

University of Toledo  
College of Languages, Literature and Social Sciences  
Department of Psychology  
PSY 2510-001: Lifespan Developmental Psychology (3 Credit Hours)  
Syllabus for Fall Semester 2014

“Education is not a product: mark, diploma, job, money in that order; it is a process, a never-ending one” – Bel Kaufman

“You are fully aware that what works for you won’t work for everyone. But that awareness won’t keep you from sharing your opinions and stories just in case someone else can benefit from what you’ve already figured out.” – Mathis Holiday

**Class Location/Times:** HH 1500 / Mondays and Wednesdays 12:30 – 1:45 PM

**Professor:**

Dr. M. Tiamiyu

Office: Department of Psychology, UH 1063, Telephone: 419-530-2853; Fax: 419-530-8479

Email: [mojisola.tiamiyu@utoledo.edu](mailto:mojisola.tiamiyu@utoledo.edu) (Whenever you email me, always include “PSY 2510: ...” in the Subject line)

Ψ Blackboard (Bb) course homepage: (For syllabus, quizzes/tests, My Grades, and other course-related information). Login <https://blackboard.utdl.edu>

Ψ My Personal Web site (for my CV, research interests, useful psychology-related links, etc.): <http://homepages.utoledo.edu/mtiamiy>

P.S. You can leave notes or messages for me at my office (UH1063); slide them under my office door if you do not meet me.

**Office Hours:**

Mondays and Wednesdays: 10:00 AM - 12:00 PM and by appointment. Please visit me in my office, if you have any questions. You can also talk with me for a few minutes, before and/or after class in HH 1500.

**Teaching Assistant (TA):**

Name: John P. Van Dusen, M.A.

Office: UH 5070C

Office Hours: Thursdays: 11:00 AM - 1:00 PM and by appointment.

Email: [John.Vandusen@rockets.utoledo.edu](mailto:John.Vandusen@rockets.utoledo.edu)

**Course/Catalog Description:**

Emphasizes research and theory from conception through old age, and integrates important developmental issues within a lifespan approach.

**Course Overview:**

In this broad and fast-paced Web-assisted course, we take a life-span approach to human developmental patterns and processes from conception to death, across cultures and development. In particular, we will discuss the basic physical, cognitive, and social processes at work during each age period (e.g., infancy, childhood, adolescence, and adulthood); external influences affecting these processes; and the relationships among the various threads of development in each age period. This course will provide opportunities for you to draw on your own experiences as you weigh theoretical and research ideas we come across. This course should also help you to relate knowledge about how humans develop not only to careers in psychology, but also to many others such as teaching, nursing, medicine, social work, education, law

enforcement, and parenthood.

**Prerequisite:** Completion of PSY 1010 or equivalent with a minimum of D-

**Course Goals/Objectives:**

Upon completion of this course, the student will be able to:

1. Demonstrate a basic understanding of the complexity of issues in the scientific study of human development across the lifespan;
2. Relate course materials to personal perspectives on human development experiences;
3. Demonstrate a basic understanding of the interaction between genetic and environmental influences on human development;
4. Demonstrate a basic understanding of physical, cognitive, personality and social development across the lifespan;
5. Demonstrate skills in communicating using oral and written materials to discuss topics related to human development;
6. Demonstrate skills in identifying research materials to justify positions on human development topics;
7. Utilize critical thinking skills in the application of human development theories and empirical research based on these theories to personal and real life situations;
8. Demonstrate ability to follow directions, including those regarding in-class activities and exams.

*Chapter Learning Goals are posted on our Blackboard course Web site.*

**Course Materials:**

**Required Textbook:**

Boyd, D. & Bee, H. (2015). *Lifespan Development* (7<sup>th</sup>. Ed.). Boston: Allyn and Bacon [ISBN 13: 978-0-13-380566-6 / ISBN 10: 0-13-380566-2]

**Required Classroom Supplies:**

- 1) Pencil and eraser OR black/blue ink pen (for note-taking and for graded in-class activities)
- 2) 8" x 11" white sheets of ruled/un-ruled paper with smooth edges (for note-taking and for graded in-class activities)

P.S.: Print and bring with you for class discussions, posted materials on our Blackboard (Bb) course Web site, when requested to do so (check your UT email account at least once a day).

