PSY 238: Lifespan Development Syllabus

# Summer Session I, 2022: Section 730 5/16-6/30/2022

# Instructor

Kalei Glozier
He/Him/His
Email: glozierw@msu.edu
PhD Student, Clinical Science

## Office Hours

By appointment only. Use the following link to schedule an appointment: https://bit.ly/KaleiCalendar

I will do my best to respond to emails within 24 hours (if not sooner) on weekdays. Remember that sending a response will take time. Emails over the weekend will be addressed the following Monday. I am also able to meet via Zoom by appointment if that is preferred.

For faster response times, **all email subject lines must include** “PSY 238 Summer 2022.” Do not message me through D2L.

# Course Overview

This course explores human development across the lifespan from conception to death. Students will learn about the physical, cognitive, and socioemotional changes that occur throughout human life, as well as important milestones that underlie typical development. Topics in this course are addressed using classic developmental psychology theories and research in the field. Topics in this course include prenatal development, language development, social skills and interpersonal relationships, identity formation, environmental influences on development, cognitive growth and decline, parenting, retirement, and dying.

# Course Mode

Lifespan Development is a fully online course. Therefore, you will need to have access to a computer with consistent access to a high-speed internet connection. Additionally, the course is set up to be asynchronous. This means you can complete most work according to your own needs. The course is designed to give you flexibility – but this flexibility also comes with the assumption that you will participate actively and meet due dates as required by the course.

# Course Goals

By the end of this course, students will be able to:

• Distinguish between key developmental psychology theories

• Apply developmental theories to everyday situations and relationships

• Explain the interplay of nature and nurture in human development

• Identify key markers and milestones in human development

• Explain the advantages and disadvantages of techniques used to study human development

• View current issues facing society from a developmental psychology perspective

# Materials

## Textbook

Life-Span Human Development (9th Edition) by Carol Sigelman and Elizabeth Rider

ISBN-13: 978-1337100731 (older editions are fine)

## D2L

You will turn in assignments and use the discussion board on D2L. I will use D2L to communicate with you and post grades and announcements. Please ensure that your contact information is current so that you receive all class-related emails. Should you have technical difficulties with D2L, please contact [the D2L Help Desk](https://help.d2l.msu.edu/) or call their service number, (517) 432-6200 or toll free (844) 678-6200, instead of emailing me. **Please keep in mind that the Help Desk is hosted by MSU and is available daily 7 AM –** **midnight EDT.**

If there is a problem with D2L, report it as soon as it occurs to the Help Desk. They will log the problem and, in turn, report the details to the instructor. These technical problems should be reported immediately (maximum 1 hour). If there is a system problem, then hearing about what happens from more than one student will help to fix what is wrong. If it is just a problem with your computer, the help desk can help troubleshoot that issue, too.

# Course Guidelines

• **The lecture material is more important than the book material for your success in this course.**

This means you need to watch the lecture videos. Also, I will not include questions that were not covered in lecture on quizzes. The book is a guide that will help you learn more about specific topics we discuss in class but reading every page of the book is not necessary. *Course material, including the lecture videos have been provided courtesy of Dr. Caroline Kraft in the Psychology Department here at Michigan State University.*

• **Tech issues will likely happen in this course on my side and yours, and that is okay.** If you have trouble with internet access and it keeps you from being able to complete your assignments by the due date, please let me know.

# Course Components

## Quizzes

Each week you will complete 2 to 3 quizzes for the chapters covered in lecture (16 quizzes total). These quizzes will be no more than 10 questions each and have a 20 minute time limit. You have one attempt per each quiz. Your lowest quiz grade will be dropped at the end of the semester. These quizzes will be available each Monday and due each Sunday at 11:59 pm, except for the final quiz which will be due on the last day of class, Thursday June 30th at 11:59 pm. Please see the course schedule for a full list of quizzes.

