

Lifespan Developmental Psychology - Professor Michael Caruso

**Course Syllabus**  
**PSY 2510 001 - Spring 2013**

**NOTE:** Please see the separate Course Schedule for a complete week by week schedule.

**NOTE:** This syllabus is subject to change. Any changes will be announced in class and in the "Announcements" section of the course Blackboard site and a revised Course Syllabus will be posted.

**CLASS, INSTRUCTOR, AND OFFICE INFORMATION**

**Course and section** - PSY 2510 001, Lifespan Developmental Psychology, Spring 2013, University of Toledo

**Class meetings** - Tuesday and Thursday 9:30-10:45, Memorial Field House Room 2100 (FH2100)

**Honors** - Any honors student interested in taking this course as an honors contract, please contact Prof Caruso

**Instructor** - Michael Caruso, Associate Professor, Psychology Department

**Office** - UH1430 - on the first floor of University Hall

**Office hours** - MW 12:30-1:30 and TR 11-12:30, with other times by appointment. I do not hold these scheduled office hours during University holidays or final exam week.

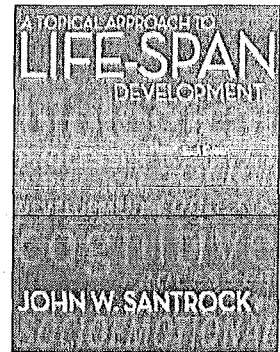
**E-mail** - Click on "Send E-mail" from the Blackboard website menu or use: michael.caruso@utoledo.edu

**Office phone / voicemail** - 419.530.2896, although contact by e-mail preferred

**REQUIRED TEXTBOOK**

The required textbook is **Santrock, John W. (2012). *A Topical Approach to Life-Span Development* (6th edition). Boston: McGraw-Hill. (ISBN: 9780078035135)**

- Get hold of the textbook as soon as possible.
- The book is available for rental or purchase from the Barnes and Noble bookstore on the UT Bancroft campus (<http://bit.ly/MIH9ue>) and from the Student Bookstore on Bancroft street (<http://bit.ly/UHroTW>).
- You can comparison shop for the book at addall.com (<http://bit.ly/MwQZJ3>). If you order the book from somewhere on the internet, please arrange for overnight or two-day shipping. If you use standard 5-9 business day shipping, you won't receive the book until the second or third week of class.
- The text can also be rented or purchased as an e-textbook at the bookstores listed above, or at CourseSmart.com (<http://bit.ly/Q7ODjx>).
- A copy of the textbook is on reserve at the Carlson library that you can use in the library as well.
- See the separate **Course Schedule** for when chapter topics will be discussed in class. You are strongly encouraged to read the chapter **before** it is discussed in lecture.



**COURSE DESCRIPTION, GOALS, AND OBJECTIVES**

**Catalog description** - PSY 2510 Lifespan Developmental Psychology, 3 hours. Emphasizes research and theory from conception through old age, and integrates important developmental issues within a lifespan approach.

**Prerequisite:** PSY 1010.

This course surveys the major areas of lifespan developmental psychology - the science of individual human development. The course is organized in a topical format, exploring theories and tracing development across the life span for each area covered. It is recommended that you have passed an introductory Psychology course with a "C" or better. As a web-assisted course, use of UT's Blackboard site on the internet is also required.

The general goals and objectives of Lifespan Developmental Psychology are to help the student:

- Learn the basic facts and research findings, terminology, principles, and theories important in lifespan developmental psychology.
- Develop understanding, skills, and techniques for analyzing human behavior using a scientific approach.
- Gain a basic understanding of the interaction between genetic and environmental influences on development.
- Gain a basic understanding of the various facets of cognitive and social development across the life span.
- Practice reading skills, critical thinking skills, and written communications skills.

Course objectives may be obtained by reading and studying the textbook, through satisfactory completion of assignments, and by attention to, and participation in, classroom lectures, presentations, and discussions.