**Technical Skills**

In order to succeed in this course it will be important for students to possess the following technical skills:

1. Rename, delete, organize, and save files.
2. Create, edit, and format word processing and presentation documents.
3. Copy, paste, and use a URL or web address.
4. Download and install programs and plug-ins.
5. Send and receive email.
6. Locate and access information using a web search engine.
7. Use a learning management system.

**Technology Requirements (E.g., For Quizzes/Tests):**

**Browser Check Page**

Students need to have access to a properly functioning computer throughout the semester. The Browser Check

Page will enable you to perform a systems check on your browser, and to ensure that your browser settings are compatible with Blackboard, the course management system that hosts this course:

<http://www.utdl.edu/utlv/Bb9BrowserCheck/innovation/blackboard/browsercheck.html>

### Software

Student computers need to be capable of running the latest versions of plug-ins, recent software and have the necessary tools to be kept free of viruses and spyware. The computer needs to run the following software, available in the Online Learning Download Center at <http://www.utoledo.edu/dl/main/downloads.html>:

- Word Processing Software (e.g., Microsoft Word)
- Adobe Acrobat Reader
- Internet Browser (e.g., Firefox, Chrome, IE, Safari)

### Internet Service

High-speed Internet access is recommended as dial-up may be slow and limited in downloading information and completing online tests.

### Use of Public Computers

If using a public library or other public access computer, please check to ensure that you will have access for the length of time required to complete tasks and tests. A list and schedule for on-campus computer labs is available at [http://www.utoledo.edu/it/CS/Lab\\_hours.html](http://www.utoledo.edu/it/CS/Lab_hours.html).

### UT Virtual Labs

Traditionally, on-campus labs have offered students the use of computer hardware and software they might not otherwise have access to. With UT's Virtual Lab, students can now access virtual machines loaded with all of the software they need to be successful using nothing more than a broadband Internet connection and a web browser. The virtual lab is open 24/7 and 365 days a year at <http://www.utoledo.edu/it/VLab/Index.html>.

### Technical Support

If you encounter technical difficulties with Blackboard, please contact the UT Online Help Desk at (419) 530-8835 or [utdl@utoledo.edu](mailto:utdl@utoledo.edu) immediately. The Help Desk offers extended hours in the evenings and on weekends to assist students with technical problems. When calling after hours, leave a detailed message, including your Rocket Number and phone number, and an Online Learning staff member will respond on the next business day. The UT Online Help Desk / Learning Ventures Web site is available at:

<http://www.utoledo.edu/dl/helpdesk/index.html>

Technical questions related to on-campus Internet access, hardware, software, and UTAD account management can be directed to **UT's IT Help Desk/Learning Ventures** at (419) 530-2400 or [ithelpdesk@utoledo.edu](mailto:ithelpdesk@utoledo.edu). The IT Help Desk Web site is available at <http://www.utoledo.edu/it/CS/HelpDesk.html>.

### My Teaching Philosophy:

I am committed to facilitating students' understanding of the lived experiences of various groups in western and non-western societies from multiple perspectives. Thus, in sharing my understanding of the lived experiences of these groups with my students, the issue of diversity (as defined in its broadest sense), is always emphasized. I began teaching in a Nigerian university nearly 30 years ago (this is my 18<sup>th</sup> year at UT), and having pursued my undergraduate studies in Nigeria and my graduate studies in Canada, I have firsthand experience of the challenges we all face because of our multiple roles in society. Juggling academic schedules, work and family commitments build character and resilience. I expect students to take

responsibility for their learning by reading the required textbook, engaging in outside the classroom reading related to the course, completing and submitting assignments by the due date and time, and always attending class, ready to participate in discussions and activities. These are indications of a positive attitude, which is a key ingredient to realizing our goals in this course. The classroom experience should be interactive and cooperative in nature. It should also be an "AHA!" experience (i.e., insightful). I am also committed to creating a positive learning environment where learning is not a "spectator" sport. In class, students are encouraged to talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives and to real life problems / issues. In summary, my teaching philosophy guides my expectations of students.

