

PSY 364-04** - Life-Span Developmental Psychology

LHH 116 – 10:00 to 11:15

Fall 2024

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Make sure you enter “**Psych 364-04**” in the subject line of your email.

**This syllabus is subject to change. Changes (if any) will be announced during class sessions and/or on Blackboard. Students are responsible for checking Blackboard regularly/daily for announcements and class material.

Office hours: Tuesdays & Thursdays 1-2pm, or by appointment, in-person or via Zoom.

<https://gvsu-edu.zoom.us/j/9308966369?pwd=NVV2Z2tBbTR3a1RhcDJqakhmWVIYZz09>

Meeting ID: 930 896 6369

Passcode: 6CYP A5

Textbook: Sigelman, C. K., & Rider, E. A. (2022, 10th ed.). Life-Span Human Development. Cengage Learning, ISBN# 978-0-357-37372.

Your course is participating in the GVSU SAVE program. This means your course material will be delivered to you via a link on the course’s Blackboard page. Your required course materials will be available prior to the first day of class through your BlackBoard account. You will be charged for the course materials via your GVSU student account and a “GVSU SAVE Charge” will appear on your student bill. **The deadline to opt-out of the SAVE program is Friday, Sept. 6th.** Please be aware, if you opt-out you will be responsible for purchasing the required course material on your own. For the instructions to opt-out, and more information about the program visit the GVSU SAVE website at:

<https://lakerstore.gvsu.edu/gvsusave>

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

Course Description:

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.

Course 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:

- Apply knowledge of lifespan development to one’s experiences in life; work/careers, home/family, self and others.
- 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.

Course Format:

This class will be held in-person; lectures will not be live-streamed. Exams and short (group) assignments will be given in class, weekly quizzes will be online, whereas homework assignments will be submitted via BB. Classes will be a mixture of lecture, discussion, and in-class activities, with stronger focus on lecture. In order to be fully engaged and to participate in class, it is essential that you read and think about the material to be covered before you come to class.

At the beginning of every week (usually Monday morning), there will be partial lecture notes posted on Bb (sometimes videos and/or additional readings). At the end of every week, there will be an online multiple-choice quiz (5 questions for 5 points) over covered material from the textbook or assigned video/reading.

Course Outcome Measures:

Your final grade will be based on the total number of points that you receive on two midterm exams, a final cumulative exam, weekly online quizzes, and several in-class activities and homework assignments.

EXAMS: There will be three exams, each consisting of multiple-choice questions drawn from lectures, textbook, additional readings, class discussions, and videos (watched in- or outside of class). The exams are designed to assess your *comprehension* of the material rather than superficial memorization. The final exam is cumulative.

Introduction Discussion Board (5 points): The first week of class, students will complete a short introduction discussion board post. The goal of this assignment is simply to allow students to introduce themselves so that we can all get to know one another. See Blackboard Ultra for specific requirements for this assignment.

A total of 11 quizzes (5 points each): they will consist of 5 multiple choice questions (worth 1 point per question) that will assess your knowledge on topics covered in the most recent lecture or assigned readings/ video(s). The two lowest scores will be dropped.

In-class activities, homework assignments and discussion board assignments on various topics covered in class (individual sheets with instructions will be posted on BB or provided in class).

Grading Distribution and Scale

	<u>Points</u>
<i>Exam 1</i>	50
<i>Exam 2</i>	50
<i>Exam 3</i>	100
<i>Quizzes (10x5)</i>	50
<i>In-class activities</i>	20
<i>Discussion Board/Homework Assignments</i>	60
Total	330

<u>Final Grade</u>
A 94 - 100%
A- 90 – 93%
B+ 87 - 89%
B 84 – 86%
B- 80 – 83%
C+ 77 – 79%
C 74 - 76%
C- 70 – 73%
D+ 67 – 69%
D 60 – 66%
F 59% and lower

Note: If your grade is at the .5 mark, I will round up (e.g., xx). I will not adjust your grade in any other way. Please do not ask at the end of the semester.

Integrity of Scholarship and Grades: All academic work will be done by the student to whom it was assigned. Anyone caught cheating (e.g., procuring, providing or accepting any materials which contain questions or answers to any exam or assignment, submitting work that has been previously graded) or plagiarizing (taking ideas or material from another source for either written or oral presentation without acknowledging the original source) will be dropped from the course, given an F, and referred to the University for further action. Cheating is a serious violation of academic integrity. For more information on academic honesty please see the GVSU student code <http://www.gvsu.edu/studentcode/section-4-academic-integrity-of-grades-and-scholarship-73.htm>

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

How to cite ChatGPT: APA style has the following guidance:

<https://apastyle.apa.org/blog/how-to-cite-chatgpt>



[How to cite ChatGPT](https://apastyle.apa.org/blog/how-to-cite-chatgpt)

This post outlines how to create references for large language model AI tools like ChatGPT and how to present AI-generated text in a paper.

apastyle.apa.org

Class attendance: I do not (directly) take attendance, but participation in class will enhance your understanding of the material, and you are responsible for all material covered in class. Additionally, be aware that there will be almost weekly in-class activities AND no make-up opportunities will be provided unless you have an excused documented absence. Lectures will parallel (but not simply duplicate) the textbook, and information from classroom discussions and videos will appear on exams. If you miss a lecture, I strongly advise you to obtain notes from at least two different classmates. In the case of illness and/or special circumstances, please talk to me and we will work things out. I want everyone to be successful in the class and will support you to help that happen, but I do expect regular attendance in class and participation with course material throughout the semester.

Withdraw with a "W" Grade Deadline, November 8.

