



## **Lifespan Developmental Psychology**

**College of Arts and Letters  
Department of Psychology  
PSY 2510-001 (CRN 41004)  
(Credit/Lecture Hours: 3.00)**

### **Syllabus\***

"Ideal teachers are those who use themselves as bridges over which they invite their students to cross, then having facilitated their crossing, joyfully collapse, encouraging them to create bridges of their own." ~ Nikos Kazantzakis

"There are no "stupid" questions, only inadequate answers." ~ Michael Atkinson

"The mind, once expanded to the dimensions of larger ideas, never returns to its original size." ~Oliver Wendell Holmes

"Lifelong learning adds years to your life and life to your years." ~Jim Kwik

"The first half of life consists of the capacity to enjoy without the chance; the last half consists of the chance without the capacity." ~ Mark Twain

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**Instructor:** Dr. Mojisola F. Tihamiyu  
**Email:** [mojisola.tihamiyu@utoledo.edu](mailto:mojisola.tihamiyu@utoledo.edu)  
**Office Hours:** TR, 11:00 AM - 1:30 PM and by appt.  
**Office Location:** UH 1063  
**Office Phone:** 419-530-2853

**Class Location:** Stranahan Hall 0131  
**Class Day/Time:** TR, 9:35 AM - 10:55 AM  
**Course Website:** <https://blackboard.utdl.edu>  
**My Dept. Website:** <http://www.utoledo.edu/al/psychology/>  
**Term:** Fall 2019 (August 26, 2019 – December 13, 2019)

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**Teaching Assistant:** Ms. Quincy C. Miller, B.A.  
**Email:** [quincy.miller@rockets.utoledo.edu](mailto:quincy.miller@rockets.utoledo.edu)  
**Office Phone:** 419-530-2338

**Office Hours:** MW; 1:00 PM – 4 PM  
**Office Location:** UH 1900A

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### **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-based 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. The course will provide students with the chance to draw on their own experiences as they weigh research, theories, and ideas we come across. Furthermore, the course will help students to relate knowledge about how humans develop not only to careers in psychology, but also to many other careers such as teaching, nursing, medicine, social work, education, law-enforcement, entrepreneurship, and parenthood. Finally, the course will afford students with opportunities to demonstrate responsibility by following instructions for all course requirements.

**Related TAGs:** Psychology (OSS 048)

### **STUDENT LEARNING OUTCOMES (SLO)**

Upon completion of this course, students will be able to:

1. Assess the biological, cognitive, social, and cultural influences on development throughout the lifespan.
2. Evaluate current and past research in the study of the lifespan guided by theories within developmental psychology.
3. Apply developmental psychology principles to daily life throughout the lifespan.

4. Detect myths and misconceptions regarding human development throughout the lifespan.
5. Describe methodological approaches used to study development.
6. Assess and critically analyze theories, research methodology and findings (outcomes), and applications developed by developmental psychologists and made available through diverse media (e.g., textbooks, newspapers, professional and lay periodicals, and the Internet).
7. Seize opportunities to engage in clear thinking and clear writing without the use of electronic devices.
8. Demonstrate ability to engage in class discussions and efficiently complete exams/other assignments.

### MY TEACHING PHILOSOPHY

I (the course instructor) 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 34 years ago (this is my 22<sup>nd</sup>. year at UToledo), 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 reading the required eBook outside the classroom, engaging in outside the classroom reading related to the course, completing and submitting assignments (exams) by their due dates and times, and always attending class, ready to participate actively 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 real life problems/issues. In summary, my teaching philosophy guides my expectations of students.