P.S. You can also read my "Professor Intro." on our Bb course Web site

**Electronics, etc.:** Please, as a matter of courtesy turn off anything that may "beep" and put your cell phone on vibrate during class. Laptops, iPods, headphones and other such gadgets are NOT allowed in class, but feel free to leave the classroom to use your cell phone. Students should also minimize noisy distractions with backpacks, books, popping chewing gum, tapping of pencil, chatting with friends, or packing up while I am still speaking and other disruptive behaviors during class. Furthermore, no reading of newspapers and other non-course related materials once class begins. Finally, please no sleeping, canoodling and other public display of affection in class. Thank you.

**Teaching Strategies:**

This course is designed to stimulate student learning through several types of learning experiences.

**Readings:** Readings based on our required textbook will be organized according to the course schedule provided towards the end of this syllabus, and any necessary changes will be announced via our Blackboard course Web site or in the class.

P.S. Each student is responsible for completing the assigned textbook chapter readings preferably prior to coming to the class, but definitely in preparation for exams.

**Optional Readings/Learning Resources:**

When available, I will post on our Blackboard course Web site newspaper articles, electronic links to empirically-based journal articles and other such resources that might be of interest to students. Click on the relevant link on our course Web site to check the Optional Readings content area as from 2 pm on days that we address topics related to a new chapter, to see if there are optional readings/learning resources.

**Discussion facilitation:** Facilitation of class discussion, as a mode of teaching and learning, will be used to highlight and/or amplify information relevant to the topics to be covered in the course. I will guide in-depth class discussion around the day's topics as organized according to the course schedule provided towards the end of this syllabus. The class discussion will focus on some important topics for the day; we CANNOT address ALL the important topics because of time limitation. We would have spirited class discussions if students have read the assigned chapters in our textbook before coming to class.

**Video Clips:** Video clips will be used to highlight and/or amplify topics discussed in class when appropriate.

**Course Requirements:**

**In-class Activities:** Students will be engaging in in-class activities, most of which will be legibly hand-written assignments that will be individually submitted before leaving the classroom for grading (DO NOT submit assignments on behalf of another student). In order not to lose points, include at the top of each day's submission your LAST then first name (e.g., Smith, Jennifer); have a subheading for each activity (i.e., the issue/question) in the order they are assigned; and use pencil or black/blue ink pen ONLY. Always

bring at least two sheets of 8" x 11" white sheets of ruled/un-ruled paper with smooth edges to class (I recycle submitted sheets of paper at the end of the semester).

**Making Up In-Class Activities**

This is a Web-assisted course (NOT a fully DL / Web-based course) hence participation in in-class activities is a major requirement (about 30% of your final grade). If your work/another schedule will NOT permit you to attend classes regularly, please consider taking this course at a more convenient time – missing classes will adversely affect your final grade. Once in a while, however, students have good reasons for missing class. Making up a day's in-class activities will be allowed for legitimate health or personal reasons (with acceptable excuse documentation). Students who fall into either of these two categories should email me as soon as possible. In addition, to obtain a make-up assignment, students will need to email me a scanned copy of documentation (an attachment) that covers the day they missed class up to the day before they contact me. (Students will lose 4 points for each day that their excuse documentation does not cover.) I will contact the student as to whether documentation is acceptable and send the make-up assignment (e.g., ask you to respond in written form to some course-related questions assigned by me). To earn any of the allotted points, an assignment must also be completed and emailed back to me as an attachment within 24 hours that it is assigned.

P.S. With no acceptable excuse documentation received by me, students will not earn any of the allotted points for the missed day or in-class activities.

***Web-delivered/Online Quizzes:*** Students will be taking two web-delivered/online quizzes via our Blackboard course Web site (*Exam Room*) to test students' knowledge of the two chapters of our required textbook (i.e., Chapters 2 and 3) that will NOT be discussed in class because of time constraint (see course schedule for the availability date as well as the due date for quizzes, which are relatively early in the semester).

