



Lifespan Developmental Psychology

The University of Toledo
College of Language Literature and Social Sciences
PSY 2510-002

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Office Hours: M/W 9-10:30am, or by appointment	Class Day/Time: Monday & Wednesday 11:10a-12:30p
Office Location: UH 6507	Lab Location: (none)
Office Phone: best to use email	Lab Day/Time: (none)
Undergrad TA: Jahnee Horn Ellie Junkins	Credit Hours: 3

**THIS SYLLABUS IS SUBJECT TO CHANGE AT ANY TIME WITH THE
INSTRUCTOR'S DISCRETION – CHECK BLACKBOARD FOR UPDATES**

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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-

Student Learning Outcomes:

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.

Students will write short essays with team projects and homeworks with concise clear statements that directly address an issue

It is important to demonstrate **professional writing** conventions (e.g., grammar, audience awareness, formality) appropriate to purpose and context. This should be apparent in **all of your written work** and in all communications with the instructor **including email**.

LEARNING STRATEGIES

How to approach this course: This is a **lecture course with online components**. In addition to lecture, some portions of this class are “flipped” in that, you must read content before class and attend with questions to be discussed. The main content of the course is contained in the textbook and the online readings and assignments. However, you also get the advantage of class meetings twice a week for lecture, questions, and discussion. You must have the chapter read before the class meets in order to be able to ask questions and benefit from the discussion, and to answer the attendance questions. With only two meetings per week, there is certainly not time to go over every point that you are responsible to know. Instead I will review topics that students find difficult and raise issues that should be considered by educated people: What is the significance of these findings? What is the evidence? Why don’t we know more? What does this imply about our own behavior? Etc.

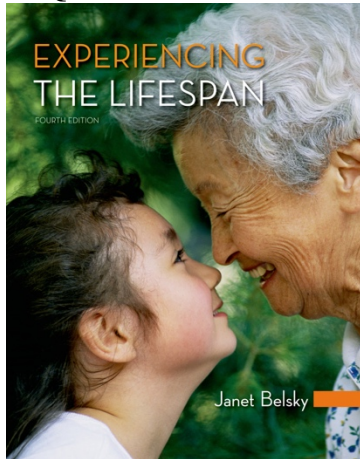
As for any 3-hour course, you should expect to spend at least 9-12 hours per week outside of class working on this course. Those hours are spent in three ways.

1. Reading the textbook (reading guides for each unit are posted in Blackboard)
2. Going through any supplementary material in the textbook and Blackboard that appeals to you or that seems like it will help with difficult concepts in the reading. View any assigned materials. Take some notes to help you remember vocabulary and important facts. Check Blackboard for any extra materials that may be helpful for difficult concepts. If you have any questions, write them down and ask in class if you are still confused after we have covered the topic, or stop by my office for more help. TAs are also available if extra help is needed in the course.
3. Developing proficiency with the practice questions for each chapter. Answering these questions will help you get a better idea of what to expect on the exam – note well: the exam is similar but not the same. While most of the questions in the practice quizzes aim to ensure you have gained the knowledge

necessary for the exams, the exams also include an application element to ensure there is deeper understanding of the material.

COMMUNICATION with the instructor is conducted by email, or by dropping by my office during office hours. You may also email me or catch me after class to set up an appointment. Most questions can be answered quickly in email, but if you are struggling with a topic or have a larger question you are more than welcome to come to my office (and I may request that you come to my office as opposed to answering a question via email). As your instructor, I am here to help and will respond to email within 24 hours (usually less) during the weekdays (Monday through Friday 9am – 5pm, excluding holidays). Please note – when you email me, please do not expect a reply within the next 5 minutes, especially if you are emailing me after hours. I try to get back to everyone as quickly as I can. If there is an issue during your test in the testing lab, the lab monitors will know how to help you, or they will be able to contact me to attempt to fix any problems. You should check your university email daily for messages about the course. You should also log in to Blackboard every day to put in a little study time, check the assignment calendar, and to check for announcements. If you have questions, email me! Additionally, my office hours are at the beginning of the syllabus and you may drop by anytime within those times, or you can email me to set up an appointment.