**P.S. Read my *Professor Intro.* and our *T.A. Intro.* on our Bb course website**

**Electronics, etc.:** Please, as a matter of courtesy turn off anything that may "beep" and silence your cell phone during class. I do not allow laptops; iPods/iPads; headphones and other such gadgets in class; and recording of classes is **not** permitted, unless I have received necessary academic accommodation documentation from the UToledo Students Disability Services Office, but feel free to leave the classroom to use your cell phone/gadget. Students should also minimize noisy distractions with backpacks, books, popping chewing gum/eating food, tapping of pencil, chatting with friends, or packing up while I am still speaking during class and other disruptive behaviors such as entering class late or leaving early, repeatedly leaving and entering class without appropriate rationale, etc. Furthermore, no reading of newspapers and other non-course related materials once class begins. Finally, please no sleeping, canoodling and other excessive public display of affection in class. Thank you.

### TEACHING STRATEGIES

I have designed this course to stimulate student learning through several types of learning experiences.

*Readings:* I have organized readings according to the course calendar provided towards the end of this syllabus and will announce any necessary changes ahead of time. Each student is responsible for completing the assigned reading preferably prior to coming to the classroom, but definitely in preparation for exams.

*PowerPoint Slides:* I will use PowerPoint slide presentations, as a mode of teaching, to highlight and/or amplify information relevant to the topics we will cover in the course when appropriate. I will base the notes on the PowerPoint slides on the required eBook and other sources such as relevant empirically based journal articles.

*Lecture-Discussion facilitation:* I will lecture-facilitate class discussions, as a mode of teaching and learning, to highlight and/or amplify information relevant to the topics we will cover in the course. 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. The class discussions will focus on some important topics for the day; we CANNOT address ALL the important topics because of time limitation. We would have spirited class discussions if students have read the assigned chapters/topics in our eBook before coming to class. Towards the beginning of each chapter that we will discuss in class, I will also make available concepts/topics/areas to pay particular attention to as you re-read the assigned chapters and prepare for Tests (exams).

*Video Clips:* Video clips provided in our eBook will highlight and/or amplify relevant topics. I will use additional video clips to highlight and/or amplify topics discussed in the classroom when appropriate.

## PREREQUISITE

Completion of Introduction to Psychology or equivalent with a minimum of D-.

## COURSE MATERIALS

*Required Text:*

**Boyd, D. & Bee, H. (2019). *REVEL for Lifespan Development* (8<sup>th</sup> Ed.). Publisher: Pearson Education, Inc.**

Access EBook via: <https://console.pearson.com/enrollment/n6pwep>

*Required Classroom Supplies:* 1) Pencil and eraser OR **black/blue ink** pen (for note-taking and for graded in-class activities) 2) 8" x 11" white sheets of ruled paper **with smooth edges** (for notetaking and for graded in-class activities). 3) 8" x 11" white sheet of un-ruled paper **with your first and last name** largely written on it with a colored marker/highlighter (i.e. your Name Tent to display every class meeting.)

**P.S.:** Print and bring with you for class discussions, posted materials on our Blackboard (Bb) course website, when requested to do so (check your UToledo email account at least once a day/before coming to a class meeting).

## TECHNOLOGY REQUIREMENTS

### 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 tasks and Quiz/Tests. A list and schedule for on-campus computer labs is available at [http://www.utoledo.edu/it/CS/Lab\\_hours.html](http://www.utoledo.edu/it/CS/Lab_hours.html).

### UToledo Virtual Labs

Traditionally, on-campus labs have offered students the use of computer hardware and software they might not otherwise have access to. With UToledo's Virtual Lab, students can now access virtual machines loaded with all of the software they need to be successful using nothing more than a broadband Internet connection and a web browser. The virtual lab is open 24/7 and 365 days a year at <http://www.utoledo.edu/it/VLab/Index.html>.

## UNIVERSITY POLICIES

### 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. You can also access The YWCA H.O.P.E. Center 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, employees must be forward to the Title IX Coordinator any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university. 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 at: <http://www.utoledo.edu/title-ix/>. Policies relating to Title IX can be found at: <http://www.utoledo.edu/title-ix/policies.html>.