### THE BLACKBOARD (Bb9) WEBSITE FOR THIS COURSE

**Use of UT's Blackboard site is required** to obtain course materials, to participate in the Discussion Board requirement, and to take practice quizzes. Students can login with their UT username and password by accessing the Blackboard login page directly from <https://blackboard.utdl.edu/> or through the distance learning webpage at <http://www.utoledo.edu/dl/> or through the myUT portal at <http://myut.utoledo.edu/>. If you do not have internet access at home, many computers are available in various open labs on campus and in Carlson library.

The following resources are available by clicking on the following **menu items from the class Blackboard Site:**

- Course News (Home)** - Course homepage that contains announcements and upcoming calendar events
- Start Here / Course Advice** - How to approach the course, study tips, etc.
- Course Syllabus** - This document explains requirements, policies, and other important aspects of the course.
- Course Schedule** - A list of all class meetings, due dates, test dates, etc.
- Study Guides** - Specific learning objectives listing what content you are expected to master for each topic. The items on the Study Guides will be covered on the Tests.
- Lecture Outlines** - The PowerPoint Slides that I use in lecture in incomplete form. *Please print these before we start that topic in class and bring to lecture to aid in note taking.*
- Discussion Board** - Contains the "Guidelines for the Discussion Board" that explain the project and scoring in detail, and the discussion topics that you are required to comment on.
- Extra Credit** - Contains instructions for the Extra Credit projects.
- Practice Quizzes** - 5-item practice quiz written by Prof Caruso for each chapter. These *sample* Study Guide items and **do not** cover everything you need to know for the Tests. You may take them as many times as you like, with a slightly different question mix each time. Practice quiz scores **do not** count in your grade.
- Textbook Companion Site** - A link that leads to the "Online Learning Center" for students set up by the textbook publisher. It contains resources and practice test items that you might find useful.
- Grade Book** - Your Test, Discussion Board, and other scores are posted here so that can check them .
- Send E-mail** - Allows you to e-mail the course instructor. You can also e-mail classmates if you choose.
- Help** - Blackboard's help system for students.
- Learner Support** - Online resources for UT's distance learning students.

### OUTLINE OF COURSE TOPICS

#### **Unit I - Foundations of Lifespan Development**

Chapter 1 - Introduction

Chapter 2 - Biological Beginnings and Chapter 8 - Intelligence pages 253-257, Section titled "Controversies and Group Comparisons"

Chapter 5 - Motor, Sensory, and Perceptual Development

#### **Unit II - Cognitive Development**

Chapter 6 - Cognitive Developmental Approaches

Chapter 7 - Information Processing

Chapter 8 - Intelligence pages 247-250, Sections titled "What is Intelligence?" and "Intelligence Tests" and pages 258-270, Sections titled "The Development of Intelligence" and "The Extremes of Intelligence and Creativity"

Chapter 9 - Language Development

#### **Unit III - Emotions, Personality, Gender**

Chapter 10 - Emotional Development

Chapter 11 - The Self, Identity, and Personality

Chapter 12 - Gender and Sexuality

#### **Unit IV - Social Development; Death and Grieving**

Chapter 14 - Families, Lifestyles, and Parenting

Chapter 15 - Peers and the Sociocultural World

Chapter 17 - Death, Dying, and Grieving and Chapter 3 - Physical Development and Biological Aging pages 114-118, Section titled "Longevity"

### TESTS

**Tests cover both textbook and lecture material.** Click on the "Study Guides" link on the website page menu to see what specific material be covered on the tests.

There will be four multiple-choice unit tests and **no** comprehensive final exam. Each is worth 70 points, making the four tests combined worth 280 points maximum, or 87.5% of the total points available. Tests are to be taken when scheduled. In case of an emergency you must contact me as soon as possible to make other arrangements.

See the separate **Course Schedule** for the Test dates for this term.

### DISCUSSION BOARD ASSIGNMENT

I will post eight discussion topics throughout the term. You are **required** to post relevant comments for each of the topics. Each topic is worth up to 5 points making the eight topics combined worth 40 points maximum, or 12.5% of the total points available. Responses are due by 11:59 pm. on the due date. (You can, and *should*, post your responses before this final deadline.) Grades will be determined by my judgment as to how insightful the comment is and the relevance of the comment to the posted topic. Students need to answer my questions but are also encouraged to reply to and discuss other students' answers. That's why I do it as a discussion board instead of just e-mailing answers to me. *Responding to other students in addition to answering my original question increases your chances of scoring the maximum of 5 points for the topic.* Additional "Guidelines for the Discussion Board," including grading criteria, will be available on the discussion board. Discussion scores will be posted for everyone sometime after the due date for that set of posts.

