Course Syllabus

PSY 2510-003 Lifespan Development (CRN 58121)

Fall Semester 2013

Tuesdays & Thursdays 3:30PM-4:45PM

Bowman Oddy 1049

Instructor:	Ashley Hall
Office:	University Hall 1900D
Phone:	419-530-2338
Email:	ashley.hall7@rockets.utoledo.edu
Office Hours:	Tuesdays & Thursdays 1:00 PM-3:00PM

Required Textbook:

- ✓ Arnett, J. J. (2012). *Human development: A cultural approach*. Upper Saddle River, NJ: Pearson.
  ISBN-10: 0-205-59526-X
  ISBN-13: 978-0-205-59526-6

Software:

- ✓ Blackboard (required)
  - Blackboard will also be used for several assignments throughout the semester. It is critical that you understand how to navigate Blackboard and are comfortable doing so within the first week of the semester.
  - It will also be necessary to check your UT email often, as my primary means of communication outside of class will be via UT email and Blackboard.

The following options will not be used as part of this course, but are listed for your own use if they interest you:

- ✓ My Psych Lab (optional; available from the publisher's website)
- ✓ My Virtual Life (optional; available from the publisher's website)
  - provides 2 simulations over the course of the semester
    (1) you raise a child from birth to age 18, allowing you to monitor the effects of your parenting decisions over time
    (2) you make first person decisions and see the effects of those decisions on your future

Time commitment for this course:

As for any 3-hour course, you should expect to spend at minimum 9-12 hours per week working on this course during a standard 15-week semester if you want to earn the highest grade of which you are capable. (A little more than twice that much time is required for courses taken during the 6-week summer session.)

Course Description:

Emphasizes research and theory from conception through old age and integrates important developmental issues within a lifespan approach.
Prerequisite: PSY 1010 (minimum grade of D-)

By the end of this course, students should be able to:

- ✓ identify, compare, and contrast theoretical perspectives of lifespan development
- ✓ identify and distinguish the multiple periods of development from conception to death
- ✓ understand the multiple factors that contribute to development
- ✓ critically analyze research related to lifespan development and apply those skills to other fields
- ✓ contend with controversial issues related to lifespan development
- ✓ apply psychological principles to developmental issues across the lifespan
- ✓ think culturally about human development

Student Responsibilities:

You are expected...

- ✓ to read the assigned chapter(s) and/or readings before each class period
- ✓ to be respectful of yourself, your instructor, presenters, and fellow students
- ✓ to arrive on time and stay for the duration of class
- ✓ to be prepared for class (e.g. having thoroughly completed any & all assignments prior to coming to class)
- ✓ to turn in assignments on time
- ✓ NOT to use computers, tablets, phones, or any other technology during class. Please turn them off before you enter the classroom.

Course Evaluation:

University Grading Scale

A	92.5 - 100%
A-	90.0 - 92.49%
B+	87.5 - 89.99%
B	82.5 - 87.49%
B-	80.0 - 82.49%
C+	77.5 - 79.99%
C	72.5 - 77.49%
C-	70.0 - 72.49%
D+	67.5 - 69.99%
D	62.5 - 67.49%
D-	60.0 - 62.49%
F	59.9% and below
W	if you drop the course after the end of the drop period

PSY 2510 Grading Policy

Assignment	Total Points Possible	Percent of Total Grade
Quizzes (14)	5 points each (70 points)	20%
Exams #1-6	40 points each; 1 dropped exam (200 points)	57%
Final Exam	60 points (60 points)	17%
Research Reports (2)	10 points each (20 points)	6%
Total	**350 points**	**100%**

Important Registration Dates for Fall 2013:

POT	Start Date	End Date	# of Weeks	Last Day to Add		Instructor's & College Dean Signatures Required to Add	Last Day to Drop		Withdraw		Tuition Due Dates & Refund Periods				
				via Web	In-Person		via Web	In-Person	Begins	Ends	Due	100% Ends	80% Ends	60% Ends	40% Ends
1	8/19	12/13	16	8/23	8/30	8/24	9/2	8/30	9/3	10/25	8/9	8/25	9/1	9/8	9/15

Exams:
Exams will be given on the dates listed in the course calendar unless other arrangements are made. Exams will be taken online via Blackboard on the days assigned in University Hall 5000. There will be no class on exam days.