## ACADEMIC POLICIES

As a student in my course and enrolled at The University of Toledo you should be familiar with the policies that govern the institution's academic processes, for example, Academic Dishonesty, Enrollment Status, and Grades and Grading. Please read Undergraduate Academic Policies: <http://www.utoledo.edu/policies/academic/undergraduate/>

### Academic Dishonesty:

The Policy Statement on Academic Dishonesty in the UToledo Catalog is detailed and explicit. Please consult the catalog for the description of academic dishonesty: <http://www.utoledo.edu/dl/students/dishonesty.html>. Students involved in academic dishonesty should expect to receive a "0" on the specific assignment or an F for the course, depending on the severity of the violation. For additional academic policies, please read the Course Expectations section below.

## COURSE EXPECTATIONS

**Class Attendance:** The University expects students to attend every class meeting of courses in which students are registered. Please read the **UToledo Missed Class Policy**. Also, for this course, if a student misses class **THREE times consecutively OR FOUR or more times** during the semester, with no acceptable excuse notes each time, the student's final grade will be dropped by one grade (e.g., B will become B-) at the end of the semester. By not meeting in class on the three Test/Exam Days for this course, I have provided ALL students with THREE mental health days (days when they can take some time off for self-care or use as they deem fit).

**Student-Introduction:** During the first week of classes, students will complete and upload a *Student-Intro Form* on our Blackboard (Bb) course website. You will earn the full-allotted points first week of classes, and earn partial points thereafter up until the end of the second week of classes. You will not earn any point as from the beginning of the third week of classes. **P.S. Read my introduction on our Bb course website via the Professor Introduction link.**

**Syllabus Quiz:** Students will be taking a short online quiz via the *Exam Room* on our Blackboard course website, **during the first week of the semester ONLY**, to assess their understanding of the syllabus content. The link to the quiz will be available at the beginning of the first week of classes (i.e., 12:00 PM on Tuesday, 08/27/19). Students will not be able to see their quiz scores until after the quiz due date (i.e., 11:59 PM on Sunday, 09/01/19) when all students must have completed this assignment. **I will make an announcement informing students as to when their quiz scores and the most appropriate responses to the quiz items are available on our Blackboard course website (*My Grades*).** Receive your earned points for completing the quiz first week of classes; no points thereafter.

**In-class Activities:** Students will be engaging in in-class activities (IAs), most of which will be legibly hand-written assignments that will be individually submitted during class or before leaving the classroom for grading (please, DO NOT submit assignments on behalf of another student). In order to earn as many of the allotted points:

- A) Include at the TOP RIGHT corner of each day's submission your first and last name (e.g., Megh Kumar)**
- B) Have a creative and related subheading for each activity (e.g., issue/question) in the order I assign them**
- C) Write with a pencil or black/blue ink pen ONLY as much as you can within the time I allot**
- D) Underline and/or number your responses to issues/questions as appropriate**
- E) After EACH activity (e.g., issue/question) has been completed and before we move on to the next topic, PLACE your answer sheet under your seat.**

Always bring 8" x 11" white sheets of ruled paper **with smooth edges** to class (**I recycle submitted sheets of paper at the end of the semester**). Students should get back to our Teaching Assistant (TA) as quickly as possible if they have any questions about their IA scores (before she posts the scores for the following IA submissions). For example, when you receive an announcement that IA10 scores have been posted, please check your score as soon as possible on Bb (*My Grades*) and contact our TA, if need be. After she has posted IA11 scores, students cannot inquire about IA10 scores. So the earlier you make your inquiry about an IA score the better – thank you.