REQUIRED TEXTS AND ANCILLARY MATERIALS



Janet Belsky, *Experiencing the Lifespan fourth edition*, Worth Publishers, 2016. ISBN 978-1-4641-7594-7

Text are available from the Student Bookstore, 3059 Bancroft St., Toledo OH 43606, (419) 536-9154 for about \$115 - \$135, and from the UT Bookstore on campus for about \$73-120. **You can also choose to buy the textbook straight from the publisher, or from the textbook supplier of your choice.** I listed the looseleaf as the “required” text since it was the least expensive, but feel free to buy a bound version of the text.

TECHNOLOGY REQUIREMENTS

This course uses Blackboard for supplementary material and grades You will need a fast internet connection and access to a computer. Most of the materials are also compatible with tablets and smartphones. **Always have**

a backup internet access identified in case of emergencies. Loss of internet will not be an acceptable excuse for missed deadlines unless the outage is widespread.

Blackboard and your textbook contains all of the work in this class and you should access both of these nearly every day.

Exams. Exams consist of approximately 60 questions and you will be given an hour to complete them. Exams are calculated in your grade as a percentage (do not pay attention to how many points the exam is worth). Exams require you to know facts covered in the chapters, understand the ideas presented, and be able to apply them to potential situations. You must study each chapter as it is assigned in order to be able to review all of them before the exams. If you wait to learn all of the material in one day, you will recognize words and ideas but not be able to consolidate understanding in such a short time. The **due** dates are listed on the Blackboard Start Here page and late exams are not allowed. If you think you may be called away on the last day the exam is available, take it early. This being said, without a university approved reason I do not allow exams to be taken before the exam’s scheduled open days. Exams are taken in UH5150F and the exam room times are posted in Blackboard. Exams are accessed by clicking on the Exams button on the left side of the screen. Exams open the Monday of the week the test is due, which gives you 4 days to take the exam. You may drop the lowest of your exam grades (not the final) – if you have to miss for any reason (zombie apocalypse, crazy concert and I’m still a little hungover, death in the family, just a bad test day, whatever – I don’t need to know why), you can decide to use that as your drop exam. All athletic, musical, academic, and other UNIVERSITY APPROVED absences where you are acting as a representative of the university must be approved IN ADVANCE and you must have a letter from the supervising faculty member on letterhead (they



may also email me directly). Alternatively, you can take all the exams and just get to happily drop your lowest (except the final!) and be better prepared for the cumulative final.

Homeworks. Homework assignments are typically thought questions posed to you to ponder and bring back on a piece of paper to turn in at the BEGINNING of the next class – they may also be videos that you watch and come back to class to discuss. There will be at least 10 homework assignments, and I will drop at least 3 of those (I might drop more depending on how many homeworks we end up doing). These are largely graded on, “Did you do the assignment?” You must give an honest effort though. These must be turned in at the beginning of class. These may not be made up (this is why there are drop assignments and why I have given you the approximate dates they will be due in advance). If you have a university approved reason to miss, you may turn in the assignment early. If you have a doctor’s note saying you could not come to class, we will discuss making up the assignment (or you can just use it as one of your drop homeworks). Note well – going to the dentist for an appointment does NOT count in terms of being able to make up the assignment, this will just be one of the drop assignments. Please also note that the following homework assignments can NOT be made up – *Business of Being Born Homework, Midwife Homework, & Daycare Homework*. It is particularly important that these homeworks are completed to use for discussion in class (this is not to say that other homeworks are not important, but rather that with these you may not be able to complete in-class assignments without them).

Team Projects. Team project are also thought questions posed to you to discuss as a group of 5 students. These will be questions about the material that we had just covered, and will ask you to problem-solve creative ways to “fix” issues that we discussed in the section using knowledge you have learned from the chapters and lectures. Part of your grade will come from how well you “sell” your idea (e.g. good writing), and other parts of your grade will come from the creativity to fix the problem. It is possible that there will be limits to your expertise on the subject – this is okay! You must be willing to point this out and discuss how you could find more information on the topic. Team projects are worth 20% of your grade – there is a rating component as well so you can point out if someone is being a lump on a log – DON’T BE A LUMP ON A LOG! These activities are more fun if everyone is participating!!! If you are being a lump on a log and not helping your group, I reserve the right to give you a zero on the assignment, even if your group grade is higher. Team projects may not be made up unless you have a university approved reason (must be turned in before the missed class date).