You may ONLY take an exam during the open lab hours and *never* when there is a class in the lab. The computer lab hours are as follows:

Monday	$9:00_{AM}$-$7:00_{PM}$
Tuesday	$9:00_{AM}$-$7:00_{PM}$
Wednesday	$9:00_{AM}$-$7:00_{PM}$
Thursday	$9:00_{AM}$-$11:00_{AM}$ and $1:00_{PM}$-$7:00_{PM}$
Friday	*Closed*

In order to take the exam, you MUST have your Rocket ID with you (with photo visible to the proctor). Simply knowing your rocket number will not suffice. Exam proctors are just that, proctors. They are not aware of the content of each exam, as they proctor several exams in one day for classes they do not necessarily teach. Do not expect that they will be knowledgeable or available to answer any questions you may have.

Notes, texts, friends, classmates, and all other resources are NOT permitted. Attempted use of these will result in a grade of "F" on the exam and potentially the entire course.

Exams will be open for a total of 4 days, with the exception of Exams #1 and #5 (as campus is closed for Labor Day, September 2 and Veterans Day, November 11). Monday & Tuesday of each week are the required exam days. If taken on Monday or Tuesday, you will receive the full amount of credit earned. If taken on either Wednesday or Thursday, you will be penalized 5 points *per day* for a late exam, unless a written excuse (i.e. doctor's note) is provided. After Thursday of each exam week, the exam will no longer be available to take. ***No exceptions.*** I will drop your lowest exam grade at the end of the semester (final exam excluded).

Exams will consist of 40 multiple-choice questions, each worth 1 point. Beware that some multiple-choice questions will have several correct answers and you must have enough confidence in your knowledge to choose all of them. Others may have some pretty plausible incorrect answers and your knowledge must be firm enough for you to reject those. When multiple answers must be checked, you will rarely get partial credit for the partially correct answers. Know the material well and you will not have a problem.

All exams, except the first one, include review questions from previous chapters. A quick review should help you answer these and the frequent reviews will help you when it comes time to study for the final exam. *Reviewing is important to consolidate your long-term memory, which is necessary to earn a passing score on the final exam (17% of your final grade).*

You will be able to drop your lowest exam grade (final exam excluded).

Final Exam:
The final exam will be cumulative, meaning it will review material from the entire course of the semester. The same exam procedure (e.g. no notes, take in UH 5000, must have rocket ID) for Exams #1-6 apply to the final exam.

The final exam will be open for 2 days, with make-up options only in extreme circumstances (to be determined by the instructor).

Exam Dates & Material:

For each exam, you must choose ONE day to take the entire exam. The following table lists the dates in which each exam will be available.

Exam	Date	Covers	Late exam days	Point Deduction
#1	Tuesday, 9/3	Chapters 1-2	Thursday, 9/5	-5 points
#2	Monday, 9/16 Tuesday, 9/17	Chapters 3-4	Wednesday, 9/18 Thursday, 9/19	-5 points -10 points
#3	Monday, 10/14 Tuesday, 10/15	Child Maltreatment Forensic Psych Indictment Chapters 5-6	Wednesday, 10/16 Thursday, 10/17	-5 points -10 points
#4	Monday, 10/28 Tuesday, 10/29	Chapters 7-8	Wednesday, 10/30 Thursday, 10/31	-5 points -10 points
#5	Tuesday, 11/12	Chapters 9-10	Wednesday, 11/13	-5 points
#6	Monday, 11/25	Chapters 11-12	Tuesday, 11/26	-5 points
Final	Monday, 12/9 Tuesday, 12/10	Chapters 1-12 Review, Chapter 13, Child Maltreatment, Forensic Psych, Indictment	N/A	N/A

Quizzes:

There will be a total of 14 quizzes throughout the semester, each worth 5 points. Each quiz will be given via Blackboard and can be taken in a place of your choosing. You can take each quiz as many times as you would like. However, to earn a grade for the quiz, you *must* complete it by $9{:}00_{AM}$ on the deadline stated in the course calendar.

Quiz Dates & Material:

Complete each quiz online outside of class by the listed deadline in order to earn a grade.

Quiz	Must complete by $9{:}00_{AM}$ on	Covers
#1	Tuesday, September 3	Chapter 1
#2	Tuesday, September 3	Chapter 2
#3	Monday, September 16	Chapter 3
#4	Monday, September 16	Chapter 4
#5	Monday, October 14	Child Maltreatment; Forensic Psychology; Indictment
#6	Monday, October 14	Chapter 5
#7	Monday, October 14	Chapter 6
#8	Monday, October 28	Chapter 7
#9	Monday, October 28	Chapter 8
#10	Tuesday, November 12	Chapter 9
#11	Tuesday, November 12	Chapter 10
#12	Monday, December 2	Chapter 11
#13	Monday, December 2	Chapter 12
#14	Monday, December 2	Chapter 13

Research Reports:

There will be two writing assignments throughout the semester. Credit is based on writing a brief report about a developmental research paper published in a psychological journal. These reports involve answering a series of questions concerning the hypotheses, methods, and results of the research paper.