Email guidelines:

- Remember to identify the course and section number, and possibly the name of the assignment or class session if necessary.
- A formal salutation, as well as informational subject line is a requirement.
- If you do not hear back from me within 48 hours, email me again. See me during office hours if you have any questions/concerns that may require a lengthy response.
- Avoid informal phrases or language that is best used in friendships or social relationships.
- Utilize spell check and proofread your email prior to pressing send.

How to succeed in our class:

- Read textbook Chapter(s) associated with each lecture before the lecture is given in class;
- Take Good Notes: Fill-out your Lecture Outline, take additional notes and make note of examples given

during lecture.

- Prepare for exams well in advance. You should re-read your lecture notes and review material on a weekly basis. If you wait until the last minute to begin preparing for an exam, you are unlikely to perform as well.
- Submit assignments on time
- Show curiosity and critical thinking initiative by finding information, correcting an argument or generally going above and beyond in terms of class participation or discussion of relevant material.

Psych Friends: Psych Friends mentors are upper-level psychology and behavioral neuroscience students who are trained to provide support in many areas, such as: effective studying and time management techniques, exam preparation and reflection skills, understanding the PSY and BNS major requirements, potential jobs and careers in the field, the process of applying for graduate school, and how to maintain physical and mental health as a student. Schedule an appointment here: <https://www.gvsu.edu/navigate> and Questions? Email psychfriends@gvsu.edu.

Health, Safety, & Academic Success: No one can reach their greatest academic potential if basic needs are not being met. Please check out these resources if you are experiencing [financial hardship](#), could benefit from a mental health [counseling appointment](#) or [wellness appointment](#). The student [academic success center](#) also has excellent resources.

The Knowledge Market (Located in the Library: Assistance with Research, Writing and Presentations)

<https://www.gvsu.edu/library/km/>

The Tutoring and Reading Center <https://www.gvsu.edu/trc/>

Mental Health Needs (Counseling Center) <https://www.gvsu.edu/counsel/>

Financial Wellness (Money Smart Lakers) <https://www.gvsu.edu/moneysmart/>

Financial Aid Issues <https://www.gvsu.edu/financialaid/>

COVID information <https://www.gvsu.edu/lakerstogether/>

Career Services (Career related events, resume writing, sample interviews): <https://www.gvsu.edu/careers/>

Professional Advising (for major and graduation requirements, etc.): <https://www.gvsu.edu/clasadvising/>

TENTATIVE COURSE SCHEDULE

Week 1 (August 27/29)

Readings: Chapter 1, Understanding Life-Span Human Development

Tuesday: Syllabus Discussion & Lecture

Thursday: Lecture **In-class Activity #1** (Study Design)

Quiz 1 open on Bb from Thursday 5pm to Monday by noon (pages 17-29, section 1.3 How is Development Studied?)

Week 2 (Sept 3/5)

Readings: Ch. 2, Genes, Environment, and Development, Ch. 8, section 8.6 + documentary on Aggression

Discussion Board on Aggression Documentary

Quiz 2 open on Bb from Thursday 5pm to Monday by noon (pages 49-63/ sections 2.3, 2.4., 2.5)

Week 3 (Sept 10/12)

Readings: Ch. 3, Prenatal Development and Birth

Thursday: **In-class Activity #2** on **Maternal and Infant Mortality**

Quiz 3 open on Bb from Thursday 5pm to Monday by noon (over Perinatal Environment)

Week 4 (Sept 17/19)

Readings: Ch. 4 Body, Brain and Health

Quiz 4 open on Bb from Thursday 5pm to Monday by noon (the Adult section, pp. 127-134)

Homework Assignment #1: "Optimal Aging" (**due Friday Sept 27**)

Specific Additional Readings, Assignments and Documentaries will be added for the weeks 5 - 15

Week 5 (Sept 24/26)

Tuesday: Exam #1 Chapters 1, 3, 4, 5 & Additional Readings & Videos

Thursday: Readings Ch. 8 Intelligence and Creativity (sections Child, Adolescent, Adult)

Quiz 5 open on Bb from Thursday 5pm to Monday by noon (Adulthood, pages 255-262)

Week 6 (October 1/3)

Readings: Chapter 6, Cognition

Quiz 6 open on Bb from Thursday 5pm to Monday by noon

Week 7 (October 8/10)

Readings: Ch. 9, Language and education

Quiz 7 open on Bb from Thursday 5pm to Monday by noon

Week 8 (October 15/17)

Readings: Ch. 12, Social Cognition and Moral Development

Quiz 8 open on Bb from Thursday 5pm to Monday by noon

Week 9 (October 22/24)

Fall break on Monday and Tuesday

Thursday: exam #2 (chapters 6, 8, 9, 12)

Week 10 (Oct 29/31)

Readings: Ch. 10 Self and Personality

Quiz 9 open on Bb from Thursday 5pm to Monday by noon

Week 11 (Nov 5/7)

Readings: Ch. 11 Gender Roles and Sexuality

Quiz 10 open on Bb from Thursday 5pm to Monday by noon

Week 12 (Nov 12/14)

Readings: Ch. 13 Emotions, Attachment, and Social relationships

Quiz 11 open on Bb from Thursday 5pm to Monday by noon

Week 13 (Nov 19/21)

Readings: Ch. 14 Family

Quiz 12 open on Bb from Thursday 5pm to Monday by noon

Week 14 (Nov 26/28)

Ch. 17 Death and Dying

No quiz this week

Week 15 (Dec 3/5)

Final Review

Final Exam, Tuesday, December 12, 10:00 am - 11:50 am