



Life-Span Developmental Psychology PSY 364, Section 10 Grand Valley State University Fall 2023 Online

Course is accessed through GVSU BlackBoard ULTRA site

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Welcome to PSY 364! Together we will be exploring scientific discoveries about Human Development and learning and thinking about how those discoveries can be applied to improve outcomes for all humans! I love teaching this class and look forward to spending the semester learning together. The point of a syllabus is to give an overview of how that learning will be structured. I have organized the syllabus into the following sections to try to do that in a user-friendly way.

- A. How to succeed in PSY 364
- B. Course content & Learning objectives
- C. Learning Communities and R.E.S.P.E.C.T.
- D. Course organization & Course schedule
- E. Grading procedures
- F. Some useful things to know
- G. Netiquette
- H. Useful Resources

Note: This is an online class and all of the course materials must be accessed through your GVSU BlackBoard site.

A. How to succeed in PSY 364

Mindset required for course participation and success in PSY 364:

1. Willingness to learn new and challenging material
 - a. If you already knew everything about human development you wouldn't be taking this class.
 - b. Learning requires changing our minds. Be curious. Expect to learn new and sometimes surprising things. We all have assumptions about why people behave the ways that they do. Expect to have many of your assumptions challenged by scientific data about human development.

2. Willingness to practice to attain mastery of material
 - a. Learning requires time and practice.
 - b. If you are signed up for this class then you must want to learn about the scientific study of Human Development.
 - c. I am an expert on that topic. I will guide your learning. However, I can't do the learning for you just like you (unfortunately) can't do my sit-ups for me.
 - d. So, what is the key for success?...**Do the work!**
 - e. All assignments and activities are designed to help you acquire and practice the pertinent knowledge and skills. See below for descriptions of the technology and behaviors that will help you to complete the course work.

Materials required for course participation and success in PSY 364:



Life-Span Human Development

Carol K. Sigelman; Elizabeth A. Rider

1. Access to the **textbook**:
 - a. The text is available via the GVSU Saves Program (see lots of info on the course website). You are not required to use that electronic copy and can opt out of the GVSU saves program, but you will absolutely need access to the textbook in some form.
 - b. Sigelman, C. K. & Rider, E. A. (2021). Life-Span Human Development (10th edition). Cengage. ISBN# 9781337100731.
 - c. You do NOT need to buy access to any extra Cengage materials like MindTap.
2. Access to **technology**, including:
 - a. a desktop or laptop computer (This course cannot be completed with only a phone or tablet.)
 - b. reliable internet access multiple times a week
 - c. a web cam and microphone (required for testing)
 - d. Software:
 - i. BlackBoard Ultra
 - ii. Microsoft office (excel, word, powerpoint)
 - iii. Google suite (e.g., google sheets)

Note: There is a GVSU Online/Hybrid orientation training available in BB that you are required to complete as your first assignment for the class. Find the link in your BB course list and get many of your technology questions answered. Be sure to save a PDF copy of your completion certificate so you can upload it for credit.

Behaviors/skills required for course participation and success in PSY 364:

Really, there is only one: **Engage!** What do I mean by that?

1. **Engage** with the other humans in the class:
 - a. This is an online class, but there are lots of people involved.
 - b. Use the discussions and messaging to interact with other folks in the class in respectful (see respect section) and helpful ways.

2. **Engage** with the course materials

- a. Access the course BB site multiple times each week.
 - i. Weekly modules will be posted on Mondays
 - ii. There will be one consistent deadline each week: **Sunday at 11:59 PM**
- b. Take the time to read the textbook and supplemental readings.
 - i. I chose them for a reason. I promise not to give you busy work.
- c. Take the time to watch the videos – recorded lectures and supplemental videos
 - i. I will post recorded lectures for each topic where I will go beyond what is in the textbook and provide additional information and examples for important course concepts.
 - ii. I will also post or link to videos available on the web or through the library (e.g. TED talks) when those videos can help enhance your learning.
 - iii. One of the best things about recorded lectures is that you can take a break whenever you want and then come back to it later. So, I urge you to take breaks when you need it.
- d. Expect to spend between 8-10 hours a week working on this class.
 - i. Some weeks the time required might be shorter or longer, depending on your interest and speed, but I have tried to pace it all consistently.
 - ii. Time alone isn't enough though. Learning requires S.W.E.E.T.:

- **Sleep** (8 hours really matters!)
- **Water**
- **Exercise**
- **Eating**
- **Time**

Taking care of your physical needs allows for healthy engagement in the complex material we will be studying. Please be mindful of your physical needs. Prioritize sleep (that's why it is first on the list) because it has strong effects on memory and cognitive function. If at any time in the semester you are struggling to meet basic physical needs (e.g. access to nutritious food, shelter, a safe place to sleep) please contact me ASAP and I will help connect you to available supports so that you can be healthy and safe and able to engage with this course.

