

University of Toledo
College of Languages, Literature and Social Sciences
Department of Psychology
PSY 2510-002: Lifespan Developmental Psychology (3 Credit Hours)
Syllabus for Fall Semester 2013

“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 & Wednesdays 9:30 – 10:45 AM

Professor:

Dr. M. Tiamiyu

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

Ψ Blackboard course homepage: [To email (via *Messages* tool), for syllabus, student-version PowerPoint slides, quizzes/tests, grade book, & other course-related information] through Blackboard 9 (Bb9). Login <http://utoledo.edu/dl>

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 & Wednesdays: 11:00 AM - 12:00 PM, 2:00 - 3:00 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: Joanna Piedmont

Office: UH 5280A

Office Hours: Mondays: 2:30 – 3:30 PM, Wednesdays - 11:30 AM – 12:30 PM, Thursdays- 12:30 – 2:30 PM and by appointment.

Email: Joanna.Piedmont@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 and career goal(s);
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 regarding human development assignments.

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

Course Materials:

Required Textbook:

Boyd, D. & Bee, H. (2012). *Lifespan Development* (6th. Ed.). Boston: Allyn and Bacon [ISBN 13: 978-0-205-03752-0]

Required Classroom Supplies:

- 1) Pencil and eraser OR **black/blue ink** pen (for note-taking and graded in-class assignments)
- 2) Highlighter/marker; your favorite color (for note-taking)
- 3) 8" x 11" white sheets of ruled/un-ruled paper **with smooth edges** (for graded in-class assignments)
- 4) 2" Binder (for PowerPoint slide class notes)

P.S.: Print and always bring with you for class discussions, the PowerPoint slide class notes posted on our Blackboard course Web site. If you wish, you can modify the text font size of class notes as you deem fit before printing, but leave space to write additional notes in class.

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 course materials (e.g., class notes, exams): <http://www.utdl.edu/utlv/Bb9BrowserCheck/innovation/blackboard/browsercheck.html>

Software

Student computers need to be capable of running 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
- Adobe Acrobat Reader
- Mozilla Firefox 3.5 or Higher Browser - **REQUIRED**

Internet Service:

High-speed Internet access is strongly recommended as dial-up may be slow and limited in downloading information and completing online quizzes/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 online quizzes/tests. A list and schedule for on-campus computer labs are available at: http://www.utoledo.edu/it/CS/Lab_hours.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 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 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 at (419) 530-2400 or 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 17th 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 engaging in outside the classroom reading related to the course, completing / submitting assignments by the due date/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.

Electronics, etc.: Please, as a matter of courtesy turn off anything that may "beep" during class. Laptops, iPods, headphones and other such gadgets are **NOT** allowed in class. 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 mostly 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. Each student is responsible for completing the assigned reading (**at a minimum, the PowerPoint slide class notes**) prior to coming to the class.

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. Check the Optional Readings content area regularly.

Lectures: Lectures, as a mode of teaching, will be used to highlight and/or amplify information relevant to the topics to be covered in the course.

Discussion facilitation: Facilitation of class discussion, as a mode of teaching and learning will be used regularly. 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. We would have spirited discussions if students have at least browsed through the relevant PowerPoint slide class notes 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, some of which will be legibly hand-written assignments **not more than one page**, which will be submitted for grading; maximum points for each submission: 5. Remember to include at the top of each submission: **your LAST then first name, and the question assigned or a creative title**. Use pencil or black/blue ink pen only.

P.S. Students CANNOT make-up submitted in-class activities since they are based on the days' class discussions.

Web-delivered/Online Quizzes: Students will be taking two web-delivered/online quizzes early in the semester via our Blackboard course Web site (*Exam Room*) to test your knowledge of these two chapters of our required textbook (i.e., Chapters 2 and 3) that will NOT be discussed in class because of time constraints (see course schedule for the availability date as well as the due date for quizzes, which is 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 our 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 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 72 hours before their due date so that students who want to take them before the weekend can do so. Students who need more time to read these two chapters can take the quizzes latest by Sunday (i.e., the day before we meet in class to discuss Chapters 4 and 5). For the sake of students who are taking online exams for the first time, students will have a maximum of two attempts for the quizzes before the due date and the higher score will count towards your final grade.

The link to each of the four Tests will be available about **24 hours** before its due date. For all tests (i.e., Tests 1 - 4), you will have just **one attempt**.