For assignment #1, you must choose *one* of the following stages of the lifespan:

- ✓ Prenatal development (conception to birth)
- ✓ Infancy (birth to 12 months)
- ✓ Toddlerhood (12-36 months)
- ✓ Early childhood (3-6 years)
- ✓ Middle childhood (6-9 years)
- ✓

For assignment #2, you must choose *one* of the following stages of the lifespan:

- ✓ Adolescence
- ✓ Emerging adulthood
- ✓ Young adulthood
- ✓ Middle adulthood
- ✓ Late adulthood

Guidelines for research reports are as follows:

Each paper will be based on a scientific article in a psychological journal. You are to summarize and critically evaluate the article by:

- ✓ identifying the purpose of the study; Why did they do the study (what was the goal, theory, etc)?
- ✓ stating the hypotheses in the study (e.g., left handers are faster than right handers at solving mazes)
- ✓ summarizing in sufficient detail the method used by the authors (the procedure, materials, and participants selected)
- ✓ reporting the results from the study and the general conclusions (exactly how did the two groups compare on solving mazes); What did the authors think their results meant; were there theoretical implications or practical implications?

Each paper should be no more than 3 pages in length and will be judged on the basis of clarity, spelling, grammar, and content. Empirical articles may be on any topic within your chosen stage of human development, but they must be an original scientific study (not a review article).

You *must* hand in a copy of the entire research article with your typed, double-spaced paper. Instructor approval for articles is necessary to earn full credit. Each paper will be worth 10 points towards your final grade. The deadline for your assignments will depend on which stage of the lifespan you choose. You will be committed to the stage that you will sign up for and you will be responsible for remembering and satisfying the deadline.

Research Report Deadlines:

Stage of development	Report due
Prenatal	Thursday, September 5
Infancy	Thursday, September 17
Toddlerhood or Early Childhood	Thursday, October 17
Middle Childhood or Adolescence	Thursday, October 31
Emerging or Young Adulthood	Thursday, November 14
Middle or Late Adulthood	Thursday, December 5

Attendance & Participation:
You will not be graded on your attendance. However, exams will cover material found in both the text and lectures. Lectures are designed to review the main sections of the textbook and to expand on a sample of the concepts covered in the text. New material that parallels and/or supplements the textbook will be introduced during lectures. For this reason, attending and participating in class will improve your understanding of the text and this course as a whole. If you do not feel comfortable asking questions during lecture, I encourage you to stop by during office hours to discuss or send me an email.

Academic Dishonesty:
Academic dishonesty will result in a grade of "0" on the assignment and potentially the course. University policy will be followed if and when such circumstances arise. Being unfamiliar with the University's policy will not be an acceptable excuse.

For more information on academic dishonesty, use the following link:
http://www.utoledo.edu/dl/students/dishonesty.html

Student Athletes:
Student athletes who will miss class due to an excused sports absence should contact the instructor at least one week prior to the missed class. If possible, make arrangements even sooner in order to schedule missed class activities.

Office of Academic Access:
Reasonable accommodations will be made for anyone with a disability that may require some modification of seating, testing, or other class requirements. Students must contact the Office of Academic Access (Rocket Hall 1820) for an evaluation and a form specifying what course accommodations are judged reasonable for that student. Please contact the instructor after class or during office hours so that appropriate arrangements may be made.

