

**Life-Span Development (PSY-364)**

Section: 04 (Online)

Winter 2025

**INSTRUCTOR INFORMATION****Professor:** Courtney Kowalczyk, PhD**Preferred Name:** Dr./Professor Kowalczyk or Dr./Professor K (pronouns: she/her/hers)**Phone:** 616-331-3729**Email:** kowalcou@gvsu.edu (expect a response within 24 hrs. on weekdays, 24-36 hrs. on weekends)**Office:** 2142 Au Sable Hall

**Student Hours/Appointments:** Student hours will be held Tuesdays and Thursdays from 2:30pm - 3:30pm EST in my office or via Zoom. I will have Zoom open on my computer during student hours, but if you have been waiting for a few minutes in the waiting room on Zoom, please send me a quick email to let me know you are ready in case I am working with another student. Additional meeting/appointment times will be available on Fridays for Zoom sessions. Please email me to set-up a time if you would like to meet on a Friday. If you cannot meet during these times, please contact me to discuss other possibilities. I'm always happy to find a time that works for both of us!

**Ask Me About:** Anything related to our class, real world applications of psychology, majoring or minoring in psychology, getting involved in psychology research, graduate school and psychology based careers, working in the field as a psychologist, working with children and adolescent clients, horses, scuba diving, cooking for individuals with food allergies, and many other topics.

**COURSE BASICS**

*This syllabus is subject to change and students are responsible for any changes announced in class or on our course Blackboard site.*

**Meeting Time and Place:**

PSY 364 - 04 is an online asynchronous course. All course materials and assignments will be posted on Monday of each week in Blackboard and McGraw Hill Connect. You may choose when you would like to work on your coursework each week, but students must adhere to the due dates listed in the course schedule and posted on Blackboard. As a rule of thumb, assignments for this course will be due on Fridays and Sundays, so please plan your approach to the material each week accordingly.

**Textbook:** Our course will be using the following textbook along with McGraw Hill Connect access.

Santrock, J.W. (2022). *Essentials of life-span development* (7<sup>th</sup> ed.). McGraw Hill LLC.

You do NOT need to purchase the physical book from the bookstore unless you would like to have a paper copy. This course's textbook and McGraw Hill Connect access have been set-up through the GVSU SAVE program. You will have access to the textbook and Connect materials on the first day of the course.

**Course Description:** In this course, developmental continuities, changes, and mechanisms to account for the development in multiple domains across the human life-span will be discussed. We will begin with an overview of developmental approaches, and research methods. We will then explore thematically and chronologically the development of the individual through the major periods of life. The strengths and weaknesses of developmental theories will also be critically evaluated.

**Prerequisite:** An introductory psychology course (Psy 101 or the equivalent).

**Learning Objectives:** The primary goal of this course is to increase students' understanding of the sequence of human development, the processes underlying developmental change and stability (e.g., hereditary and environmental influences), explanations for individual differences in development, and the theoretical perspectives and research methods currently being used to examine human development.

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 a 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 life-span development to one's experiences in life, work/careers, home/family, self, and others

**Technology Requirements:** Since this course will be completed online, students will need to have a computer that is capable of the following: plays videos/sound appropriately, has a built in or external microphone, has a built in or external computer camera, is compatible with lockdown browser technology for exams, and has word processing capabilities. Reliable high speed internet will also be essential for this course. Connection with the Blackboard Learning Management System along with McGraw Hill Connect will be required to access course materials and submit assignments. If you do not have access to a computer or reliable internet, please talk with me and/or review the resources available to you on Blackboard (see "Student Resources"). These resources include information about on-campus computer labs, Special Circumstances and Financial Hardship funds, etc.

**Class Format:** The class sessions will utilize video lecture, discussion, McGraw Hill Connect materials, as well as additional methods to foster active participation. Class video sessions and the textbook supplement each other – both cover material that will not (and cannot) be covered in the other format. Because class video sessions highlight important concepts within the text, students are strongly encouraged to complete assigned readings PRIOR to viewing the corresponding lecture videos. Students should plan to review all video lecture material in its entirety.

On Monday of each week, materials for each new chapter will be posted on Blackboard and McGraw Hill Connect.

**Active Engagement with the Course Material:** To understand the material covered in ANY course, active engagement is necessary. To help you be successful in this course, I have taken special care in

designing it and am committed to facilitating your learning throughout the semester. My hope is that you are also intentional and effortful in your engagement with the course.

You can expect me to...