Each quiz/test should be *individually completed* (NOT started) by the due date and time (see course schedule for quiz/test due dates – the due date and time are also listed with the quiz/test). Please plan to do a quiz/test before the due date 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 by the due date. You can 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 my 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, *Announcement* tool; an announcement notice will first appear in your UT email account). You will have up till the day before Test 1 is made available to review your 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, you should use **Firefox 3.5 or higher** when taking tests, clear your cache and browsing history prior to beginning the test, and review the following Learning Ventures test taking tips:

How to clear cache: http://www.utoledo.edu/dl/faculty/fac_browser.html

Test taking tips: <http://wordpress.utoledo.edu/learningventures/2012/02/03/blackboard-test-taking-tips-updated-232012/>

If a student has ANY technological issue, please contact a Learning Ventures staff, and if after resolving the issue, the student is unable to complete the exam, please email me immediately via Blackboard (messages) so that I can leave a hardcopy of the exam 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 to the Center**. The exam should 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). **In short, students should know that I do NOT reset online exams under ANY circumstances (hence the maximum two attempts for Quizzes 1 and 2, as low-stake/practice-that-counts)**

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 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 in a timely fashion. Students also need to provide me with a photocopy of documentation 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.

Special Project:

Each student is required to work on a mini-project, which entails conducting a human development and career-related literature search. This project should be submitted **as an attachment** via our Blackboard course Web site *Assignment* tool.

Directions for the Special Project

- 1) Submission should be **two pages** (typed, double-spaced, font style Times New Roman, font size 12, 1" margins, and use black ink on 8" X 11" paper format with white background).
- 2) Have a separate title page with your name, complete course code, complete course title, semester and

year, a creative human development and career-related title, a colored picture/image from the Internet (do NOT use Clip Art), and instructor's name (Dr. Tiamiyu).

3) Think about the possible applications of some of what you've learned in this course (i.e., theoretical concepts and research findings) to your future occupation/career. What knowledge have you acquired in this course that has contributed to or refined your decision-making and will help you achieve your career goal(s)?

4) Search an applicable research database(s) (e.g., PsycINFO) for empirically-based journal articles with relevant information to #3.

5) Have a separate APA-style page, listing your references (i.e., of the relevant literature you identified in #4; minimum eight sources). Follow the APA, Publications Manual Style Guide (6th Edition); you can use a relevant link that I posted on our course Web site to gain access to a site that illustrates how to write up your references (i.e., your identified empirically-based journal articles). Remember to have the title, References, at the top center of this page. Do not include any other information (e.g., information on your title page) on this page.

6) Your final submission will be **one document that has two pages** (i.e., a title page and a reference page).

7) Your submission is due on Monday, **November 25, 2013 at 5:00 PM** via our Blackboard course Web site (*Assignment* tool) as an attachment. You can submit your project as from Tuesday, **November 12, 2013 at 5:00 PM**. Emailed assignments or hardcopies of assignments will NOT be accepted.

8) Your submission will be graded based on the above criteria, including relevance of your references to the creative human development and career-related title on your title page.

P.S. You **lose 4 points for each day** you make your submission after the due date with no acceptable excuse documentation (documentation must cover November 12 to the day before you make your submission). No submission will be accepted once final grades have been submitted to the Registrar's office.

Extra Credit Opportunities: Students **may** earn extra credit points during the semester (e.g., for class attendance, for in-class activities, by completing take-home/on-line 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
Chapter Two Online Quiz (i.e., Quiz 1): 20 multiple-choice (40 minutes)	20
Chapter Three Online Quiz (i.e., Quiz 2): 20 multiple-choice (40 minutes)	20
Graded In-Class Activities	20
Test 1 (Online): 60 multiple-choice/true or false questions/statements drawn from textbook, class notes and class discussions (75 minutes)	120
Test 2 (Online): 60 multiple-choice/true or false questions/statements drawn from textbook, class notes and class discussions (75 minutes)	120
Test 3 (Online): 60 multiple-choice/true or false questions/statements drawn from textbook, class notes and class discussions (75 minutes)	120
Test 4 (Online): 60 multiple-choice/true or false questions/statements drawn from textbook, class notes and class discussions (75 minutes)	120
Special Project	60
Total	600

P.S.: There is no cumulative final exam; however, all of the above course requirements should be met in order for a student not to earn an IN (incomplete) as a final grade.

Final grades will be determined in accordance with the grading system below, which lists category floors

(grades and applicable points; I do not round off points):

A 95% = 570	A- 90% = 540	
B+ 85% = 510	B 80% = 480	B- 75% = 450
C+ 70% = 420	C 65% = 390	C- 60% = 360
D+ 55% = 330	D 50% = 300	D- 45% = 270
F 0% = 0		

I reserve the right to discretionary grade adjustments.