Click the "Discussion Board" link on the website menu to access the board and for further details on the project. See the separate **Course Schedule** for the Discussion Board Topic due dates for this term.

### EXTRA CREDIT

**In-Class Bonus Writing** - We will, from time to time, have in-class writing exercises. These may or may not be announced in advance. Points from the in-class writings will be bonus points. Since missing an in-class writing cannot lower your grade, and since they are part of the in-class activity for that day, **in-class writings CANNOT BE MADE UP**, regardless of the reason for your absence.

**Extra Credit Projects** - There will be two extra credit projects that you can elect to perform, each worth up to five bonus points. Instructions and details on these extra credit projects will be posted on the class website. Click the "Extra Credit" link on the website menu for more detail on the extra credit projects.

### GRADING

Your final course grade will be based on the total points earned from the four Tests, the eight Discussion Board topics, and any Extra Credit bonus points you accumulate. The grade scale assumes that 320 points are available, although with extra credit, more points are actually possible. The final grade scale is: A = 93.0 - 100%; A- = 90.0 - 92.9%; B+ = 87.0 - 89.9%; B = 83.0 - 86.9%; B- = 80.0 - 82.9%; C+ = 77.0 - 79.9%; C = 73.0 - 76.9%; C- = 70.0 - 72.9%; D+ = 67.0 - 69.9%; D = 63.0 - 66.9%; D- = 60.0 - 62.9%; F = 0 - 59.9%.

You may view your scores at any point during the term by clicking the "Grade Book" link on the website menu.

### POLICIES AND GENERAL INFORMATION

**Withdrawal Policy** - If you decide to withdraw from the course, you need to file forms in the Registration office. The withdrawal deadline for Spring semester 2013 is **Friday, March 22**. See the University Catalog for more detail on University withdrawal policies.

**Issuing of Incomplete ("IN") Grades** - In some situations, I will issue a grade of incomplete ("IN") at the student's request. This gives the student an additional term to complete course requirements. An incomplete is ordinarily given when a student has completed more than 60% of the course requirements and has a passing average. An incomplete is not given so that a student who did poorly in the class can retake the course for a higher grade. The procedure for that is to repeat the course, pass with a higher grade, and petition to have the first grade deleted. Incomplete work must be completed and a grade issued by the end of the following semester, or the "IN" automatically changes to an "F" on the student's next grade report. Arrangements for issuing an incomplete and completing the work are to be initiated by the student, and are worked out on a case by case basis with the professor. See the University Catalog for more detail on University grade policies.

**Academic Accommodation/Accessibility** - The University of Toledo abides by the Americans with Disabilities Act (equal and timely access) and Section 504 of the Rehabilitation Act of 1973 (non-discrimination on the basis of disability). If you have a disability and need academic accommodations but have not yet registered with the Office of Academic Access (OAA) (Rocket Hall 1820; 419.530.4981; officeofacademicaccess@utoledo.edu) please contact the office as soon as possible for more information and/or to initiate the process for accessing academic accommodations. I also encourage students with disabilities receiving accommodations through OAA to discuss these with me so that I may be better informed on how to assist you during the semester.

**Department of Psychology Statement on Academic Honesty** - Academic honesty is expected from students enrolled in Department of Psychology courses and programs; violations of this expectation will not be tolerated.

Violations of the expectation of academic honesty include, but are not limited to:

- Obtaining or attempting to obtain a copy of an examination prior to its administration.
- The unauthorized use of study material or textbooks during an examination.
- Obtaining unauthorized assistance from and giving unauthorized assistance to another individual during an examination or completion of an assignment.
- Plagiarism in written assignments. Plagiarism includes: (a) using, copying or paraphrasing another author's materials without appropriate acknowledgment through quotation and citation; (b) unauthorized collaboration in the preparation of reports, term papers, or theses.
- Submitting the same written work to fulfill the requirements for more than one course.