- 1) Present interesting information clearly and in an organized fashion.
- 2) Facilitate your efforts to learn the material. For example, Blackboard/McGraw Hill Connect will contain in-depth assignment instructions and various supplemental resources. I will also be readily available via email and during student hours/appointments. Although I encourage students to take the initiative to approach me if they have questions, I will also reach out to students that are doing fabulous work or who appear to need assistance.
- 3) Be responsive to questions and concerns. This includes posting announcements regularly, responding to emails promptly (within 24 hours on weekdays), and providing feedback and prompt grading. Consistent communication is essential to a smooth semester!
- 4) Facilitate a safe, respectful, and curiosity-driven online learning environment. When basic needs – physical safety, psychological stability – are met, it is easier to focus attention on our self-improvement goals, like our academic studies. Please reach out if you need assistance.

I expect you to...

- Basic expectations:
- 1) Read the syllabus and consult it throughout the semester
  - 2) Read assigned readings completely and in a timely manner
  - 3) Complete all assignments/exams on time
  - 4) Regularly review video lectures
  - 5) Take notes during lecture and when reading/studying
  - 6) Study regularly throughout the week
  - 7) Communicate your questions and concerns
  - 8) Be respectful and curious

- Going a step further:
- 1) Complete readings before viewing lecture videos
  - 2) Meet with me to discuss your understanding of the material
  - 3) Review concepts that you missed on assignments, exams, etc.
  - 4) Answer questions on the study guide in depth
  - 5) Engage in study strategies that test your amount and depth of knowledge on the material

A significant amount of educational research suggests that students should devote around 2-4 hours per credit hour they take. PSY 364 is a 3-credit course, so this equates to spending around 6-9 hours a week on this class, which includes time spent on video lectures. If you are taking a full course load (i.e., 15 credits), this equates to spending around 45 hours a week on your coursework, which is equivalent to a full-time job. Each week, you will have assigned reading (~1-2 hours), video lectures (~1-2 hours), and various Blackboard/McGraw Hill assignments (~2-3 hours to complete, not including study time), so please consider how you are spending the remaining 2-3 hours on this course. I am happy to discuss study tips and strategies if you have any difficulties in this area.

### **GRADING POLICY**

Course grades will be based on total points earned from the following sources:

<b>COURSE ACTIVITY</b>		<b>POINT VALUE</b>
Exams	4 exams x 100 pts each	400 pts
SmartBook Assignments	17 assignments x 5 pts each	85 pts

Weekly Quizzes	14 quizzes x 20 pts each	280 pts
Quest Activities	7 Quests x 20 pts each	140 pts
Discussion Board Activities	7 Discussions x 20 pts each	140 pts
Extra Credit		15 pts

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\*\*Total of 1,045 points, not including extra credit\*\*

**Exams:** The exams in this course are drawn from course lectures, textbook readings, class discussions, and other presented course materials. They are designed to assess your comprehension and application of the material, rather than just memorizing terms. There will be four exams in this course and each will be worth 100 points. All exams will include multiple-choice questions. The exams will be non-cumulative, and students will have a 3 day window to complete each exam at a time of their choosing (please see schedule below for exam windows). Exams will be proctored online using webcam and lockdown browser software via McGraw Hill Connect. Students will have 75 minutes to complete each 50 question exam, and they may not use any materials while completing exams.

***Late Exam/Make-up Policy:*** It is the student's responsibility to contact the professor within a week of the exam to plan/make arrangements for a make-up exam. Late exams will be penalized 20% each day late unless accommodations apply.

**SmartBook Assignments:** Students that regularly engage with the course textbook and materials—attentive, taking notes, thinking about the material—are much more likely to succeed. To encourage reading and use of the textbook materials, students will complete SmartBook assignments for each chapter covered throughout the semester. SmartBook assignments are meant to be an interactive modality for students to use and apply the material we are covering in class. Each SmartBook assignment will be worth 5 points.

***Late Work/Make-up Policy:*** The deadline for SmartBook assignments is 11:59pm EST on the due date. Late SmartBook assignments will be docked 20% for each day late unless accommodations apply.

**Weekly Quizzes:** Students will complete weekly quizzes that are designed to assess knowledge and learning outcomes for each weekly topic. Weekly quizzes will consist of 15-20 multiple choice questions. Students will be given 20 minutes to complete each quiz, and they will not be allowed to access other Connect materials while completing the quiz (i.e. textbook or other course materials).

***Late Work/Make-up Policy:*** The deadline for each weekly quiz is by 11:59pm EST on the due date. Late quizzes will be penalized 20% for each day it is late unless accommodations apply.

