

Lifespan Developmental Psychology

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

PSY 2510 003

Fall, 2018

Bowman-Oddy Laboratories 1045

12:55 pm - 2:15 pm Monday and Wednesday

Contact Information

Instructor: Peter G. Mezo, Ph.D.

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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: 12:20 – 12:50, 2:15 - 4; Thursday: 11:55-12:55, 2:15-4. 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 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
- Apply 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 our first meeting how the course goals, learning objectives, and grading and assignments are logically interconnected. There will be a total of 250 points available for the class. Exams, a short paper proposal, 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	150
Paper proposal	10
Paper	50
Journaling	40
Total Points:	250

Letter	Percentage
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 50 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 Proposal: The short paper proposal will be worth 10 points. Please refer to the description of the Short Paper below for more information. The short paper proposal includes a descriptive title for your Short Paper in which the topic or issue is identified. In addition, the short paper proposal includes at least two references that address the issue that your Short Paper will present.

Short Paper: There will be one short paper, worth 50 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 50 in the following way:

Mechanics and grammar: 10 points

Use and citation of research: 20 points

Overall presentation and discussion of issue: 20 points

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 4 journal entries, each worth 10 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. I will ask you to complete a journal entry during class time on 4 separate occasions. 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 proposal, 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. 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](#).

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>.

Student Support Services

Counseling Center

Completing a course in 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	8/28		Syllabus
	8/30	Chapter 1	
2	9/4	Chapter 2	
	9/6		
3	9/11	Chapter 3	
	9/13	Chapter 4	
4	9/18		
	9/20	Review	
5	9/25		Exam 1 Chapters 1-4
	9/27	Chapter 5	
6	10/2	Chapter 6	
	10/4		
7	10/9	Chapter 7	Short Paper Proposal due
	10/11		Fall break – No class
8	10/16		
	10/18	Chapter 8	
9	10/23		
	10/25	Review	
10	10/30		Exam 2 Chapters 5-8
	11/1	Chapter 9	
11	11/6	Chapter 10	
	11/8		Short Paper due
12	11/13	Chapter 11	
	11/15		TBA
13	11/20		
	11/22		Thanksgiving – no class
14	11/27	Chapter 12	
	11/29		
15	12/4	Review	
	12/6		Exam 3 Chapters 9-12