In accordance with the Policy Statement on Academic Dishonesty, instructors have the responsibility and right to bring cases of alleged dishonesty to department, college, and university administrative units. Students involved in academic dishonesty may expect to receive a grade of F on specific assignments, as well as in the course where the assignment was made.

The complete, and more detailed, University of Toledo Policy Statement on Academic Dishonesty is available at <http://www.utoledo.edu/dl/students/dishonesty.html>.

**Lifespan Developmental Psychology - Professor Michael Caruso**  
**Course Schedule - PSY 2510 001 - Spring 2013**

**NOTE:** This is a *schedule only*. See the Course Syllabus for course requirements and other important details.

**NOTE:** Schedule subject to change. Any changes will be announced in class and in the "Announcements" section of the course site homepage and a revised Course Schedule will be posted.

Week	Day	Lecture Topic, Class Activity, Due Dates
1	T 1/8	Syllabus and Course Introduction / The Science of Lifespan Development (Ch 1)
	R 1/10	The Science of Lifespan Development (Ch 1)
2	T 1/15	The Science of Lifespan Development (Ch 1)
	R 1/17	The Science of Lifespan Development (Ch 1)
3	T 1/22	The Science of Lifespan Development (Ch 1)
	R 1/24	Behavior Genetics (Ch 2, Ch 8 pages 253-257)
4	T 1/29	Behavior Genetics (Ch 2, Ch 8 pages 253-257) / Sensory and Perceptual Development (Ch 5)
	R 1/31	Sensory and Perceptual Development (Ch 5)
	Sa 2/2	<b>Discussion Board Topics 1 and 2 Responses Due</b>
5	T 2/5	<b>TEST 1</b> - Covers Ch 1, Ch 2, Ch 8 pages 253-257, Ch 5, and lecture material
	R 2/7	Piaget's Cognitive Developmental Approach (Ch 6)
6	T 2/12	Piaget's Cognitive Developmental Approach (Ch 6)
	R 2/14	Piaget's Cognitive Developmental Approach (Ch 6)
7	T 2/19	Information Processing and Memory Development (Ch 7)
	R 2/21	Information Processing and Memory Development (Ch 7) / <b>Extra Credit #1 Due</b>
8	T 2/26	Development of Intelligence (Ch 8 pages 247-250 and 258-270)
	R 2/28	Language Development (Ch 9)
9	T 3/5	<b>Spring Break</b> - No Class Meeting
	R 3/7	<b>Spring Break</b> - No Class Meeting
	Sa 3/9	<b>Discussion Board Topics 3 and 4 Responses Due</b>
10	T 3/12	<b>TEST 2</b> - Covers Ch 6, Ch 7, Ch 8 pages 247-250 and 258-270, Ch 9, and lecture material
	R 3/14	Emotional Development (Ch 10)
11	T 3/19	Emotional Development (Ch 10)
	R 3/21	Self, Identity, Personality (Ch 11)
12	T 3/26	Self, Identity, Personality (Ch 11)
	R 3/28	Gender Development and Sexuality (Ch 12)
13	T 4/2	Gender Development and Sexuality (Ch 12) / <b>Discussion Topics 5 and 6 Responses Due</b>
	R 4/4	<b>TEST 3</b> - Covers Ch 10, Ch 11, Ch 12, and lecture material
14	T 4/9	Family, Marriage, and Parenting (Ch 14)
	R 4/11	Family, Marriage, and Parenting (Ch 14)
15	T 4/16	Family, Marriage, and Parenting (Ch 14) / Peers and Social Development (Ch 15)
	R 4/18	Peers and Social Development (Ch 15) / <b>Extra Credit #2 Due</b>
16	T 4/23	Death and Dying (Ch 17, Ch 3 pages 114-118)
	R 4/25	Death and Dying (Ch 17, Ch 3 pages 114-118)
	Sa 4/27	<b>Discussion Board Topics 7 and 8 Responses Due</b>
Finals	W 5/1	(8:00 am) <b>TEST 4</b> - Covers Ch 14, Ch 15, Ch 17, Ch 3 pages 114-118, and lecture material