### Making Up In-Class Activities

This is a Web-assisted course (NOT a fully DL/Web-based course) and so participation in in-class activities (IAs) is a major requirement (about 39% of your final grade). **If your work/another schedule will NOT permit you to attend classes regularly, please consider taking this course at a more convenient time (or taking another section with another instructor) – missing classes will adversely affect your final grade. You will not earn any of the allotted IA points and you may answer incorrectly some exam questions, which are in-class discussion-/activities-based.** Students have good reasons for missing class sometimes. Making up a day's in-class activities will be allowed, **maximum three (3) times** during the semester, for legitimate health or personal reasons (**with acceptable excuse documentation**). Students who fall into

either of these two categories should email me as soon as possible. In addition, to obtain a make-up assignment, students will need to email me a scanned copy of documentation (**as a Microsoft Word/JPEG/PDF attachment**) that covers the day they miss class up to the day before they contact me. (Students will **lose 4 points for each day** that their excuse documentation does not cover.) I will contact the student as to whether documentation is acceptable and send the make-up assignment (e.g., ask you to respond in written form to some course topic-related questions). To earn any of the allotted points, a student must also complete and email the assignment back to me as an attachment (**Microsoft Word document ONLY**) within 24 hours that I assign it.

**P.S.: With no acceptable excuse documentation received by me, students will not earn any of the allotted points for the missed day or in-class activities. If submitting a doctor's note, please REMOVE the health condition(s) stated therein.**

**P.P.S. Missed in-class activities with excuse documentation must be completed in a timely fashion (i.e., before the scores for a subsequent IA is posted on Bb.)**

**P.P.P.S.: Joining the class after the term has officially started is not an acceptable excuse to make up missed in-class activities.**

**P.P.P.P.S. Students CANNOT make up missed in-class Extra Credit Opportunities/Activities.**

#### *Web-delivered/Online Tests/Exams:*

Apart from the Syllabus Quiz, students will be taking THREE online Tests via the *Exam Room* on our Blackboard course website (see course schedule for chapters and/or topics I will cover in each Test). The link to each of the three Tests will be available at least 48 hours before its due time. For all Tests, you will have just ONE attempt at ONE sitting. Each Test must be **individually completed** (not started) by the due date (see course schedule for each Test availability and due time – the due date and time are also listed with the exam). Please plan to complete a Test ONLY when you think you are ready to take it, BUT before the due date. The latter is important so that if you have technical issues that must be resolved by our IT staff, they can address these and you can complete the Test by the due time. **You will see your Test score after ALL students have completed the exam hence all students must complete an exam in a timely fashion.** I will make an announcement informing students as to when each of the three Test scores are available on our Blackboard course website (*My Grades*). Thereafter, I will not permit any student to complete the exam.

To ensure a smooth test-taking experience, I recommend that you use Google Chrome when taking exams, and clear your cache and browsing history prior to beginning the Test. If a student has ANY technological issue, please contact the UToledo Online Help Desk.

**P.S.** Blackboard servers are unavailable from 4:00 to 4:30 A.M. daily for maintenance operations. Please make sure to plan your Blackboard activities accordingly.

**P.P.S.** Joining the class after the term has officially started and an exam/assignment due date has passed, is not an acceptable excuse for making up the exam/assignment.

**P.P.P.S.** I expect students to read ALL of the assigned readings and attend all class meetings. Students are also encouraged to use research databases (e.g., PsyINFO) available online via UToledo library to identify and read relevant journal articles.

#### *Taking a Quiz/Test after the Due Date/Time*

Occasionally students become ill during the period that I have made available an exam (i.e., Test/Syllabus Quiz) on Blackboard. I will allow taking of an exam after the due date/time (but before I make test scores available to the whole class) 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 manner (see P.P.S. below). In addition, for my records and to be fair to all other students, students will need to email me as soon as possible a scanned copy of their excuse documentation (**as a Microsoft Word/PDF/JPEG attachment**) that covers at least 48 hours before the exam due date up to the day before they actually complete the exam on Blackboard. With no acceptable excuse documentation (e.g., **doctor's note, obituary announcement of death in the family**) received by me in a timely manner, I will NOT permit students to complete an exam after its due date.