B. Course Content and Learning Objectives

Course Description

This survey course will focus on development across the human lifespan. We will adopt a topical approach to the subject. Students will be asked to think critically about developmental research findings as well as the implications and applications of such findings. We will do this through discussions of methodology and common theoretical/philosophical perspectives on development.

Course Objectives

Upon successful completion of this course students will be able to:

General 364 course goals:

1. Demonstrate an understanding of the basic concepts and theoretical paradigms that direct the field of Life-Span Developmental Psychology.
2. Describe and think critically about changes within the developing person through the life-span.
3. Compare both traditional and current explanations for trends in the human's physical, cognitive, and social/emotional growth *with particular emphasis on thinking critically about the interaction of nature and nurture in individual development.*
4. Understand the scientific method and apply it to the understanding of human behavior and development through the life-span.
5. Apply knowledge of lifespan development to one's experiences in life; work/careers, home/family, self and others.

Prof. Dueker-Specific course goals:

6. *Demonstrate an understanding of the impact of trauma on human development*
7. *Demonstrate an understanding of how public policy affects human development*
8. *Be critical consumers of information about Human Development that is presented by nonscientific sources (e.g. Media, Politicians)*

C. Learning Communities and R.E.S.P.E.C.T.

We will be working together to create a meaningful learning community this semester. People learn best when they feel safe and respected. So, I want to set some respect ground-rules/expectations for how we (prof. and students) will demonstrate respect for the learning community during this course:

1. **Academic Honesty.** Academic honesty and integrity are expected from all students at all times.
 - a. Academic dishonesty is defined as an attempt to obtain or to help another student obtain a grade higher than what is honestly earned – this includes getting information about exams or assignments from students in an earlier or previous section of the course. Do not assume that any assignment for this course is a group assignment unless I specifically tell you that it is. Anything you turn in to me, whether a written assignment or an exam, needs to be your own, individual work. It is your responsibility to properly cite all sources in your written work and to avoid plagiarism.
 - b. An occurrence of academic dishonesty will result, minimally, in failure of the course and a recommendation for University judicial action. It is every student's responsibility to avoid even the appearance of cheating.
 - c. For more information about academic honesty please see the GVSU student code because this course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>.
2. **Respectful Communication.** Communicating with other members of the learning community is good!
 - a. We will maintain a respectful atmosphere during all class activities for all students (and professors) regardless of age, gender, favorite type of music, ethnicity, sexual orientation, learning ability, or driving skills. By that I mean (a) respectfully attending to the contributions that others make in the class and (b) consciously examining your own contributions to ensure that they are respectful to others around you. Because this class is happening online, I have created a list of netiquette expectations (see section G) to guide online communications.
 - b. If you experience a lack of respect at any point during this class, please contact me, and I will work with you to address the problem. Students who are consistently disrespectful towards the classroom community will be dropped from the course.

3. **Communicating with Prof D.** Being responsive is respectful. I try to respond to student questions as quickly as possible during business hours (and often other times too, but don't count on me being awake at 2 a.m. to answer a last-minute question 😊).
 - a. Questions about the course or assignments:
 - i. The fastest way to get a question about the course or assignment answered will be to post to the course ANSWER board in BB.
 - ii. Using the ANSWER board allows other members of the class to learn from your question and possibly to answer your question sooner than I would be able to.
 - b. Questions specific to your own, personal circumstances:
 - i. Send me a message through BB ULTRA
 - ii. Attend office hours or schedule an appointment with me
 - iii. Send me an email – dueker@gvsu.edu
 1. I have lots of filters on my email account to try to weed out spam. Student emails are less likely to get lost in those filters if they have your name and course number listed in the topic line of the email.

Note: I don't purposely ignore anyone so if you haven't heard back from me within 1 business day (48 hours on weekends) then assume I didn't get the message and please try again (perhaps using a different contact method). I want to respond to you – interacting with students is the best part of my job!

D. Course Organization & Schedule

All course materials will be made available through the course BB website.

Course Materials (e.g.; lecture videos, readings etc.) and activities (e.g. assignments & quizzes) will be organized into weekly modules. Weeks run from Monday to Sunday.

