university sanctioned event. Please notify me by phone or email as soon as you can. In some cases, proper documentation (e.g., a coach's letter or a doctor's note) should be provided prior to taking the make-up exam or quiz. Things such as having to go to work, attending a wedding, or going on vacation, 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 exam that you have missed). No exams will be given prior to the scheduled date. Please note, some in-class activities or discussions may not be easily made up even if you have an excusable reason for your absence. However, best effort will be made to come up with alternative options for you to make up the missing work.

**Class Courtesy and Learning Environment:**

A respectful, professional, and friendly atmosphere inside of classroom is important 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.

**Class Attendance:**

Although I will not take attendance, you are expected to attend each lecture. Attending and being prepared for lectures are crucial to getting a good grade and actually learning something from this class. If you have to miss a lecture, make sure to borrow notes from your classmates first and then contact me as soon as possible to clear up any questions.

The lectures will not be recorded during class. If you have to be absent for an extended period of time, you need to let me know so I can make the proper arrangements to help you stay on track.

**Office Hours:**

I will hold office hours in person or online via zoom. You are strongly encouraged to discuss with me any of your concerns about the course or difficulties that you have encountered as soon as possible. If you need special assistance, please contact me at the beginning of the semester.

**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” grade is **November 7<sup>th</sup>**, 5pm.

**Extra Help from Psych Friends:**

Psych Friends Peer-to-Peer Mentors are trained, upper-level psychology and behavioral neuroscience students ready to help you succeed. They offer support in key areas like study strategies, exam prep, understanding major requirements, career/grad school planning, and student well-being. Follow on Instagram@gvsu.psychfriends and schedule your online or in-person meeting at gvsu.edu/navigate.

**Academic Honesty and AI Use:**

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 cheating on an 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.

**Use of AI:** In this class, AI can be used as a tool to help you learn. However, it is not allowed if you use it to outsource your learning, e.g., answering your reading questions for you.

Academic honesty and integrity are expected from all student at all times (click [here](#) for code of conduct).

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

**Any necessary changes made to this syllabus will be announced both in class and on Blackboard.**

**Course Schedule & Reading Assignments\***

	<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Readings</u></b>
Week 1	8/26, 8/28	Basic Issues	CH1 eReserve #1**
Week 2	9/2, 9/4	Developmental Theories	CH1 eReserve #2
Week 3	9/9, 9/11	Research Methods	CH1
Week 4	9/16, 9/18	Prenatal Development and Birth	CH3
Week 5	<b><u>9/23</u></b>	<b><u>9/23 - Exam 1</u></b>	
	9/25	Brain Development Across the Life Span	CH4 eReserve #3 and #4
Week 6	9/30, 10/2	Brain Development Across the Life Span	CH4 eReserve #5
Week 7	10/7, 10/9	Physical & Perceptual Development	CH4 & CH5
Week 8	10/14	Physical & Perceptual Development	CH4 & CH5
	10/16	Cognition	CH6 eReserve #6
Week 9	<b><u>10/21</u></b>	<b><u>Fall Break</u></b>	
	10/23	Cognition	CH6
Week 10	10/28, 10/30	Cognition	CH6
Week 11	<b><u>11/4</u></b>	<b><u>11/4 – Exam 2</u></b>	
	11/6	Memory and Learning	CH7 eReserve #7 & #8
Week 12	11/11	Memory and Learning	CH7
	11/13	Language Development	CH9 eReserve #9
Week 13	11/18, 11/20	Language Development	CH9
Week 14	11/25	Attachment and Social Relationships	CH13 eReserve #11, 12, 13
	<b>11/27</b>	<b>Thanksgiving</b>	
Week 15	12/2, 12/4	Death and Dying	CH16 eReserve #14

**Final Exam: Tuesday, December 9<sup>th</sup>, 2025, 10-11:50am**

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

\*\* The e-Reserve Readings are supplemental readings that can be accessed through our course BB site (not part of the required readings).

**Readings on eReserves:**

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. *Annals of the New York Academy of Sciences*, 1410, 93-106.
4. Daugherty, A.M., Zwillig, 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., Hernández-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.