



Lifespan Developmental Psychology

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

Syllabus

“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

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

“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

Instructor: Dr. M. F. Tiamiyu
Email: mojisola.tiamiyu@utoledo.edu
Office Hours: TR, 11:00 AM - 1:30 PM and by appt.
Office Location: UH 1063
Dept. Website: www.utoledo.edu/al/psychology/people/faculty.html
Office Phone: 419-530-2853
Term: Fall 2020 (August 17 – December 4)

Class Location: Online -- Asynchronously
Class Day/Time: Mondays – Sundays
Course Website: <https://blackboard.utdl.edu>

Credit Hours: 3

Teaching Assistant: Mr. Christopher T. Jurgens, M.A.
Email: christopher.jurgens@rockets.utoledo.edu
Office Phone: 419-530-2577

Office Hours: M, 12:30 PM - 3:00 PM; F, 11:00 AM – 1:30 PM and by appt.
Office Location: UH 5070C

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 fast-paced but NOT self-paced asynchronous (i.e., NOT live) online 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 education, entrepreneurship, law-enforcement, medicine, nursing, parenthood, social work, teaching, etc. 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. Demonstrate ability to follow directions, including those regarding exams

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 35 years ago (this is my 23rd. 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 e-Book and other readings related to the course, completing and submitting assignments by their due dates and times, and ready to participate actively in discussions and any course related activities. These are indications of a positive attitude, which is a key ingredient to realizing our goals in this course. The course experience should be an "AHA!" one (i.e., insightful). I am also committed to creating a positive learning environment where learning is not a "spectator" sport. Students are encouraged to think 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 high expectations of students.

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

TEACHING STRATEGIES

I (the course instructor) have designed this fully online course to stimulate student learning through the web-based delivery of readings, discussion questions, and exams.

Readings: I have organized our Readings according to the course calendar provided towards the end of this syllabus, and I will announce any necessary changes ahead of time. Each student is responsible for completing the assigned readings.

PowerPoint Slides: I will use PowerPoint slides, as a mode of teaching, to highlight and/or amplify information relevant to the topics we will cover in the course as appropriate. I will base the notes on the PowerPoint slides mostly on our required e-Book. I will make my notes interactive by including relevant questions for students to ponder upon them. Some weeks, I will also include "discussion questions" or items that students might choose to discuss in the group I have assigned them to -- students who actively and meaningfully participate in such discussions will earn some extra credit / bonus points **at the end of the semester** (maximum 20 points). By "actively and meaningfully" participating in such group discussions, I mean you will make at least one original and relevant post regarding a "Group Discussion" question/item stated on our PowerPoint slides **AND** comment on at least one group member's post. Students can **ONLY** make posts Monday to Sunday of the particular week. **If you are interested in this extra credit opportunity, be sure to read each week's PowerPoint slides (click on the PowerPoint Slides link in our Bb course website).**

Video Clips: Video clips provided in our e-book will highlight and/or amplify relevant topics. I will include additional video clip links on our PowerPoint slides when appropriate.

Work Week: In this fully online course, refer to our Course Schedule (towards the end of this Syllabus) regularly for weeks run from Mondays through Sundays: specifically, they begin at 12:00 AM Monday morning and end at 11:59 PM Sunday night. Students must complete all assigned work for any week by 11:59 PM of Sunday in that week. Expect to receive an email / announcement from me [the course instructor) at least twice a week [(i.e., the beginning and towards the end of each week)]. **If your work, family or other schedules will not permit you to complete assignments by their due dates, please consider taking the course at a more convenient time.**

PREREQUISITE

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

REQUIRED E-BOOK

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

I received the following information from a Pearson Education District Sales Manager:

Revel access link to E-book: <https://console.pearson.com/enrollment/qlhv9x>

TECHNOLOGY REQUIREMENTS

Technical Skills

To succeed in this course, it will be important for learners to possess the following technical skills:

1. Rename, delete, organize, and save files.
2. Create, edit, and format word processing and presentation documents.
3. Copy, paste, and use a URL or web address.
4. Download and install programs and plug-ins.
5. Send and receive email with attachments.
6. Locate and access information using a web search engine.
7. Use a learning management system.

Browser Check Page

Students need to have access to a properly functioning computer throughout the semester. The Browser Check Page will enable you (the student) 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 this course:

<http://www.utdl.edu/utlv/Bb9BrowserCheck/innovation/blackboard/browsercheck.html>

Software

Student computers need to be capable of running the latest versions of plug-ins, 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 (e.g., Microsoft Word)
- Adobe Acrobat Reader
- Internet Browser (e.g., Firefox, Chrome, IE, Safari)

Internet Service

I recommend high-speed Internet access as dial-up may be slow and limited in downloading information and completing online tests/exams.

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 tests/exams. A list and schedule for on-campus computer labs is available at http://www.utoledo.edu/it/CS/Lab_hours.html.

UT Virtual Labs

Traditionally, on-campus labs have offered students the use of computer hardware and software they might not otherwise have access to. With UT'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, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees has to 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/>. You can find policies relating to Title IX 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.

I will not tolerate academic dishonesty. Please read The University's Policy Statement on Academic Dishonesty available at <http://www.utoledo.edu/dl/students/dishonesty.html>. For additional academic policies, please read the Course Expectations section below.

The University expects all students to attend every class meeting of courses in which they are registered. Please, read the **Missed Class Policy**.

COURSE EXPECTATIONS

Class Attendance: I expect students to attend every class meeting of courses in which they are registered. For this online course, this means that a student must check in/login our course website at least once a week to read the course announcement, check a Test score, submit an assignment, if applicable, etc. (completing the weekly Test ONLY, does NOT constitute attendance) – Blackboard will let me know your class activity/attendance. No on-campus/online live meetings will be required.