- Weekly modules will become available each Monday.
- Modules will each contain some combinations of the following types of items:
 - **READ:** This will include assigned textbook pages and any additional assigned readings
 - **WATCH:** This will include lecture videos and any additional supplemental video materials
 - **PRACTICE:** This will include individual assignments/activities designed to help you apply and master important course concepts
 - **DISCUSS:** This will include opportunities to engage with the 364 learning community by sharing your thinking about course concepts and to learn from and respond to the thinking of other members of our learning community
 - **ASSESS:** This will include various learning assessment opportunities (quizzes & exams) to allow you and I to gather information about how much of the course material you have mastered so far.
- **Module materials will be organized in an order designed to support learning and should be completed in that order.**

The course schedule is below. Please note that there are three partial weeks in the semester so module lengths for those weeks are adjusted accordingly.

Week	Module type	Week of:	Topics, Chapters & Course Breaks
1	Full	Aug 28-Sept 3	Welcome to the course, Introductions, Intro to Lifespan Human

			Development (Chapter 1)
2	Partial	Sept 4 – Sept 10	Labor Day Break Science & Human Development (Chapter 1)
3	Full	Sept. 11-Sept. 17	Public Policy, Trauma & Human Development
4	Full	Sept. 18–Sept. 24	Nurture & Nature (Chapter 2)
5	Full	Sept. 25-Oct.1	Prenatal Development & Birth (Chapter 3)
6	Full	Oct. 2-Oct. 8	Brain & Body Development (Chapter 4)
7	Full	Oct. 9-Oct. 15	Sensation, Perception & Action (Chapter 5) Exam 1
8	Full	Oct. 16-Oct. 22	Cognition, Memory & Learning (Chapters 6 & 7)
9	Full	Oct. 23-Oct. 29	Intelligence, IQ & Creativity (Chapter 8) & Language (Chapter 9)
10	Full	Oct. 30-Nov. 5	Education & Self (Chapters 9 & 10)
11	Full	Nov. 6-Nov. 12	Gender, Sexuality & Social cognition (Chapter 11 & 12)
12	Full	Nov. 13-Nov.19	Emotions & Social Relationships (Chapter 13) Exam 2
13	Partial	Nov. 20-Nov. 26	Thanksgiving Break Family (Chapter 14)
14	Full	Nov. 27-Dec. 3	Family cont. & Death & Dying (Chapter 16)
15	Full	Dec. 4–Dec. 10	Science & Human Development wrap-up
Exam	Week	Dec. 11-Dec. 15	Cumulative Final Exam

E. Grading Procedures

I expect that everyone will make a genuine effort to participate in the course, engage with the material and complete their work in a timely fashion. That is how learning happens.

Sometimes, life is messy though.

- Computers and internet access can sometimes not work.
- People get sick.
- We are sometimes overwhelmed by work and family obligations.

All of this is real. So, I have planned for “[grace](#)” throughout the course and in the grading. This [grace](#) is designed to help you weather the bumps and minor surprises that are part of everyone’s lives without getting derailed from your learning in this class. Your health and your family’s health should always be your priority. Please reach out as soon as possible if you have circumstances needing significant accommodation beyond what this [grace](#) policy allows and I will work with you to determine how to move forward.

Credit for this course will be based on student performance in these areas:

	<u>% of final grade</u>
Quizzes	30
Individual Assignments	30
Discussion engagement	10
Exams	20
Final Exam	10

Quizzes

There will be many short quizzes across the semester because frequent testing promotes learning.

- Quizzes will have questions from all assigned materials – readings, videos and activities.
- Quizzes are timed. They are open book and open note.
- Quizzes are not open collaboration. You may **not** consult with any other person in real-life or virtually during a quiz nor may you discuss quizzes/quiz questions with other class members until after the quiz deadline has passed.
- Quizzes must be completed by the specified deadline and may not be taken after a deadline has passed.
- Grace: Each quiz can be taken twice (questions will vary) and the highest grade will be used for evaluation purposes.
- Grace: The lowest quiz score will be dropped from final grade calculations.

Individual Assignments

Individual assignments designed to promote understanding and application of course concepts will be given throughout the semester. These might include reflections on assigned readings or videos, web and library searches etc. Assignments are crafted to help students master specific content at specific points in the course so it is important to complete them on time to get the maximum learning benefit.

- Specific written descriptions of all assignments will be posted in the weekly learning modules and sometimes there will be a quick video explanation as well.
- Assignments must be completed by the specified deadline and may not be accepted after a deadline has passed.
- Grace: The lowest individual assignment grade will be dropped from final grade calculations.

Discussion Engagement

Learning is enhanced through collaboration. We will be using discussion boards during the class to give students a chance to share their work and ideas with each other. Each discussion will have specific instructions and requirements for participation.