**Quest Activities:** To encourage active learning and application of the materials covered throughout the semester, students will complete Quest activities. These activities are designed to be interactive in nature and allow students to visualize and apply developmentally based theories to computer generated individuals at various stages of human development.

***Late Work/Make-up Policy:*** The deadline for Quest activities is 11:59pm EST on the due date. Late Quest's will be docked 20% for each day it is late unless accommodations apply.

**Discussion Board:** To encourage peer to peer engagement and conversation about topics covered in this course, students will engage in discussion board activities. Topics addressed will be related to the weekly course material and will give students an opportunity to apply and share about what they are learning. Students will be required to complete a main discussion post in response to the questions asked. Main response posts will be due on Friday of the week they are assigned by 11:59pm EST. Students will then respond to two of their peer's posts by Sunday of the same week at 11:59pm EST.

***Late Work/Make-up Policy:*** The deadline for main discussion posts is Friday by 11:59pm EST. The deadline for the two responses to peers will be on Sunday by 11:59PM EST. Late discussion posts will be docked 5 for each day it is late unless accommodations apply.

**Extra Credit Opportunity:** Students will have an opportunity to earn extra credit at multiple points during the semester. These opportunities will be posted in Blackboard as they become available.

Final grades will be as follows:

Grade	% Earned	Grade	% Earned
A	94 and above	C	73 – 76.9
A-	90 – 93.9	C-	70 – 72.9
B+	87 – 89.9	D+	67 – 69.9
B	83 – 86.9	D	63 – 66.9
B-	80 – 82.9	F	62.9 and below
C+	77 – 79.9		

These are firm cut-offs. I only round up if a grade is  $> .95\%$  (i.e., 82.96% will be rounded up to an 83%, but an 82.94% would not be rounded up). Yes, this means that it is possible that 1 or 2 more points would mean the difference between an A or an A-, or a D or an F. So don't let it come down to that! It is your responsibility to ensure your grade is where you want it to be at the end of the semester. This includes reaching out to me to discuss strategies for improving your mastery of the course material and ensuring your efforts translate into mastery.

### **COURSE POLICIES AND RESOURCES**

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

**Withdrawing from a Course:** The ultimate deadline for withdrawing from this course (or any course at GVSU) is Friday, March 21st at 5pm EST.

**Accommodations for Late Work/Make-Ups:** Participation and active engagement in class activities is important for your success in this course. Your professor is required to monitor missed deadlines and determine standards and a process by which students can make-up missed work. Importantly, if a student misses the deadline for an assessment/assignment and they are seeking an accommodation (i.e., permission to turn it in late), they must **contact me via email within 48 hours of the deadline with an explanation**. From there, **I will grant accommodations based upon: 1) the cause for the missed deadline, and 2) the extent to which the student's ability to complete the assignment was impaired**.

Specifically, the reason for the missed deadline is key. The University makes a distinction between "excused" and "unexcused" absences, and this language is useful for characterizing the types of missed

deadlines – we can miss deadlines for “excused” reasons (due to something unexpected or beyond our control, despite our best efforts) or “unexcused” reasons. Consistent with University policy, missed deadlines are excused and eligible for accommodations for the following reasons:

- 1) Active participation in an intercollegiate event
- 2) Observance of religious holidays
- 3) Military duty
- 4) Jury duty, or appearance in court or other government hearings
- 5) Student medical conditions that limit time or ability to engage with the course material
- 6) Birth or adoption of child
- 7) Attendance at an academic and/or professional conference
- 8) Medical or professional appointments (e.g., job interviews)
- 9) Medical conditions of a loved one if the student is serving as a caretaker
- 10) Funerals or memorial services
- 11) Previously scheduled family celebrations (e.g., weddings, etc.)

As you might guess, unexcused reasons are things like forgetting or mixing up deadlines, failure to properly upload the assignment on Blackboard, leaving town for the weekend, etc. Ideally, documentation should be provided and is easily available for most of the reasons listed above, but if documentation is not available, we can discuss that. In general, if you are unsure whether you are eligible for an accommodation or need to provide documentation, just ask! Academic life continues to be challenging and constantly changing. Please reach out if you are struggling.