## Discussion Board

There are 7 discussion board assignments in this course. The discussion board is on D2L. You will see a discussion prompt pertaining to the material covered in lecture. You will engage with the material provided and answer each of the questions in the prompt. You are expected to post one original response to the discussion prompt, and at least two replies to other students’ discussion posts. You are expected to respond politely and professionally to other students’ posts. Expressing disagreement is fine, but inappropriate and/or disrespectful comments will not be tolerated. **Guidelines for Discussion Board posts are on D2L.** These posts will be open from Monday at 12 am until Sunday at 11:59 pm, apart from the final week in which they will close on Thursday at 11:59 pm. Please see Course Schedule for more details.

## Reading Response Papers

There are 3 short written homework assignments in this class. You will write a 2 page (double-spaced) reading response to empirical or review articles that are relevant to the topics we discuss in class. **The articles are posted as PDF files on our D2L class page.** You will turn in your responses via the assignments folder in D2L. All grades and feedback will be posted on D2L within a week following the due date. Assignments are graded on a 2- point scale. **All uploaded documents must be created in MS Word (.doc or .docx) or as .pdf files. Documents that are created in other programs will not receive credit. Guidelines for reading responses are posted on D2L. These papers will be monitored for plagiarism via the TurnItIn system.**

## TurnItIn

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, I have chosen to use a tool called Turnitin to compare your papers with multiple sources. The tool will compare each paper you submit to an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score.' The tool does not determine whether plagiarism has occurred or not. Instead, I will make a complete assessment and judge the originality of your work. All submissions to this course will be saved in the MSU Turnitin repository.

You should submit all reading responses without identifying information included (e.g., name or student number), the D2L system will automatically show this information to me when I view the submission, but the information will not be retained by Turnitin. If you forget and submit your paper with your identifying information on it, it will be retained in the Turnitin repository. If you have any questions about the use of Turnitin in this course, please bring them to my attention.

*\*Your grade for each reading response will be posted within a week of the due date. If you wish to dispute the grade you earned on a homework assignment, you must do so within 5 days (including weekends) of the date your grade and feedback were posted on D2L. There will be no exceptions. You are strongly encouraged to monitor your progress on a regular basis.*

# Grading

| Grade | Percentage of Total Points |
| --- | --- |
| 4.0 | 90% – 100% |
| 3.5 | 85% – 89.9% |
| 3.0 | 80% – 84.9% |
| 2.5 | 75% – 79.9% |
| 2.0 | 70% – 74.9% |
| 1.5 | 65% – 69.9% |
| 1.0 | 60% – 64.9% |
| 0 | < 60% |

**Your weighted final grade in this course will be based on the following:**

• Quizzes (40%)

• Reading Responses (40%)

• Discussion Board Posts (20%)

# Course Policies

## Optional Extra Credit

You have up to 3 extra credit opportunities in this class, weeks 3, 5, and 6 which are all **due on a** **Thursday by 11:59 PM EDT.** These consist of completing additional reading response papers that will be posted on D2L (see the schedule for dates when they become available). Each is worth a maximum of a 2% boost to your grade for a total possible 6% boost. Grading policy for the extra credit reading response papers are identical to the other reading response papers required in the course. Therefore, you will need to earn a “2” to earn the full 2% extra credit, a “1” to earn 1% extra credit, and a “0” will result in no extra credit granted.

## Honors Option

An honors option is not available for this course.

## Academic Honor Policy

Article 2.III.B.2 of the [Student Rights and Responsibilites (SRR)](http://splife.studentlife.msu.edu/academic-freedom-for-students-at-michigan-state-university) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." The Psychology Department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](http://splife.studentlife.msu.edu/) and/or the MSU Website: [www.msu.edu](http://www.msu.edu/).)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course.

## Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies.  However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others.  As the instructor, I must report the following information to other University offices (including the [MSU Police Department](http://police.msu.edu/)) if you share it with me:

* **Suspected child abuse/neglect, even if this maltreatment happened when you were a child,**
* **Allegations of sexual assault or sexual harassment when they involve MSU students, faculty or staff, and**
* **Credible threats of harm to oneself or to others.**

Please be aware that as your instructor, I am a mandated to report the following information (including your name and the details of the disclosure) to the Office of Inclusion if you share it with me:

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. You have the right to choose whether or not you would like to utilize any of these services or even respond to the university’s email. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the [MSU Counseling Center](http://counseling.msu.edu/).

Given this, you should not disclose experiences of abuse or sexual violence related to MSU unless you are comfortable having this information shared with the Office of Inclusion. All are encouraged to use the resources listed below (not mandated university reporters) if you want to share any experiences of abuse or sexual violence.

MSU Safe Place: (517) 355-1100 http://safeplace.msu.edu/

NRCDV: http://www.nrcdv.org/

NNEVD: http://www.nnedv.org/

NCDSV: http://www.ncdsv.org/

MCEDSV: http://www.mcedsv.org/

No More http://nomore.org/

RAINN https://rainn.org/

The Joyful Heart Foundation: http://www.joyfulheartfoundation.org/

Feministing; http://feministing.com/

Futures Without Violence: http://www.futureswithoutviolence.org

## Accommodations for Students with Disabilities

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or at their [website](https://www.rcpd.msu.edu/). Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me (via email) at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

## Note Taking and Recording

You are encouraged to take notes on the lecture and are permitted to tape-record class sessions for your own purposes. However, you are not permitted to take notes or tape-record for purposes of sale and distribution. Since lectures are comprised of videos, please do not distribute these videos to other platforms. Dr. Caroline Kraft created and recorded all of the lectures and videos for this course.

# Course Schedule

Each week’s materials will be available on Monday at 12 AM EDT. The discussions, reading responses, and quizzes are always due on Sunday by 11:59 PM EDT **except for Discussion 7, which will be due on Thursday by 11:59 PM EDT** (the final day of the course). The lecture schedule will be modified as needed throughout the semester and you will be notified via email, course homepage, etc.

| **Week** | **Date** | **Lecture** | **Due Sunday @ 11:59 PM EDT** |
| --- | --- | --- | --- |
| **1** | **Mon 5/16-****Sun 5/22** | SyllabusCh. 1 IntroductionCh. 2 Theories of Development | Quiz 1Quiz 2Discussion 1 |
| **2** | **Mon 5/23****Sun 5/29** | Ch. 3 Genes, Environment, & DevelopmentCh. 4 Prenatal Development | Quiz 3 Quiz 4Discussion 2**Reading Response 1** |
| **3** | **Mon 5/30-****Sun 6/5** | Ch. 5 Body, Brain, and Health Ch. 6 Sensation, Perception, & Action | Quiz 5Quiz 6Discussion 3Extra Credit Reading Response\* |
| **4** | **Mon 6/6 –****Sun 6/12** | Ch. 7 CognitionCh. 8 Memory & Information ProcessingCh. 9 IQ and Creativity | Quiz 7Quiz 8Quiz 9Discussion 4**Reading Response 2** |
| **5** | **Mon 6/13–** **Sun 6/19** | Ch. 10 Language and EducationCh. 11 Self & Personality | Quiz 10Quiz 11Discussion 5Extra Credit Reading Response\* |
| **6** | **Mon 6/20 –** **Sun 6/26** | Ch. 12 Gender and SexualityCh. 13 Moral DevelopmentCh. 14 Emotions, Attachment, & Social Relationships | Quiz 12Quiz 13Quiz 14Discussion 6**Reading Response 3**Extra Credit Reading Response\* |
| **7** | **Mon 6/27 –****Thurs 6/30** | Ch. 15 FamilyCh. 16 Developmental Psychopathology | Quiz 15\*Quiz 16\*Discussion 7\* |

\*Due Thursday at 11:59 PM EDT