- Grace: The lowest discussion grade will be dropped from final grade calculations.

Exams and Final exam

Cumulative exams help to improve student long-term retention and understanding of course materials. Exams will require the use of the Respondus lockdown system that requires a webcam. You will be recorded during exams.

- Think of exams like quizzes on steroids.

Grading Scale

B+	87-89	A	93-100	A-	90-92
C+	77-79	B	83-86	B-	80-82
D+	67-69	C	73-76	C-	70-72
		D	63-66	F	62 or lower

* I reserve the right to adjust this scale downward if I see the need. I follow scientific rounding rules.

F. Useful things to know

1. Submitting course materials:
 - All course assignments and materials must be submitted through BB. **Emailed assignments will not be accepted.**
 - Pay attention to the instructions for submitting materials to BB. Attach a file when asked or copy and paste text when asked.
 - You are required to keep an electronic copy of all work that you submit to me.
 - Get in the habit of creating all assignments and discussion board posts in a separate, savable document outside of BB first.
 - Then you can either directly submit the document or copy and paste the information into BB while always retaining your own copy of the assignment.
 - When you submit an assignment to BB you should get a receipt. If you don't have a receipt, it didn't work.
2. If you need special accommodations for accessing any of the materials for this class (e.g. testing) please let me know and I will work with you and Disability Support Resources (DSR) to set up the necessary accommodations to support your learning. Before I can discuss accommodations, you must present a memo to me from DSR, indicating the existence of a disability and the suggested reasonable accommodations. If you have not already done so, please contact the Disability Support Resources office (215 the Blue Connection) by calling 331-2490 or email to dsrgvsu@gvsu.edu. Please note that I cannot provide accommodations based upon disability until I have received a copy of the DSR issued memo. All discussions will remain confidential.
3. Any changes or updates to assignments/grading/schedule or other course materials will be posted as announcements in the course BB site.

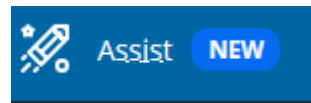
G. Netiquette

Netiquette Guide Mashup (wisdom culled from many sources!)

1. Read before you start typing.
 - a. Check whether someone already asked or answered your question.
 - b. Check the syllabus or course materials for an answer.
 - c. Make sure you are responding to the current posts in a discussion forum and not resaying what someone else already posted.
2. Read what you typed before you post it.
 - a. It is always a good idea to write anything you are considering posting to the course site in a word processing program first. That way you can easily check for typos & save a record of your work.
 - b. Avoid the use of YELLING (using all capital letters) and sarcasm (because it always backfires).
 - c. Written communication doesn't have any nonverbal cues to it, so consider judicious use of emoticons to help clarify your intent.
 - d. If you wouldn't say it in person then don't post it.
3. Do a quick **T.H.I.N.K.** test before you post anything:
 - i. **T.** Is it **true**/accurate?
 - ii. **H.** Is it **helpful**?

- iii. I. Is it **intelligible**?
 - iv. N. Is it **necessary**?
 - v. K. Is it **kind**?
 - b. If the answer to any of these is NO, then **think** carefully about how you can change the post to better fit the situation.
4. Discussion is about ideas not identities
- a. Discussing ideas is fun. Be sure to do it in a scholarly and respectful manner. For example, credit (cite) other people’s ideas using either a scientific citation (if it is a scholarly article) or if you are referring to something that another person posted earlier, quote a few key pieces of their response so that other folks understand what post you are referring to.
 - b. Feel free to disagree with ideas in a scholarly way. Acknowledge the valid points in your classmate’s argument and present your own. Don’t badmouth, mock or attack other people.
5. Respect the privacy of the class learning community.
- a. This isn’t a public website. Do not post information from the class BB site to public websites.
 - b. Respect other people’s privacy. Don’t share any classmate’s information with anyone else and don’t spam classmates with non-course related messages or advertising.
6. “Please” and “Thank you” are wonderful phrases.
7. Give folks grace.
- a. If you are offended by something someone typed or said, consider that you might have misunderstood their intentions. Give them the benefit of the doubt.
 - i. You can decide to let it go.
 - ii. You can decide to engage them and ask what they actually meant.
 - iii. You can decide to check in with Prof D about it.

H. Useful GVSU Resources.



All GVSU resources are free and available to ALL students (online and face-to-face) so don’t hesitate to reach out and ask for help! The Assist item in the main BB menu links to descriptions and contact information for GVSU support services.

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

Thanks for reading all the way to the end!!!! 😊



P.S. The south coast of Lake Superior is my favorite place!