The contact information for the Office of Academic Access is as follows:
Campus Address: Rocket Hall 1820, Mail Stop #342
Phone Number: 419.530.4981
Web: http://www.utoledo.edu/utlc/accessibility/

Tentative Schedule*:

Week	Date	Topic/Assignment
Week 1	Tuesday, August 20	Syllabus & Introduction to Lifespan Development
	Thursday, August 22	Chapter 1
Week 2	Tuesday, August 27	Chapters 1 & 2
	Thursday, August 29	Chapter 2
Week 3	*Tuesday, September 3*	*Exam #1 Chapters 1-2: No Class*
	Thursday, September 5	Chapter 3
Week 4	Tuesday, September 10	Chapters 3-4
	Thursday, September 12	Chapter 4
Week 5	*Monday, September 16*	*Exam #2 Chapters 3-4*
	Tuesday, September 17	*Exam #2 Chapters 3-4: No Class*
	Thursday, September 19	Child Maltreatment & Forensic Psychology
Week 6	Tuesday, September 24	Indictment
	Thursday, September 26	Indictment
Week 7	Tuesday, October 1	No Class-Fall Break
	Thursday, October 3	Chapter 5
Week 8	Tuesday, October 8	Chapters 5 & 6
	Thursday, October 10	Chapter 6
Week 9	*Monday, October 14*	*Exam #3 Chapters 5 & 6*
	Tuesday, October 15	*Exam #3 Chapters 5 & 6: No Class*
	Thursday, October 17	Chapter 7
Week 10	Tuesday, October 22	Chapters 7 & 8
	Thursday, October 24	Chapter 8
Week 11	*Monday, October 28*	*Exam #4 Chapters 7 & 8*
	Tuesday, October 29	*Exam #4 Chapters 7 & 8: No Class*
	Thursday, October 31	Chapter 9
Week 12	Tuesday, November 5	Chapters 9 & 10
	Thursday, November 7	Chapter 10
Week 13	*Tuesday, November 12*	*Exam #5 Chapters 9 & 10: No Class*
	Thursday, November 14	Chapter 11
Week 14	Tuesday, November 19	Chapter 11 & 12
	Thursday, November 21	Chapter 12
Week 15	*Monday, November 25*	*Exam #6 Chapters 11-12*
	Tuesday, November 26	*Exam #6 Chapters 11-12: No Class*
	Thursday, November 28	No Class-Happy Thanksgiving!
Week 16	Tuesday, December 3	Chapter 13
	Thursday, December 5	Review for Final Exam
Week 17	*Monday, December 9*	*Final Exam Chapters 1-13 & Child Maltreatment*
	Tuesday, December 10	*Final Exam Chapters 1-13 & Child Maltreatment*

**The instructor reserves the right to alter this schedule as she sees fit. Any & all changes will be clarified in class & posted to Blackboard. Thus, it is critical that you are not only checking Blackboard often, but also that you understand how to navigate the Announcements.*

Extra Credit:

Each student has the opportunity to earn up to 10 extra credit points throughout the semester. You may complete any of the following options ***no later*** than the posted due dates. Late work will not be accepted. ***No exceptions***. Please see me if you have questions or need clarification.

- Design a developmental research study based on the information provided in Chapter 1 of the text. Each study should (at minimum) include a research question, rationale for the study, independent and dependent variables, participant population and sample, expected outcomes, etc. Explain your research study in a paper no longer than 3 pages, typed and double-spaced. (5 points)
  Submit by September 5.

- Write a reaction paper to one of the following topics discussed in class:
  Child Maltreatment
  Indictment (the movie)

  Papers should include a very short summary of the topic discussed, followed by at least 1 page of your reactions to it. Papers should be no longer than 3 pages, typed and double-spaced. (5 points)
  Submit by October 3.

- Choose only ***one*** of the following:

  Adolescent Interview:

  Interview an individual between the ages of 10-20 about adolescent issues (discussed in Chapter 8 in the text). Record their responses to your questions and write a reaction paper based on their responses (do not simply list the Qs and As). Be sure to thoroughly relate the material in the text to your interview and reaction paper. Paper should be no longer than 3 pages, typed and double-spaced. (5 points)
  Submit by October 31.

  Adolescent Movie:

  Watch a movie that focuses on adolescent experiences (the main character or one of the main characters must be between 10-20 years old). Write a paper that summarizes the movie and relates the issues in the movie to the issues discussed in Chapter 8 of the text. Your paper should be no longer than 3 pages, typed and double-spaced. Papers must include the following:

  1. *Movie Summary*: Provide a summary of the plot of the movie, including a description of the main character(s) and issues to be resolved or conflict(s)/challenge(s) that the main character(s) face. (no more than 1 page)
  2. *Movie Critique*: From a developmental perspective describe the influences affecting the character(s) [e.g. dealing with pubertal changes, changes in identity, emotions, moral attitudes, or in social relationships either with peers and/or adults]. Conclude this section with your critique and/or recommendations [e.g. did you think the movie accurately or realistically depicted adolescent experiences? Why or why not?]. (1-2 pages) (5 points)

  Submit by October 31.