**P.S. Please MASK/REMOVE the health condition(s) stated therein if submitting a doctor's note.**

**P.P.S.** I will not allow students to complete an exam, if they do not give me a heads-up with an acceptable documentation of their inability to complete it by its due date. So PLEASE plan accordingly as my aim is to post scores for an exam shortly after its due date.

*Course Evaluation:* A Dept. Of Psychology COURSE EVALUATION FORM will be available for students to complete on our Blackboard course website from 12:00 AM on Tuesday, November 26 to 11:59 PM on TUESDAY, DECEMBER 3. Please use this form to express your view on this course in a fair and objective manner. This information will be used by the Department to rate the course and instructor. Your response to this form is confidential and anonymous.

**GRADING**

I will give a final grade of "F" to students who do not attend class or stop attending at some point during the semester, which will have an adverse impact on your overall grade point average. Formally withdraw from this or any other course by contacting the **Registrar's Office**.

**Assurance Statement:**

If you do **NOT** agree to the following, I advise you to drop the course....

Work Integrity:

I will complete all required Tests/Exams and any other assignments using only my own work. I will not engage in any activities that would dishonestly improve my scores/grades, or improve or hurt the scores/grades of other learners.

Test/Exam Sharing:

I will not share the Test/In-class Activity questions or answers on any website, via email, photocopying, or by any other means.

**Summary Course Requirements and Associated Point/Percentage Values and Student Learning Outcomes**  
(Please monitor your scores regularly via our Bb course website – *My Grades*)

ASSIGNMENTS/ASSESSMENTS	TOTAL POINTS	% OF FINAL GRADE	SLO ALIGNMENT
Complete & upload your Student-Intro Form as a Microsoft Word attachment via the <b><i>Student-Intro link/area on our Blackboard course website</i></b> ; information is for me ONLY, as the course professor/instructor (earn full points first week of the semester; 2 points second week; no points thereafter).	5	<1%	SLO 6, 7
Syllabus Quiz: 10 multiple-choice/true or false questions/statements drawn from our syllabus (20 minutes); receive the earned points for completing assignment first week of the semester; no points thereafter; no makeup of quiz).	5	<1%	SLO 6, 7
In-Class Activities (10 points per class meeting).	240	39%	SLO 1-4, 6-7
Test 1: 60 multiple-choice questions/statements drawn from our eBook & classroom discussions (80 minutes).	120	~20%	SLO 1, 2, 4-7
Test 2: 60 multiple-choice questions/statements drawn from our eBook & classroom discussions (80 minutes).	120	~20%	SLO 1, 2, 4-7
Test 3: 60 multiple-choice questions/statements drawn from our eBook & classroom discussions (80 minutes).	120	~20%	SLO 1, 2, 4-7
<b>Total</b>	<b>610</b>	<b>100%</b>	<b>All SOLs</b>

**P.S.:** There is no cumulative final exam; however, students must meet all of the above course requirements.

**P.P.S.:** Joining the class after the term has officially started shall not be an acceptable excuse for making up missed course assignments/requirements.

**Extra Credit Opportunities:** Students *may* earn extra credit points during the semester (e.g., by attending campus-based programs that I assign, completing surveys). I will let you know *if* such opportunities arise for the whole class.

**FINAL GRADES:** The grading system below will serve as a guide, and it lists category floors (grade, percentage points, and actual points). **Note that I will be using actual points (NOT percentage points) earned to determine final grades, and I will not be rounding off actual points:**

A 95% = 579	A- 90% = 549	
B+ 85% = 518	B 80% = 488	B- 75% = 457
C+ 70% = 427	C 65% = 396	C- 60% = 366
D+ 55% = 335	D 50% = 305	D- 45% = 274
F 0% = 0		

I reserve the right to discretionary grade adjustments.

**Midterm Grades:**

I will compute official mid-term grades, which I will post on our Blackboard course website (*My Grades*) and submit to the Registrar's office. During the semester, to compute grades so far, students should add up all their available (earned) points on our Blackboard course website (*My Grades*), divide this score by the total points possible in the course so far, and multiply by 100. Compare the obtained percentage to the grading system above to determine the corresponding letter grade.