P.S. Chapters 2 and 3 readings (ONLY) are available on our Blackboard course Web site for students who have not been able to acquire the required textbook by the beginning of the semester. Students should begin to read these chapters as soon as possible.

***Web-delivered/Online Tests:*** Students will be taking four web-delivered/online tests via our Blackboard course Web site (*Exam Room*). See course schedule towards the end of our syllabus for availability and due dates, and chapters/topics to be covered in tests.

**Important Information Regarding Quizzes/Tests:**

The links to the two Quizzes (on Chapters 2 and 3) will be available about five days before the due date/time so that students who want to take them over the long weekend can do so. And, students who need more time to read these two chapters can take the quizzes latest by the day before we meet in class to discuss Chapters 4 and 5.

The link to each of the four Tests will be available about 48 hours before its due date/time. Each quiz/test should be *individually* completed (NOT started) by the due date/time (see course schedule for quiz/test due dates – the due dates and times are also listed with the quiz/test). Please plan to do a quiz/test before the due date/time so that if you have technical issues that must be resolved by a Learning Ventures staff, these can be addressed and you can complete the quiz/test on time. Note that the Blackboard servers are unavailable from 4:00 to 4:25 a.m. daily for maintenance operations, so make sure to plan your Blackboard activities accordingly. For all quizzes and tests, you will have just one attempt. You will see how your quiz/test was scored right after you submit it. When ALL students have taken a quiz/test, you can book an appointment with our TA to review the quiz/test for a limited number of days. I will inform the class about this via our Blackboard course Web site, *Course News/Announcement* tool; the announcement

OR announcement notice will appear in your UT email account. In general, students will have up till the day before Test 1 is made available to review the quizzes and up till the day before Test 2, Test 3 or Test 4 is made available to review the previous test.

To ensure a smooth test-taking experience, it is recommended that you use Firefox 3.5 or higher when taking tests, to clear your cache and browsing history prior to beginning the test, and to review the following Learning Ventures test taking tips via this link:

<http://wordpress.utoledo.edu/learningventures/2014/01/27/blackboard-test-taking-tips-updated-232012/>

If a student has ANY technological issue, please contact Learning Ventures, and if after resolving the issue, the student is unable to complete the exam, please email me immediately via Blackboard so that I can leave a hardcopy of the exam and a Scranton answer sheet for you at the main campus Testing Center (Memorial Field House Room 1080; 419.530.2011) ... *no books, notes and other aids will be allowed by the staff of the Testing Center*. My ability to prepare and drop off the exam will depend on the time of the day the student contacts me, so s/he would need to call the Testing Center first to make sure the exam is there before going. The exam must be done in a timely manner in order for me not to deduct the applicable points per day for completing it after the due date, as indicated in our syllabus (read paragraph below).

#### Taking an exam after the due date

Occasionally students become ill during the period an exam has been made available on Blackboard. Taking an exam after the due date/time will be allowed for legitimate health or personal reasons (with acceptable excuse documentation). Students who fall into either of these two categories should email me as soon as possible. Students also need to email me a scanned copy of documentation (an attachment) that covers the exam availability period up to the day before they complete the exam on Blackboard. With no acceptable excuse documentation received by me, students will lose 4 points for each day that they do not take an exam by the due date/time. An exam must be completed within a reasonable time so that other students can have the opportunity to review it with our TA (i.e., see the most applicable responses) before taking the next exam. Students will no longer be permitted to take an exam once the class has been given the opportunity to review it, so plan accordingly.

**Extra Credit Opportunities:** Students may earn extra credit points during the semester (e.g., by completing surveys). I will let you know if such opportunities arise.