**Blackboard Access:** The course Blackboard (BB) website is essential to your success. It is the student’s responsibility to visit BB regularly and stay up to date with the material posted in this forum. BB will be used in the following ways:

- 1) **Lecture Materials:** All video lecture material will be posted on Blackboard each week.
- 2) **Discussion Board:** Discussion boards will be posted in the weekly learning module when assigned.
- 3) **Grades:** All grades will be posted in the BB Gradebook in a timely manner. For security reasons, I only discuss grades over email if the student initiates that conversation and uses their GVSU email account.
- 4) **Announcements:** All major announcements and reminders will be posted on BB. Announcements posted on BB are also sent to students via email.

**McGraw Hill Connect Access:** The course McGraw Hill Connect website is also essential to your success. It is the student’s responsibility to visit Connect regularly and to stay up to date with the material posted in this forum. Connect will be used in the following ways:

- 1) **Chapter Reading/SmartBook/Quest Activities:** All textbook materials, SmartBook assignments, and Quest assignments will be completed via Connect.
- 2) **Quizzes/Exams:** Quizzes and exams will be completed on Connect in an online proctored format.

**Classroom Conduct:** We are all capable of conducting ourselves in a civil and respectable manner. In the spirit of academic discourse, you are encouraged to comment, question, and critique ideas from your professor or classmates, but you should not attack an individual or otherwise express disrespect. Think about what you want to say, edit if necessary, then speak (or type). Let’s maintain the social contract of mutual respect. Disrespectful or distracting students will be called out and warned; persistent issues can result in grade deductions.

**Accommodations for Students with Disabilities:** If you have special needs because of a learning, physical, or other disability, please contact your professor as well as Student Accessibility Resources (SAR) at (616) 331-2490 for assistance as soon as possible. Even if you have already documented your disability with SAR, please connect with me to discuss your specific needs. You may also access resources at: <https://www.gvsu.edu/accessibility/>. The university is eager to work with you to meet your learning goals. All discussions related to disabilities will remain confidential.

**Statement on Academic Dishonesty:** The following is adapted from the Student Code, Sections 223.00 and 223.01: The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind.

- a. No student shall knowingly procure, provide, or accept any materials which contain questions or answers to any examination or assignment.
- b. No student shall complete, in part or in total, any examination or assignment for another person.
- c. No student shall allow any examination or assignment to be completed, in part or in total, by another person.
- d. No student shall submit work that has been previously graded, or is being submitted concurrently to more than one course, without specific authorization from the instructor(s) of the class(es) to which the student wishes to submit it.
- e. No student shall knowingly plagiarize or copy the work of another person and submit it as his/her own. Offering the work of someone else as one's own is plagiarism. Any ideas or materials taken from another source for either written or oral presentation must be fully acknowledged. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs, to entire articles copied from the internet, books, periodicals, speeches, or from the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgement also is considered plagiarism. In short, 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.

Students can (and are encouraged to) study together, but all academic work should be the sole work of the individual student, unless otherwise stated. Also, students should strive to avoid the *appearance* of dishonesty; these are behaviors associated with academic dishonesty (i.e., checking phone during an exam, completing individual assignments together, etc.) that raise concerns that you may be potentially dishonest in your work. Any violation of academic integrity, even on a small scale, can result in a failing grade in the course. The University is implementing a new oversight process for cases of academic dishonesty – this process requires all professors to report all cases to the Office of Student Conduct and Conflict Resolution, which then investigates each case and makes a determination. Doesn't this sound like an anxiety-provoking time suck? Just don't cheat.

**Statement on AI:** We treat AI-based assistance, such as ChatGPT and Copilot, the same way we treat collaboration with other people: you are welcome to talk about your ideas and work with other people, both inside and outside the class, as well as with AI-based assistants. However, all work you submit must be your own. You should never include in your assignment anything that was not written directly by you without proper citation (including quotation marks and in-line citation for direct quotes). Including anything you did not write in your assignment without proper citation will be treated as an academic misconduct case. If you are unsure where the line is between collaborating with AI and copying from AI, we recommend the following:

- Never hit "Copy" within your conversation with an AI assistant. You can copy your own work into your conversation, but do not copy anything from the conversation back into your assignment. Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding.
- Do not have your assignment and the AI agent open at the same time. Similar to above, use your conversation with the AI as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your revised knowledge. This includes avoiding using AI directly in your composition environment: just as you should not let a classmate write content directly into your submission, so avoid using tools that directly add content to your submission.