UNIVERSITY POLICIES

Please read [*The University’s Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance.*](#))

Academic Accommodations

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the [Student Disability Services Office.](#))

Please note that any academic accommodation paperwork needs to be turned into me, preferably by coming to my office. If accommodation paperwork is turned in partway through the semester, it does not cover any assignments with past due dates.

ACADEMIC POLICIES

Class attendance is required since group discussions of the material and its significance is just as important as learning the material itself. We take attendance and coming to class well prepared gives you a chance to earn occasional extra credit points. You will need to read the entire textbook, study each chapter, and practice to gain proficiency. You can expect to spend about 9-12 hours per week in order to do well in this class (or any other).

Note well – NO electronics are allowed in my classroom – if it has a plug or requires batteries, leave it in your bag ON SILENT. This means **no** cell phones are allowed to be used in class. I find them incredibly distracting while I’m lecturing, and when you take pictures of slides instead of taking notes, that is even more distracting to me and everyone around you (taking pictures of my slides is not allowed – that is why I



post my slides before class so you can either print them off or download them for taking notes). If you have something going on that you might need to slip out quietly and take a call, come talk to me before class, or just slip out unobtrusively. If you are being disruptive in any way, I may also ask you to leave the classroom.

Recording of any kind and pictures are not allowed in my classroom – if you feel like you need to record in order to keep up, come talk to me and get my permission first. Additionally, outlines of my slides are posted on blackboard, but if at any time I am going too fast for you to write down notes, just raise your hand and let me know.

Be considerate of others – if you are hindering others’ ability to learn, you may be removed or dropped from the class. Threatening or harassing other students is obviously not allowed – we cover sometimes touchy subjects in psychology and I want everyone to feel that my classroom is a safe environment.

Excused absences include university sponsored events and illness (your own or immediate family for whom you provide care). Documentation must be provided. Any work missed must be made up within one week to avoid a late penalty. Contact the instructor for extended absences; if you are ill for long periods (more than three weeks), consider withdrawing from the course or petitioning for a medical withdrawal.

Late exams are not accepted. Assignments and exams can always be turned in before the due date after it has become available. Exams must be taken in the UHall computer lab room UH5000; Hours are posted at the end of the syllabus. Exams are available starting at the beginning of the week of the due date (see exam schedule) and are open through Thursday that week (the proctoring lab is not open on Fridays); the best approach is to **prepare early** so that you can take the exam a little early in case something unexpected happens. Being prepared gives you flexibility so you can manage even when life gets complicated.

Exam Room Policies:

- Make sure you bring your student ID
- **Exam cell phone policy:** Students in this course are not allowed to have their cell phone with them while taking exams. It is strongly recommended that you leave your cell phone at home or in another safe location during the exam. If you do bring your cell phone with you to take the exam, you will be required to leave your phone with your student ID in one of the slots in the canvas hanging in the back of the exam room. Upon completion of the exam, you will provide the exam proctor with your name again, and she/he will locate your phone and ID and return it to you. Cell phones will be stored with your student ID and each phone will be placed in its own slot to ensure the owner of a given phone can be clearly identified.
- No food or drinks are allowed in the lab – if you have a water bottle, you will be asked to place it under your desk, away from the computer
- Make sure you know my name (Murray) and what class you’re in (Developmental or PSY2510) – my name is most important though, because there are 3 sections of PSY 2510, and you have to be checked in.
- Make sure you give yourself plenty of time to take the exam – don’t roll in 10 minutes before the room closes and ask to take the exam. If you show up less than an hour before the room closes, the proctor has the right to refuse to start your exam for you. If they are nice enough to start the exam for you even though there is less than an hour left before the room closes, they can and likely will pull the plug on your computer if you have not finished when the room closes. You have several days and many time options to take your exams – you should plan for an hour for all exams except the final
- NO CHEATING by any means that you may try – this includes (but is not limited to) no cell phones, no smart watches, hat bills must be turned backwards, no notes, no textbook, no using any web browser to look up material, no using your neighbor’s answers to answer your exam, no putting your material on a fake beverage label, or ANYTHING ELSE that even MIGHT be considered cheating (yes, I use social media too and have seen many cheating strategies DON’T TRY THEM!!!). I take cheating VERY seriously and I do NOT take any excuses for an answer. Please see the plagiarism/cheating policy below for more on cheating.