**Grading:** The final grade for the course will be based on the following point values:

Course Requirements	Point Values
Fully complete and upload your Student Intro form; submit as an attachment via the <b>Assignments Tool</b> of our Blackboard course Web site; information is for me ONLY, as the course professor (earn points up to the maximum allotted points first week of classes; earn points up to half of the allotted points thereafter up till the end of the second week of classes; no point will be earned as from the end of the second week of classes)	4
Chapter Two Online Quiz (i.e., Quiz 1): 20 multiple-choice items drawn from textbook (40 minutes)	20
Chapter Three Online Quiz (i.e., Quiz 2): 20 multiple-choice items drawn from textbook (40 minutes)	20
Graded In-Class Activities (approximately 10 points per class meeting)	250
Test 1 (Online): 60 multiple-choice items drawn from textbook and class discussions (75 minutes)	120
Test 2 (Online): 60 multiple-choice items from textbook and class discussions (75 minutes)	120

Test 3 (Online): 60 multiple-choice items drawn from textbook and class discussions (75 minutes)	120
Test 4 (Online): 60 multiple-choice items from textbook and class discussions (75 minutes)	120
Total	774

P.S.: There is no cumulative final exam; however, all of the above course requirements should be met, otherwise a student *may* earn an IN (incomplete) as a final grade.

**Final Grades:** The grading system below will serve as a guide, and it lists category floors (grade, percentage, and actual points) ... note that final grades are determined by actual points earned, and there will be no rounding off of points:

A 95% = 732	A- 90% = 693	
B+ 85% = 654	B 80% = 615	B- 75% = 577
C+ 70% = 538	C 65% = 503	C- 60% = 464
D+ 55% = 425	D 50% = 387	D- 45% = 348
F 0% = 0		

P.S. I reserve the right to discretionary grade adjustments.

**FLEXIBILITY CLAUSE:** The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

**Americans with Disabilities Act:**

The Americans with Disabilities Act (ADA) requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. In accordance with the ADA and university policy, if you have a disability and require accommodations to obtain equal access in this course please contact the Office of Accessibility at 419-530-4981 (voice) or 419-530-2612 (TDD).

**Academic Dishonesty:**

Academic dishonesty will not be tolerated. Please read The University's Policy Statement on Academic Dishonesty available at <http://www.utoledo.edu/dl/students/dishonesty.html>.

**Important Study Hints for the Course:**

1. **MAKE A FRIEND OR TWO:** Have contact information of one or two RELIABLE classmates in order to be always up-to-date regarding course materials, class discussions, announcements, etc. I do not give a class lecture more than once NOR do I share my discussion facilitation PowerPoint slides/notes.

2. **NOTE-TAKING:** During class, jot down information from our class discussions that you consider relevant or helpful (I will NOT wait for students to copy my PowerPoint slide notes word-for-word since you would have or will be reading our textbook and the optional readings provided). Do NOT use your in-class activities sheet for jotting down notes in class. After class or as soon as possible, review your class notes along with the relevant chapter readings, and link information to previously read chapter readings / learned material.

3. **PRACTICE / REVIEW QUESTIONS:** Before each quiz/test, complete the Chapter Test towards the end of the relevant chapters of our textbook. Answers to all Chapter Test questions can be found towards the back of the textbook.

PSY 2510 – Lifespan Developmental Psychology  
COURSE SCHEDULE – Fall Semester 2014  
(Subject to modification)