**Psych Friends Resource:** If you feel you could use some extra help/guidance/support in any academic domain or for your well-being, please consider scheduling an appointment with a mentor through Psych Friends. Psych Friends mentors are upper-level undergraduate peer mentors who are trained to provide support in many areas including: effective study and time management techniques, exam preparation and reflection skills, psychology and behavioral neuroscience major requirements, tips for engaging in the field, strategies for education continuation, methods for maintaining physical and mental health. Schedule an appointment here: <https://www.gvsu.edu/navigate>. Questions? Email [psychfriends@gvsu.edu](mailto:psychfriends@gvsu.edu).



### PSY 364 WINTER 2025 COURSE SCHEDULE

*This schedule is subject to change and students are responsible for any changes announced in class or on our course Blackboard site.*

<u>Class Schedule</u>	<u>Topic(s)/Reading(s)</u>	<u>Important Due Dates</u>
Week of January 6, 2025	Course Overview and Introduction Chapter 1	<b>Due 1/10:</b> Main Discussion Post <b>Due 1/12:</b> Discussion Peer Responses (2), Ch. 1 SmartBook, and Ch. 1 Quiz
Week of January 13, 2025	Biological Beginnings Chapter 2	<b>Due 1/17:</b> Main Discussion Post <b>Due 1/19:</b> Discussion Peer Responses (2), Ch. 2 SmartBook, and Ch.2 Quiz
Week of January 20, 2025	Infancy Part 1 Chapter 3	<b>Due 1/26:</b> Gabi Quest, Ch. 3 SmartBook, and Ch. 3 Quiz
Week of January 27, 2025	Infancy Part 2 Chapter 4	<b>Due 1/31:</b> Main Discussion Post <b>Due 2/2:</b> Discussion Peer Responses (2) and Ch. 4 SmartBook
Available Feb. 1 to Feb. 3	Covering Chapters 1 - 4	<b>EXAM #1</b>
Week of February 3, 2025	Early Childhood Part 1 Chapter 5	<b>Due 2/9:</b> Zoe Quest, Ch. 5 SmartBook, and Ch. 5 Quiz
Week of February 10, 2025	Early Childhood Part 2 Chapter 6	<b>Due 2/14:</b> Main Discussion Post <b>Due 2/16:</b> Discussion Peer Responses (2), Ch. 6 SmartBook, and Ch. 6 Quiz
Week of February 17, 2025	Middle and Late Childhood Part 1 Chapter 7	<b>Due 2/23:</b> Abby Quest, Ch. 7 SmartBook, and Ch. 7 Quiz
Week of February 24, 2025	Middle and Late Childhood Part 2 Chapter 8	<b>Due 2/28:</b> Main Discussion Post <b>Due 3/2:</b> Discussion Peer Responses (2) and Ch. 8 SmartBook
Available Feb. 28 to Mar. 2	Covering Chapters 5 - 8	<b>EXAM #2</b>
Week of March 3, 2025	--	<b>Spring Break</b>
Week of March 10, 2025	Adolescence Part 1 Chapter 9	<b>Due 3/16:</b> Rohan Quest, Ch. 9 SmartBook, and Ch. 9 Quiz
Week of March 17, 2025	Adolescence Part 2 and Early Adulthood Part 1 Chapters 10 and 11	<b>Due 3/21:</b> Main Discussion Post <b>Due 3/23:</b> Discussion Peer Responses (2), Ch. 10 SmartBook, Ch. 10 Quiz, Ch. 11 SmartBook, and Ch. 11 Quiz
Week of March 24, 2025	Early Adulthood Part 2 Chapter 12	<b>Due 3/30:</b> Martinez Quest and Ch. 12 SmartBook
Available Mar. 29 to Mar. 31	Covering Chapters 9 - 12	<b>EXAM #3</b>
Week of March 31, 2025	Middle Adulthood Chapters 13 and 14	<b>Due 4/6:</b> Harvey Quest, Ch. 13 SmartBook, Ch. 13 Quiz, Ch. 14 SmartBook, and Ch. 14 Quiz

Week of April 7, 2025	Late Adulthood Chapters 15 and 16	<b>Due 4/13:</b> Emilio Quest, Ch. 15 SmartBook, Ch. 15 Quiz, Ch. 16 SmartBook, and Ch. 16 Quiz
Week of April 14, 2025	Death, Dying, and Grieving Chapter 17	<b>Due 4/18:</b> Main Discussion Post <b>Due 4/20:</b> Discussion Peer Responses (2), Ch. 17 SmartBook, and Ch. 17 Quiz
<b><u>FINAL EXAM SCHEDULE:</u></b> Final Exam – Available Apr. 20 to Apr. 22 (Covering Chapters 13 – 17)		