**Final Grades:**

I will compute official final grades, which I will post on our Blackboard course website (*My Grades*) **before 5 PM on Friday (Dec. 6)**. During the semester, it is the responsibility of students to make sure that scores for all their completed assignments

are up-to-date on our Bb course website (*My Grades*); do not wait until towards the end of the semester, or after final scores/grades have been made available on *My Grades*.

### 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, lecture-class discussions, in-class announcements, etc. **I do not give a class lecture more than once (i.e., in the classroom) NOR do I share my lecture-discussion facilitation PowerPoint slides/notes.**
2. **NOTE-TAKING:** During class, jot down information from my slides and our class discussions that you consider relevant or helpful (I will NOT wait for students to copy my PowerPoint lecture-discussion facilitation slides/notes word-for-word since you would have read or will be reading our eBook). **Do NOT use your in-class activity (IA) sheets for jotting down notes in class.** After class or as soon as possible, review your class notes along with the relevant chapter reading(s)/topics, and link this information to chapter reading(s) previously read/learned material.
3. **Practice/Review Questions:** Before completing each Test/exam, I recommend that you complete the Chapter Quizzes for the relevant chapters of our eBook. I will make these quizzes available after we have addressed the relevant chapters in class. **Scores will NOT be included in your final grade computation.**

### COMMUNICATION GUIDELINES

#### Email:

I expect students to check our Blackboard course website frequently for important course information. When I post *course news/announcements* on Blackboard, students will also receive these via their UToledo email account, so also check your UToledo email account at least once a day. This course is for you, so if you are having trouble understanding any aspect of it, please email me via my UToledo email account ([mojisola.tiamiyu@utoledo.edu](mailto:mojisola.tiamiyu@utoledo.edu)). I am here to help YOU SUCCEED, and will do my best to respond to you within 24 hours. **Please, if emailing me about ANY course-related matter, always include “PSY 2510: [INSERT SUBJECT MATTER HERE]” in the subject line as I would NOT want your email to get lost among the hundreds I receive daily via my UToledo email account.**

**P.S.** Please read the additional expectations regarding correspondence by e-mail on our Blackboard course website by clicking on the link, “Email Correspondence.”

**FLEXIBILITY CLAUSE:** The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. I will consider students’ experiences and needs, as well as emerging knowledge, in modifying this course syllabus.

### STUDENT SUPPORT SERVICES

#### Technical Support

**If you encounter technical difficulties with Blackboard, please contact the UToledo 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. The UToledo Online Help Desk website is available at <http://utlv.screenstepslive.com/s/student/m/23191>

**Technical questions related to on-campus Internet access, virtual labs, hardware, software, personal website hosting, and UTAD account management can be directed to UToledo’s IT Help Desk** at (419) 530-2400. The IT Help Desk website is available at <http://www.utoledo.edu/it/CS/HelpDesk.html>.

#### Learner Support

The University of Toledo offers a wide range of academic and student support services that can help you succeed:

#### eTutoring Services

The Ohio eTutoring Collaborative, in partnership with The University of Toledo, now provides online tutoring support for all UToledo students. eTutoring Services are offered in a wide array of subjects, including Writing, Math, Calculus, Statistics, Accounting, Biology, Chemistry, and Anatomy and Physiology.

Learn more at <https://www.etutoringonline.org/>

#### eLibrary Services Portal

The eLibrary is a customized gateway to UToledo Libraries for online students. They designed it to help you locate the best online library resources without leaving Blackboard.



Learn more at <http://www.utoledo.edu/dl/students/elibrary.html>

### **Counseling Center**

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.