CHEATING will not be tolerated. The first instance of cheating will result in a zero (0) for the assignment or exam. A second instance will result in an F grade for the course and a note in your college file. A low grade that results from cheating will not be deleted if you retake the course for a higher grade. Cheating

includes (but is not limited to) **use of non-permitted resources** for exams or assignments such as friends, internet, books, etc., or using a **cell phone** during an exam for any reason. Plagiarism (use of another person’s words without citing a reference to assign credit to them) is also cheating; always use your own words in all assignments. See the university’s policy on academic honesty (also posted in the course website in Blackboard: <http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-04> [Academic dishonesty.pdf](#))

COURSE EXPECTATIONS

This course is designed to help you gain an appreciation of the scientific basis of the discipline of Developmental Psychology. You will learn about what developmental psychologists study, how they study it, what they know (or don’t know), and the difficulties in understanding behavior.

During the academic year, expect to spend at least 9-12 hours per week reading the textbook, going through the online materials (paying special attention to those that are specifically assigned), gaining proficiency, and studying on your own if you want to get the highest grade of which you are capable. If at any point you are struggling, come talk to me! I can often help with study techniques and often have extra practice questions to help you with concepts you are struggling with.

Course Grading Breakdown:

Breakdown	Percentage*
Homeworks (10 or so)	10%
Team Projects (4)	20%
Exams (5)	70%

To calculate your grade at any point:

(sum of homework grades/number of homeworks)*.10 = homework percentage

(sum of project grades/number of projects)*.20 = team project percentage

(sum of exam grades/number of exams)*.70 = exam percentage

Grade = homework percentage + team project percentage + exam percentage

Midterm Grading

Midterm grades will be based on the whatever homeworks, team projects, and exams we have completed by the time grades are due. Detailed information about your performance in this course is available to you continuously in the course website on Blackboard but the midterm summary serves as a reminder of your progress and must be reported to the registrar and to the financial aid office. A midterm grade of D or F, especially if associated with non-attendance, may place financial aid in jeopardy.

Final Grading

Averages are rounded to the second decimal, example: 92.494% rounds to 92.49%, 92.495% rounds to 92.50%. To avoid disappointment by being very close to a category border, do your best from the very beginning of the course and accumulate a few extra credit points whenever you can.

Letter	Percentages
A =	92.5 - 100%
A- =	90 - 92.49%
B+ =	87.5 - 89.99%
B =	82.5 - 87.49%
B- =	80 - 82.49%

C+ =	77.5 - 79.99%
C =	72.5 - 77.49%
C- =	70 - 72.49%
D+ =	67.5 - 69.99%
D =	62.5 - 67.49%
D- =	60 - 62.49%
F =	59.9% and below

Grading Scale

W - if you withdraw from the course after the end of the drop period.

IN - Incomplete grades are only assigned in extraordinary circumstances beyond the student’s control and only if the student has completed at least 3 exams with a passing grade. Under no circumstances will a student be allowed to retake an entire course in order to complete this course.

Not Attending - Failure to do assignments and take exams will be reported to the registrar and such non-attendance may affect your financial aid.

STUDENT SUPPORT SERVICES

Beyond coming directly to me (via email, office hours, or setting up an appointment), the University of Toledo offers academic and personal support services to help you succeed:

University Libraries are your gateway to information that connects you with the resources you need for education, research, and patient care.

Tutoring services for all UT students is available through the Learning Enhancement Center in Carlson Library, including writing.

The Writing Center provides free, face-to-face and online tutoring for writers in all disciplines. The staff can help you with a variety of writing assignments.

The Counseling Center can help you with transitioning to college and maintaining a healthy lifestyle. If you or a friend ever feel overwhelmed adjusting to college or in need of crisis intervention or mental health services, please contact the Counseling Center.

A Success Coach has been assigned to all new students to help navigate the college experience by serving as a single point of contact. Your Success Coach can help you build skills, refer you to support services, and aid in your overall success so be sure to stay connected to him or her throughout your academic journey. If you need assistance connecting with your success coach, send an email to successcoach@utoledo.edu.