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 own PowerPoint slides/notes.**
2. **NOTE-TAKING:** During class, write down on your PowerPoint slide notes additional information from our class discussions that you consider relevant or helpful. After class or as soon as possible, review information and translate ideas into your own words, summarize key ideas, link information to previously learned material and write these on your PowerPoint slide notes.
3. **PRACTICE / REVIEW QUESTIONS:** Before each 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 2013
(Subject to modification)

Date/Due Date	Chapter / Lecture Topic / Assignment Availability Location
Mon., August 19	Complete Bio-form [provide name, telephone number, information that will help me meet your learning needs, and career goal(s); Review of Syllabus
Wed., August 21	Chapter 1: Basic Concepts and Methods
Thur. August 22; 5:00 PM	Quiz 1 (Chapter 2) AND Quiz 2 (Chapter 3) Available on Blackboard course Web site (<i>Exam Room</i>)
Sun. August 25; 5:00 PM	Quiz 1 (Chapter 2) AND Quiz 2 (Chapter 3) Due on Blackboard course Web site (<i>Exam Room</i>)
Mon., August 26	Chapters 4 and 5: Physical and Cognitive Development in Infancy
Wed., August 28	Chapter 6: Social and Personality Development in Infancy
Mon., Sept. 2	Labor Day Holiday (NO CLASS)
Wed., Sept. 4	Social and Personality Development in Infancy (continued)
Mon., Sept. 9	Chapter 7: Physical and Cognitive Development in Early Childhood
Tues., Sept.10; 5:00 PM	Test 1 (Chapters 1, 4-7) Available on course Web site (<i>Exam Room</i>)
Wed., Sept. 11; 5:00 PM	NO CLASS; Test 1 (Chapters 1, 4-7) Due on course Web site (<i>Exam Room</i>)
Mon., Sept. 16	Chapter 8: Social and Personality Development in Early Childhood
Wed., Sept. 18	Chapter 9: Physical and Cognitive Development in Middle Childhood
Mon., Sept. 23	Physical and Cognitive Development in Middle Childhood (continued)
Wed., Sept. 25	Chapter 10: Social and Personality Development in Middle Childhood
Mon., Sept. 30	Fall Break (NO CLASS)
Wed., Oct. 2	Social and Personality Development in Middle Childhood (continued)
Mon., Oct. 7	Chapter 11: Physical and Cognitive Development in Adolescence
Wed., Oct. 9	Physical and Cognitive Development in Adolescence (continued)
Sun. Oct. 13; 5:00 PM	Test 2 (Chapters 8-11) Available on course Web site (<i>Exam Room</i>)
Mon., Oct. 14; 5:00 PM	NO CLASS; Test 2 (Chapters 8-11) Due on course Web site (<i>Exam Room</i>)
Wed., Oct. 16	Chapter 12: Social and Personality Development in Adolescence
Mon., Oct. 21	Social and Personality Development in Adolescence (continued)
Wed., Oct. 23	Chapter 13: Physical and Cognitive Development in Early Adulthood
Mon., Oct. 28	Chapter 14: Social and Personality Development in Early Adulthood
Wed., Oct. 30	Chapter 15: Physical and Cognitive Development in Middle Adulthood;
Sun., Nov. 3; 5:00 PM	Test 3 (Chapters 12-15) Available on course Web site (<i>Exam Room</i>)
Mon., Nov. 4; 5:00 PM	NO CLASS; Test 3 (Chapters 12-15) Due on course Web site (<i>Exam Room</i>)
Wed., Nov. 6	Chapter 16: Social and Personality Development in Middle Adulthood
Mon., Nov. 11	Veterans Day (NO CLASS)
Tues., Nov. 12; 5:00 PM	Special Project can now be submitted on course Web site (as an

	attachment and via <i>Assignment tool ONLY</i>)
Wed., Nov. 13	Chapter 17: Physical and Cognitive Development in Late Adulthood
Mon., Nov. 18	Chapter 18: Social and Personality Development in Late Adulthood
Wed., Nov. 20	Social and Personality Development in Late Adulthood (continued)
Mon., Nov. 25	Chapter 19: Death, Dying and Bereavement -- Department Of Psychology Teaching Evaluation Form Available For Completion On Blackboard Course Web Site by 5:00 PM -- Learn Ventures will send notification to students when their Course Design Evaluation Form is available for completion on our Course Web site
Mon., Nov. 25; 5:00 PM	Special Project Due on course Web site (as an attachment and via <i>Assignment tool ONLY</i>)
Wed., Nov. 27	Thanksgiving (NO CLASS)
Mon., Dec. 2	Death, Dying and Bereavement (continued); Course Wrap-up; Last Day of Meeting in Class
Tues., Dec. 3; 5:00 PM	Test 4 (Chapters 16-19) Available on course Web site (<i>Exam Room</i>)
Wed., Dec. 4; 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. 5; 5:00 PM	Check All Scores and Final Grades on our Blackboard Course Web site -- Last Day For Completion of Department Of Psychology Teaching Evaluation Form On Blackboard Course Web Site
Fri., Dec. 6, 2:00 PM	Final Grades to be sent to the Registrar's Office

P.S. All course requirements must be completed by **2 PM on Friday (Dec. 6)**. Please note that I will be sending students' final grades to the Registrar's office as from **2 PM on Friday, Dec. 6** (i.e., a few hours before the office closes) because I will be traveling out of the country that weekend. Students who do not meet all course requirements by the time I submit final grades will earn an incomplete (IN) grade, which will be converted to another grade in January, if all course requirements are met by then.