Learn more at <http://www.utoledo.edu/studentaffairs/counseling/>

### **Psychology Clinic**

The Psychology Clinic in the Department of Psychology also provides individual therapy services and charges lower rates for students. Learn more at <http://www.utoledo.edu/al/psychology/clinic/>

### **Success Coach**

As of fall 2013, The University assigned all new students a Success Coach to help students navigate their college experience by serving as a single point of contact. Your Success Coach can help you build and develop skills, refer you to support services, and aid in your overall success at The University so be sure to stay connected to your Success Coach throughout your academic journey! If you need assistance connecting with your Success Coach, send an email to [successcoach@utoledo.edu](mailto:successcoach@utoledo.edu).

### COURSE SCHEDULE

(Subject to modification)

WEEK	DATES	TOPIC AND ASSESSMENT MEASURE
1	Tues., August 27, 2019	<p>First Day of the Course:</p> <ul style="list-style-type: none"> <li>-- Review Blackboard course website</li> <li>-- Carefully read and understand our Syllabus</li> <li>-- Fully complete Student-Intro Form [e.g., name, telephone number, career goal, interests, etc.] – <b>upload saved completed form via our Blackboard course website (<i>Student-Intro</i> Link, toward the left side of site) as from 9:35 AM today (08/27/19).</b></li> </ul> <p>-- <b>Syllabus Quiz:</b> Will be available for completion <b>via our Blackboard course website (<i>Exam Room</i> Link, toward the left side of site) as from 12:00 PM today (08/27/19).</b></p>
1	Thurs., August 29, 2019	<p>Read in eBook, Chapter 1: Basic Concepts and Methods</p> <ul style="list-style-type: none"> <li>-- In-class Activities</li> </ul> <p><b>P.S. Regarding Chapter 2: Theories of Development, we will not discuss this chapter in class (&amp; no exam questions) because the theories considered therein are touched upon in later chapters of the eBook. Students who however wish to obtain in-depth background information about theories of development should read this chapter.</b></p> <p style="text-align: center;">*****</p> <p><b>Student-Intro Form:</b> Due before <b>11:59 pm (09/01/19)</b> to earn full points; 2 points thereafter until end of second week; no points thereafter.</p> <p><b>Syllabus Quiz:</b> Due before <b>11:59 PM (09/01/19)</b> for earned points; no points thereafter.</p>
2	Tues., September 3, 2019	<p>Read in eBook Chapter 3: Prenatal Development and Birth</p> <ul style="list-style-type: none"> <li>-- In-class Activities</li> </ul>
2	Thurs., September 5, 2019	<p>Read in eBook, Chapter 4: Physical, Sensory, and Perceptual Development in Infancy</p> <ul style="list-style-type: none"> <li>-- In-class Activities</li> </ul>
3	Tues., September 10, 2019	<p>Read in eBook, Chapter 5: Cognitive Development in Infancy</p> <ul style="list-style-type: none"> <li>-- In-class Activities</li> </ul>
3	Thurs., September 12, 2019	<p>Chapter 6: Social and Personality Development in Infancy</p> <ul style="list-style-type: none"> <li>-- In-class Activities</li> </ul>
4	Tues., September 17, 2019	<p>Chapter 6: Social and Personality Development in Infancy (continued)</p> <ul style="list-style-type: none"> <li>-- In-class Activities</li> </ul>
4	<b>11:59 PM Tues., September 17, 2019</b>	<b>Test 1 (Chapters 1, 3-6) Available on course website (Exam Room)</b>
4	Thurs., September 19, 2019	<b>NO CLASS: Test 1 (Chapters 1, 3-6) Due on course website (<i>Exam Room</i>) by 11:59 PM</b>
5	Tues., Sept. 24, 2019	<p>Read in eBook, Chapter 7: Physical and Cognitive Development in Early Childhood</p> <ul style="list-style-type: none"> <li>-- In-class Activities</li> </ul>

