

# **Lifespan Developmental Psychology**

**The University of Toledo  
College of Arts and Letters  
Department of Psychology**

**PSY 2510 001**

**Spring, 2017**

**Memorial Field House 2100**

**9:30 am - 10:45 am Tuesday and Thursday**

## **Contact Information**

Instructor: Peter G. Mezo, Ph.D.

Email: [peter.mezo@utoledo.edu](mailto:peter.mezo@utoledo.edu)

Outside of speaking with me face-to-face, email is the best way to reach me. Please allow up to 24 hours for a reply during business days.

Office location: University Hall, Room 1880A

Office hours: Tuesday and Thursday: 8:30 am – 9:30 am and Thursday: 1:00 pm – 4:00 pm.

Also by appointment.

## **Course Catalog Description**

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

## **Course Overview**

This course will cover development over the course of life and cultural commonalities and differences in development. Thus, we will explore both the universal aspects of maturation and development, as well as those aspects of development that vary across groups and individuals. Lifespan development is a great example of how the science of psychology comprehends and explains human behavior by considering many sources of complementary data. In addition to understanding the theories of lifespan development, we will endeavor to see how this body of accumulated research findings may be applied and understood in practice.

## **Prerequisite**

Psychology 1010 (Principles of Psychology)

## **Required Textbook**

Arnett, J.J. (2016). *Human Development: A Cultural Approach, 2nd Edition*. Boston: Pearson Publishing. ISBN: 9780134012162

*Please note that the textbook is absolutely essential for the course.*

## **Course Goals**

By the end of the semester, you should be better able to:

- Comprehend the complexity of development including physical, cognitive, social, and emotional development at varying stages of life
- Understand the strengths and weaknesses of research contributing to knowledge about human development
- Be aware of the influence of diversity and culture on development
- Know the core features of various stages of development over the lifespan
- Reflect on the personal and societal examples of development in action



### **Learning Outcomes**

Based on these course goals, the desired learning outcomes include:

- Explain and delineate the ways in which different types of development unfold and interact with each other over time
- Demonstrate the ability to analyze and synthesize issues within developmental psychology through the presentation and integration of psychological research
- Recognize the ways in which gender, ethnicity, and other forms of diversity inform our understanding of development over the lifespan
- Identify and recall important details of stages of development
- Evaluate the ways in which developmental psychology is apparent in our daily lives



### **Grading and Assignments**

A variety of assignments will be used in an effort to provide a comprehensive estimate of whether the learning outcomes have been achieved. Please note in our discussion of the syllabus during the first class meeting how the course goals, learning objectives, and grading and assignments are logically interconnected. There will be a total of 100 points available for the class. Exams, a short paper, and reflective journaling will be the basis for your grade. (Please note that I reserve the right to adjust the grading distribution based on the class' scores. However, you will not receive a lower grade than that indicated in the table below.). At the midpoint of the course, I will provide a midterm grade based on all the assignments completed at that point. Along with monitoring your assignment grades as they are completed, the midterm grade can provide important feedback to you regarding how you are progressing in the course.

**Grading:**

**Points**

Exams	75
Paper	20
Journaling	5
<b>Total Points:</b>	<b>100</b>

Letter	Points
A	92-100%
A-	90-91%
B+	87-89%
B	82-86%
B-	80-81%
C+	77-79%
C	72-76%
C-	70-71%
D+	67-69%
D	62-66%
D-	60-61%
F	below 60%

**Exams:** There will be 3 exams, and each will be worth 25 points. Each exam will consist of 50 multiple-choice questions drawn from the text and lecture. You will have most of the class time to complete each exam. Exams will be non-cumulative. There will be a review class prior to each exam. This review class will function as a study guide, but because it is provided in the class immediately prior to the exam, it will still be important to maintain an ongoing study schedule. As an overarching principle, the selection and development of multiple-choice questions to be included in the test will be guided by the learning outcomes of this course.

**Short Paper:** There will be one short paper, worth 20 points. The paper will be limited to 5 double-spaced pages of content. The paper will be based on one specific topic of interest to you drawn from the textbook. The purpose of the paper is to present an issue beyond its treatment in the textbook, and to discuss how the research you present informs your position on the issue. This presentation needs to be extremely brief and to the point. Each paper will be graded out of 20 in the following way:

**Mechanics and grammar: 3 points**

**Use and citation of research: 8 points**

**Overall presentation and discussion of issue: 9**

### **Layout and APA Format**

In addition to the 5 double-spaced pages of content, be sure to have a cover page with Title, Name, Rocket Number, and Course section. Also, you will need a References page with a minimum of two references.

American Psychological Association style must be used for the References page as well as all cited references in the paper.

### **Topic, Presentation, and Discussion**

After identifying a topic from the textbook that interests you, try entering keywords into an academic search engine, like Google Scholar or PsychInfo. Based on the articles that come up, the specific issue you decide to write your paper on may become clearer. Of course, you can use academic sources other than journal articles for your paper.

After presenting the issue of your paper (the top bun), present the different research perspectives on the issue (the middle of the sandwich), and finish with your opinion, based on the research you presented (bottom bun).

The different research perspectives don't have to disagree, they just have to be different takes on the issue you selected. Your discussion is a synthesis and summary of these different perspectives, complete with your final critical analysis of the issue.

**Reflective Journaling:** There will be 2 journal entries, each worth 2.5 points. The journal entries will be one paragraph in length, and will be based on a current event or personal experience that is related to lifespan development. They will be graded in terms of how they integrate the everyday experience of development and developmental issues to the content of the course. In other words, how does what you have learned so far in the course influence your interpretation of how people develop or what sorts of developmental issues arise in everyday life?

### **Technology Requirements**

Online access to Blackboard is required for this course. The short paper and the reflective journal entries will be submitted to me through Blackboard. In addition, I will provide your grades on Blackboard.

**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).** 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.

### **Policy Statement on Non-Discrimination on the basis of Disability (ADA)**

The University is an equal opportunity educational institution. 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](#).

### **Student Support Services**

#### **Counseling Center**

Completing a course in abnormal psychology may result in more awareness of mental health issues. [The Counseling Center](#) is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. The Counseling Center staff provide counseling (individual and group), mental health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life adjustment strategies.

#### **The Writing Center**

Your successful completion of this course includes a short paper, as well as journaling, and you may benefit from additional academic writing support. [The Writing Center](#) provides face-to-face tutoring for writers in all disciplines working on various types of writing projects.

### **Course Schedule**

Week	Date	Reading to be completed prior to class	Exam/Paper/Journaling Dates
1	1/10		Syllabus
	1/12		No Class
2	1/17	Chapter 1	
	1/19		
3	1/24	Chapter 2	
	1/26		
4	1/31	Chapter 3	
	2/2		
5	2/7	Chapter 4	Reflective journal entry #1 is due
	2/9		
6	2/14	Review	
	2/16		Exam 1 Chapters 1-4
7	2/21	Chapter 5	

	2/23	Chapter 6	
8	2/28	Chapter 7	
	3/2		Midterm grades provided
9	3/7		Spring break
	3/9		Spring break
10	3/14	Chapter 8	
	3/16		
11	3/21	Review	Short paper due
	3/23		Exam 2 Chapters 5-8
12	3/28	Chapter 9	
	3/30		
13	4/4	Chapter 10	Reflective journal entry #2 is due
	4/6		
14	4/11	Chapter 11	
	4/13		
15	4/18	Chapter 12	
	4/20		
16	4/25	Review	
	4/27		Exam 3 Chapters 9-12