Resources Related to Sexual or Gender-based Violence and Harassment

The University of Toledo cares greatly about the health and well-being of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. If you have experienced sexual assault, sexual harassment, intimate partner violence, and/or stalking and want a confidential place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419.530.2497 during regular business hours and 419.530.3431 for 24 hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty and staff. The YWCA H.O.P.E. Center also can be accessed as an off-campus confidential resource at 419.241.7273. Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or



other university employees must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. You may call 419.530.3152 to file a complaint or visit the following website for more information and resources: <http://www.utoledo.edu/title-ix/>. Policies relating to Title IX can be found at: <http://www.utoledo.edu/title-ix/policies.html>.

Tentative Schedule (aka, my hopeful plan)

Please note that ALL dates are subject to change – see Blackboard for changes

Unit 1: Chapter 1 + Material in Blackboard

- 1/17 Syllabus and intro to developmental *Scarmalis IQ Homework*
- 1/22 Methods
- 1/24 Methods wrap up, start theories (Psychoanalytic perspective) *Methods HW*
- 1/29 Wrap up Psychoanalytic, start Behavioral perspective
- 1/31 Wrap up Behavioral, Humanistic perspective
- 2/5 Cognitive, finish Biological, & Bronfenbrenner perspectives
- 2/7 Bronfenbrenner, odds and ends, MAYBE start next unit *Losing to Win HW*

Exam Unit 1 open 2/12-2/15

Unit 2: Chapter 10 (only pgs 311-322), ch 11 (pgs 327-346) , and ch 2 (stop at pg 63 as soon as the baby and placenta are delivered)

- 2/12 Love & Marriage day 1 **Love & Marriage Team Project** *Love & Marriage HW*
- 2/15 Love & Marriage day 2
- 2/19 Sexual Orientation & Domestic Violence
- 2/21 Prenatal *Business of Being Born HW*

****You need to watch The Business of Being Born by 2/28 (it's a bit less than an hour and a half, so here's a fair warning so you can watch over the weekend). You must come to class having answered the questions in the file in Blackboard, and have AT LEAST 3 questions to ask in class – copy them onto 2 pieces of paper: one to turn in at the beginning of class, and one to keep so you remember your questions and can ask them. The documentary is available on YouTube and Netflix – the link is in the file with the questions in BB.****

- 2/26 Infertility/Childbirth
- 2/28 **Baby Boxes Team Project** *Breastfeeding/Babies HW* (separate sheets of paper)

SPRING BREAK *Midwife HW*

Exam Unit 2 open 3/12 – 3/15

Unit 3: Chapters 2 (63-end), 3, 4, 5, 6, 7 (do NOT panic ----- this is not as terrifying as it looks; there will be a study guide when we get there to guide you through the reading)

- 3/12 Post Birth
- 3/14 Attachment
- 3/19 Parental leave, daycare, early education, *Daycare part 1&2 HW*
- 3/21 Parenting, Abuse/Neglect **Daycare part 3 Team Project**, ****Daycare homework – this technically isn't due until 3/28, but I'm giving you a fair warning so you can do this early – more information in Blackboard. This requires calling daycares (which are typically only open on weekdays) so don't wait until the last minute****

3/26 Intelligence

3/28 Intelligence *Intelligence HW*

Exam Unit 3 open 4/2-4/5

Unit 4: Chapters 8, 9, 10 (pgs 293-311), 11 (pgs 347-352)

4/2 Piaget (infants and toddlers)

4/4 Piaget (infants and toddlers)

4/9 Wrap up/ health odds & ends (might start sex ed early)

4/11 Sex Ed **Sex Ed Team Project**

4/16 Teens/Adolescence

4/18 Planning an adult life *Planning an adult life homework*

Exam Unit 4 Open 4/23-4/26

Unit 5: Chapters 12, 13, 14, 15

4/23 Old age, Alzheimer's

4/25 Parkinson's, Death and Dying

4/30 – 5/3 Final open: Unit 5 + Cumulative

Proctoring Lab Schedule

University Hall 5000

Mondays: 9a-6p

Tuesdays: 9a-5p

Wednesdays: 8a-5p

Thursdays: 10a-4:30p