5	Thurs., Sept. 26, 2019	Chapter 8: Social and Personality Development in Early Childhood -- In-class Activities
6	Tues., Oct. 1, 2019	Chapter 9: Physical and Cognitive Development in Middle Childhood -- In-class Activities
6	Thurs., Oct. 3, 2019	Chapter 10: Social and Personality Development in Middle Childhood -- In-class Activities
7	Tues., Oct. 8, 2019	Chapter 11: Physical and Cognitive Development in Adolescence -- In-class Activities
7	Thurs., Oct. 10, 2019	<b>Fall Break (NO CLASS) ... :-)</b>
8	Tues., Oct. 15, 2019	Chapter 12: Social and Personality Development in Adolescence -- In-class Activities
8	Thurs., Oct. 17, 2019	Chapter 12: Social and Personality Development in Adolescence (continued) -- In-class Activities
9	<b>11:59 PM Sunday, October 20, 2019</b>	<b>Test 2 (Chapters 7-12) Available on course website (Exam Room)</b>
9	Tues., Oct. 22, 2019	<b>NO CLASS: Test 2 (Chapters 7-12) Due on course website (<i>Exam Room</i>) by 11:59 PM</b>
9	Thurs., Oct. 24, 2019	Chapter 13: Physical and Cognitive Development in Early Adulthood -- In-class Activities
10	Tues., Oct. 29, 2019	Chapter 14: Social and Personality Development in Early Adulthood -- In-class Activities
10	Thurs., Oct. 31, 2019	Chapter 14: Social and Personality Development in Early Adulthood (continued) -- In-class Activities
11	Tues., Nov. 5, 2019	Chapter 15: Physical and Cognitive Development in Middle Adulthood -- In-class Activities
11	Thurs., Nov. 7, 2019	Chapter 16: Social and Personality Development in Middle Adulthood -- In-class Activities
12	Tues., Nov. 12, 2019	Chapter 16: Social and Personality Development in Middle Adulthood (continued) -- In-class Activities
12	Thurs., Nov. 14, 2019	Chapter 17: Physical and Cognitive Development in Late Adulthood -- In-class Activities
13	Tues., Nov. 19, 2019	Chapter 18: Social and Personality Development in Late Adulthood -- In-class Activities
13	Thurs., Nov. 21, 2019	Chapter 18: Social and Personality Development in Late Adulthood (continued) -- In-class Activities

14	Tues., Nov. 26, 2019	Chapter 19: Death, Dying and Bereavement -- In-class Activities  <b>-- Department of Psychology Course Evaluation Form Available For Completion On Blackboard course website by 12:00 AM ... click on Dept. Course Evaluation content link</b>
14	Thurs., Nov. 28, 2019	<b>Thanksgiving Holiday (NO CLASS) ... :-)</b>
15	Tues., Dec., 3, 2019	<b>Last Day of Meeting in Class</b> Chapter 19: Death, Dying and Bereavement (continued); Course Wrap-up -- In-class Activities -- <b>PERFECT ATTENDANCE DRAWING. :-)</b>  <b>-- Last Day For Completion of Department of Psychology Course Evaluation Form On Blackboard course website by 11:59 PM</b>
15	<b>11:59 PM Tues., Dec. 3, 2019</b>	<b>Test 3 (Chapters 13-19) Available on course website (<i>Exam Room</i>)</b>
15	Thurs., Dec. 5, 2019	<b>NO CLASS: Last Day of Course</b> <b>Test 3 (Chapters 13-19) Due on course website (<i>Exam Room</i>) by 11:59 PM</b>
16	M, 12/9 – F, 12/13	<b>UToledo's FINAL EXAM WEEK: NOT APPLICABLE TO THIS COURSE</b> <b>(I.E., THERE IS NO CUMULATIVE/FINAL EXAM FOR THIS COURSE)</b>

**P.S.** \*All course requirements must be completed **by 11:59 PM on Friday (December 6)**, the end of the last week of classes at UToledo. Please note that I will be sending students' final grades to the Registrar's office **during finals week (week of December 9, 2019)**.

**WELCOME!**  
**I look forward to engaging with you throughout this semester! :-)**