Date/Due Date	Chapter / Lecture Topic / Assignment Availability Location
Mon., August 25	Fully complete Student-Intro Form [e.g., name, telephone number, information that will help me meet your learning needs, career goal(s), passport size digital photo – submit via our Blackboard course Web site ( <i>Assignments Tool</i> ); Review of Syllabus
Wed., August 27	Chapter 1: Basic Concepts and Methods
Thur. August 28; 5:00 PM	Quiz 1 (Chapter 2) AND Quiz 2 (Chapter 3) Available on Blackboard course Web site ( <i>Exam Room</i> )
Mon., Sept. 1	Labor Day Holiday (NO CLASS) ... :-)
Tues. Sept. 2; 5:00 PM	Quiz 1 (Chapter 2) AND Quiz 2 (Chapter 3) Due on Blackboard course Web site ( <i>Exam Room</i> )
Wed., Sept. 3	Chapters 4 and 5: Physical and Cognitive Development in Infancy
Mon., Sept. 8	Chapter 6: Social and Personality Development in Infancy
Wed., Sept. 10	Social and Personality Development in Infancy (continued)
Mon., Sept. 15	Chapter 7: Physical and Cognitive Development in Early Childhood
Mon., Sept. 15; 5:00 PM	Test 1 (Chapters 1, 4-7) Available on course Web site ( <i>Exam Room</i> )
Wed., Sept. 17; 5:00 PM	NO CLASS; Test 1 (Chapters 1, 4-7) Due on course Web site ( <i>Exam Room</i> )
Mon., Sept. 22	Chapter 8: Social and Personality Development in Early Childhood
Wed., Sept. 24	Chapter 9: Physical and Cognitive Development in Middle Childhood
Mon., Sept. 29	Physical and Cognitive Development in Middle Childhood (continued)
Wed., Oct. 1	Chapter 10: Social and Personality Development in Middle Childhood
Mon., Oct. 6	Social and Personality Development in Middle Childhood (continued)
Wed., Oct. 8	Chapter 11: Physical and Cognitive Development in Adolescence
Mon., Oct. 13	Fall Break (NO CLASS)
Wed., Oct. 15	Physical and Cognitive Development in Adolescence (continued)
Sat. Oct. 18; 5:00 PM	Test 2 (Chapters 8-11) Available on course Web site ( <i>Exam Room</i> )
Mon., Oct. 20; 5:00 PM	NO CLASS; Test 2 (Chapters 8-11) Due on course Web site ( <i>Exam Room</i> )
Wed., Oct. 22	Chapter 12: Social and Personality Development in Adolescence
Mon., Oct. 27	Social and Personality Development in Adolescence (continued)
Wed., Oct. 29	Chapter 13: Physical and Cognitive Development in Early Adulthood
Mon., Nov. 3	Chapter 14: Social and Personality Development in Early Adulthood
Wed., Nov. 5	Social and Personality Development in Early Adulthood (continued)
Mon., Nov. 10	Chapter 15: Physical and Cognitive Development in Middle Adulthood;
Mon., Nov. 10; 5:00 PM	Test 3 (Chapters 12-15) Available on course Web site ( <i>Exam Room</i> )
Wed., Nov. 12; 5:00 PM	NO CLASS; Test 3 (Chapters 12-15) Due on course Web site ( <i>Exam</i>

	<i>Room)</i>
Mon., Nov. 17	Chapter 16: Social and Personality Development in Middle Adulthood
Wed., Nov. 19	Social and Personality Development in Middle Adulthood (continued)
Mon., Nov. 24	Chapter 17: Physical and Cognitive Development in Late Adulthood
Wed., Nov. 26	Chapter 18: Social and Personality Development in Late Adulthood
Mon., Dec. 1	Social and Personality Development in Late Adulthood (continued) -- Department Of Psychology Teaching Evaluation Form Available For Completion On Blackboard Course Web Site by 5:00 PM ... click on Course Evaluation content area/link
Wed., Dec. 3	Chapter 19: Death, Dying and Bereavement
Mon., Dec., 8	Death, Dying and Bereavement (continued); Course Wrap-up; Last Day of Meeting in Class -- Last Day For Completion of Department Of Psychology Teaching Evaluation Form On Blackboard Course Web Site by 5:00 PM
Mon., Dec. 8; 5:00 PM	Test 4 (Chapters 16-19) Available on course Web site ( <i>Exam Room</i> )
Wed., Dec. 10; 5:00 PM	NO CLASS; Last Day of Course; Test 4 (Chapters 16-19) Due On Course Web site ( <i>Exam Room</i> )
Thur., Dec. 11	Check All Scores and Final Grades on our Blackboard Course Web site ( <i>My Grades</i> ) -- <b>Final Grades to be sent to the Registrar's Office before 5 PM</b>

P.S. All course requirements must be completed before 5 PM on Thursday (Dec. 11). Please note that I will be sending students' final grades to the Registrar's office before 5 PM on Thursday, Dec. 11 (i.e., before the office closes).