

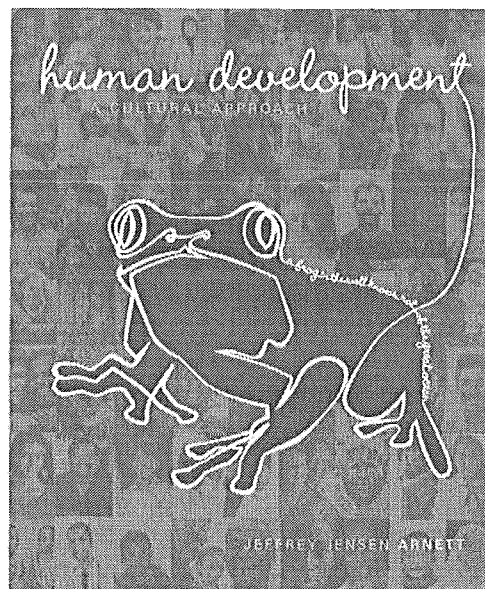
**Welcome to
Lifespan Developmental Psychology PSY 2510-003
Fall 2012**

Instructor Information

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Office Hours: Tuesday 9:00 – 12:00
Friday 11:00 – 1:00
By appointment

Course Information

Class meets: MW 3:30 – 4:15 PM
Room: Snyder Memorial Room 2100
Required Texts: Jeffrey J. Arnett (2012) *Human Development: A Cultural Approach, 1st Edition*



Important Note Regarding Course Textbook:

A variety of options will be offered for purchasing the textbook for this course. The option that best suits you will be determined by your level of interest in this course, and how likely you are to use these materials in the future. It should be noted that the MyDevelopmentalLab software package **will be an essential and integral portion of this course**. Those who opt to purchase a used copy of the text will need to also purchase access (\$35.00). For those who are computer savvy, environmentally conscious, or simply do not wish to purchase a physical copy of the book: purchasing access to the e-book/MyDevelopmentalLab package (\$85.00) is recommended. Instructions for how to do this can be found on [Blackboard](#). If you find a physical copy of the book to be preferable: you have two options, both of which come bundled with MyDevelopmentalLab access: Hardback (\$165.00 New) or Paperback (\$100.00 New; Note: To reduce costs the paperback version of the book is not bound, but rather has holes punched in it so that it may be placed in a binder). **Please be aware that reading the textbook will be essential to success in this course.**

Course Description

The goal of this course is to provide an understanding of the biological, cognitive, emotional and social changes that occur throughout the course of human life. Additionally, the important role and impact culture plays in the developmental process will be emphasized. The course will be taught from a chronological perspective, and generally breaks down into the following major age groups: fertilization to birth, infancy, childhood, adolescence, adulthood, and death. The course will familiarize you with the currently accepted major theories of cognitive, emotional and social development. Additionally, topics related to the health, safety and well being of the various age groups will be discussed. By the end of this course, you should be familiar with:

1. The general course of growth and change from the beginning to the end of life.
2. Major theories of human development and the researchers who helped produce them.
3. Critical periods of learning, growth and decline throughout the human life span.
4. Disorders and risk factors associated with the various age groups.
5. The role of development throughout the range of human cultural diversity.

How to Succeed in this Course

Developmental psychology is an exciting topic, and can contribute to a better understanding of how we became who we are today, and what to expect when we become who we *will be* in the future. However, it is also a very broad topic with a great deal of information to be covered in a relatively short time period. We will move through the course material at a rapid pace during the semester, and it will be your responsibility to keep up on the course readings.

In order to be successful, you must take charge of your experiences in this class. Research shows that students learn best if they are active learners (think about the material and how it applies to your life and interests), prepared for class (the material will make more sense and be easier to remember), and use strategies to improve memory (these include note taking, making outlines, and rehearsal— i.e. practice). It is your responsibility to ask questions for any unclear material.

Class Policies

Cell phones and other loud devices are not permitted.

Arrive on time and do not leave early.

Please respect your peers and keep talking to a minimum during lectures.

Do not sleep (you're only wasting your time, and money).

Be attentive in class.

Ask questions.

You are expected to have read the chapters before lectures. **A thorough understanding of the material in the textbook is essential for success in this course.** You will not be able to obtain this from a superficial reading of the chapters.

The terminology from the textbook should be mastered in advance of our class meetings. Lectures will follow the general structure of the assigned textbook. However, they will not be a rote repetition of the required reading, and will contain material that is not necessarily provided in the course text.

Missed classes:

If you miss a lecture, it is your responsibility to get notes, handouts and announcements from another student. Office hours will not be used to provide materials missed due to absence or tardiness. I will, under no circumstances, provide you with materials missed due to poor attendance.

University of Toledo policy pertaining to academic integrity:

Academic dishonesty will not be tolerated. Among the aims of education are the acquisition of knowledge and development of the skills necessary for success in any profession. Activities inconsistent with these aims will not be permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation;
- Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
- Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
- Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
- Giving or receiving substantive aid during the course of an examination;
- Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
- Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
- Submitting the same written work to fulfill the requirements for more than one course.

Changes to Syllabus

The information in this syllabus is subject to change. Changes will be announced in class and through Blackboard.

Course Requirements

My Developmental Lab

The MyDevelopmentalLab software package will be an integral portion of the material for this course. This software package is aimed at integrating a variety of different types of media into the course design. Additionally, there are several resources available to help the student study and prepare for exams. Each exam will contain questions over videos and demonstrations which will be assigned in class and announced on Blackboard.

Exams

All exams will be administered through Blackboard. The goal is to administer these exams during class time in the lecture hall where classes are held. This will require the use of a laptop, tablet, or smartphone (not recommended). Instructions on minimizing problems encountered while taking exams are available on Blackboard. It is strongly recommended that you review these if you plan on taking your exams on an iPad.

The instructor is aware that not all students may have access to the equipment necessary to take the exams in this course, and by no means seeks to make the purchase of such equipment a requirement. Therefore, to provide an equal opportunity for everyone, exams may also be taken in the psychology department computer lab located in room 5000 of University Hall. Please be aware that there is limited seating available in the computer lab, which only has 26 computers (24 PCs, 2 Macs).

There will be eight exams during the semester. Each of the eight exams will consist of 30 – 40 questions (a mixture of multiple choice and short answer questions) worth one point each. Exams will contain one or two questions from each chapter covered previously in order to encourage the review of older material.

The first six exams will cover two chapters each. Exam seven will only cover chapter 13. The eighth exam will be the final. This exam will be cumulative, and administered during the university allotted time during finals week: Tuesday, December 11 from 2:45 – 4:45 PM.

Quizzes

10 question quizzes will be offered through Blackboard for each chapter. These quizzes will closely match the quizzes that are offered in MyDevelopmentalLab. A score of 80% (8/10) or higher will be required in order to gain access to the next chapter's quiz, and ultimately the exams. (e.g. A score of 8/10 on the chapter 1 quiz will allow the student to gain access to the quiz for chapter 2. A score of 8/10 or better on both quizzes will be required to gain access to the first exam.) Quizzes are intended to encourage you to keep up on the reading and will consist of multiple choice questions similar to what will be seen on the exams. These quizzes, unlike those in MyDevelopmentalLab, will not feature unlimited re-takes. Instead you will be limited to 4 attempts for each quiz. If you

are unable to meet the required criteria in 4 attempts, you will need to speak with the instructor to obtain further access.

Extra Credit

It is often the case that life events get in the way of studying, leading students to seek the benefit of extra credit to compensate for the occasional shortcoming. There will be opportunities for extra credit throughout the semester, however these will be rare. Potentially, these will include: review and write up of developmental psychology journal articles, attendance of departmental colloquia and experiment participation. However, extra credit totaling 3% of the final grade or less will be available. **Do not rely on extra credit to earn the grade you desire!!!**

Grading Policy

As noted above, there will be 8 exams. The percentages and total possible points are outlined below:

Exam	Approx. Weight	Possible Points
Exam 1	10.71%	30 points
Exams 2, 3, 7	12.14%	34 points
Exams 4, 5, 6	12.86%	36 points
Final Exam	14.29%	40 points
Total	100.0%	280 points

Letter Grades

Grades will be assigned according to the following scale:

Grade	Percentage Range	Point Range
A	92.5 - 100	259 – 280
A-	90 – 92.49	252 – 258.99
B+	87.5 - 89.99	245 – 251.99
B	82.5 - 87.49	231 – 244.99
B-	80 - 82.49	224 – 230.99
C+	77.5 - 79.99	217 – 223.99
C	72.5 - 77.49	203 – 216.99
C-	70 - 72.49	196 – 202.99
D+	67.5 - 69.99	189 – 195.99
D	62.5 - 67.49	175 – 188.99
D-	60 – 62.49	168 – 174.99
F	0 - 59.99	0 – 167.99

Tentative Schedule

Week	Date	Topic	Reading
1	August 20	Course Outline, Introduction	Chapter 1
	August 22	Developmental Origins & Theories	
2	August 27	Research Methods, Genetics	Chapter 2
	August 29	Prenatal Development	
3	September 3	No Class: Labor Day	
	September 5	Birth, Neonatal Care	Chapter 3
4	September 10	EXAM 1 (Chapters 1 & 2)	
	September 12	Infancy	Chapter 4
5	September 17	No Class: Finish Chapter 4	
	September 19	Toddlerhood	Chapter 5
6	September 24	EXAM 2 (Chapters 3 & 4)	
	September 26	Toddlerhood, Early Childhood	Chapter 6
7	October 1	No Class: Fall Break	
	October 3	Early Childhood	
8	October 8	EXAM 3 (Chapters 5 & 6)	
	October 10	Middle Childhood	Chapter 7
9	October 15	Middle Childhood, Adolescence	Chapter 8
	October 17	Adolescence	
10	October 22	EXAM 4 (Chapters 7 & 8)	
	October 24	Early Adulthood	Chapter 9
11	October 29	Early Adulthood	Chapter 10
	October 31	Early Adulthood	
12	November 5	EXAM 5 (Chapters 9 & 10)	
	November 7	Middle Adulthood	Chapter 11
13	November 12	No Class: Veteran's Day	
	November 14	Middle, Late Adulthood	Chapter 12
14	November 19	Late Adulthood	
	November 21	No Class: Thanksgiving Break	
15	November 26	EXAM 6 (Chapters 11 & 12)	
	November 28	Death and Grieving	Chapter 13
16	December 3	Death and Grieving	
	December 5	EXAM 7 (Chapter 13)	
17	December 11	Final Exam 2:45-4:45 PM	