Class Introductions: The *Class Introduction Board*, which can be accessed by clicking on the *Discussion Board* link on our Blackboard (Bb) course website will be the forum for students to introduce themselves to the class during the first week of classes (earn up to the maximum allotted points first week of classes; no point earned thereafter).

P.S. Read my introduction on our Bb course website via the *Professor Introduction* link and our Teaching Assistant's introduction on our Bb course website via the *Teaching Assistance Introduction* link.

Student Profile: Students will be completing and uploading a *Student Profile Form* on our Blackboard (Bb) course website during the first two weeks of classes. Earn up to the maximum allotted points first week of classes; earn half of the allotted points thereafter up till the end of the second week of classes; no point earned as from the beginning of the third week of classes.

Syllabus Quiz:

Students will be taking a short online quiz via the *Exam Room* on our Blackboard course website, **during the first week of classes 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 AM on Monday). I will make available the most appropriate responses to the quiz items the second week of classes.

Tests/Exams:

Students will be taking **five online tests / exams** via the *Exam Room* on our Blackboard course website (see Course Schedule for chapters or topics of focus for each test). The link to a test will be available at the beginning of the week (i.e., 12:00 AM on Monday) as indicated on our Course Schedule. For all tests, you will have just ONE attempt. Each test must be *individually completed* (not started) by the due date and time (see Course Schedule for test due dates – 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 has to be resolved by our IT Help Desk staff, the staff can do so 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 scores are available on our Blackboard course website (*My Grades*). Thereafter, I will not be permitting any student to complete the exam.

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 a quiz/test due date is past, are not acceptable excuses for making up the quiz/test/other assignments.

P.P.P.S.: I expect students to read ALL of the assigned chapters before reading my PowerPoint slides. In preparing for a specific Test, I encourage students to complete also the relevant end of chapter quizzes of our required REVEL e-book, which I will make available before the end of Monday of that week. *Scores on these “practice” quizzes however will NOT be included in students’ final scores/grades.*

P.P.P.P.S. ALL Tests are due on a Sunday by 11:59 PM. PLEASE plan accordingly.

Taking a Test / Quiz after the due date

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. 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 72 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, students will NOT be permitted to complete an exam after its due date.

P.S. If submitting a doctor’s note, please MASK / REMOVE the health condition stated therein.

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 class scores for an exam shortly after its due date.

GRADING

Students who do not attend class (e.g., do not check in on our Bb course website regularly, do not complete assignments, etc.) will be given a final grade of “F.” This will have an impact your overall grade point average. You need to contact the **Registrar’s Office** after the official “drop” date to withdraw formally from this or any other course.

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
Fully complete and upload your Student Profile form [e.g., name, telephone number, career goal, etc.] as a Microsoft Word attachment via Student Profile link/area on our Blackboard course website. Information is for me ONLY, as the course professor/instructor (earn up to the maximum allotted points first week of classes; up to maximum 2 points thereafter up until the end of the second week of classes; no point thereafter).	4	~1%	SLO 6, 7
Introduce yourself on the Class Discussion Board, including your major, work-related experience, etc. by replying to my post (earn full points first week of classes; no point thereafter).	2	~.5%	SLO 7
Syllabus Quiz: 8 multiple-choice / true or false questions/statements based on our syllabus (15 minutes).	4	~1%	SLO 6, 7
Test 1: 30 multiple-choice questions/statements based on our e-Book (60 minutes).	60	~19.5%	SLO 1, 2, 4-7
Test 2: 30 multiple-choice questions/statements based on our e-Book (60 minutes).	60	~19.5%	SLO 1, 2, 4-7
Test 3: 30 multiple-choice questions/statements based on our e-Book (60 minutes).	60	~19.5%	SLO 1, 2, 4-7
Test 4: 30 multiple-choice questions/statements based on our e-Book (60 minutes).	60	~19.5%	SLO 1, 2, 4-7
Test 5: 30 multiple-choice questions/statements based on our e-Book (60 minutes).	60	~19.5%	SLO 1, 2, 4-7
Total	310	100%	All SOLs

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 requirements.**

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% = 294	A- 90% = 279	
B+ 85% = 263	B 80% = 248	B- 75% = 232
C+ 70% = 217	C 65% = 201	C- 60% = 186
D+ 55% = 170	D 50% = 155	D- 45% = 139
F 0% = 0		

I reserve the right to discretionary grade adjustments.

Midterm Grades:

I will compute official mid-term grades, 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.

Assurance Statement:

I advise you (the student) to drop the course if you do **NOT** agree to the following...

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 questions or answers on any website, via email, photocopying, or by any other means.

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 UT email accounts, OR might be prompted to log in to our Blackboard course website, **so also check your UT email account at least once a day**. This class is being taught for you the student, so if you are having trouble, please email me via my UT email account (mojisola.tiamiyu@utoledo.edu) ... I am here to help YOU SUCCEED, and will do my best to respond to you within 24 hours, Monday through Friday (response might be delayed over the weekend). **Please, if emailing about ANY course-related matter, always include “PSY 3200: [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 UT email account.**

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

Netiquette

It is important to be courteous and civil when communicating with others. Students taking online courses are subject to the communication regulations outlined in the Student Handbook. To ensure your success when communicating online, take time to familiarize yourself with the “dos” and “don'ts” of Internet etiquette: <http://www.albion.com/netiquette>

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 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. The UT Online Help Desk website is available at <http://www.utoledo.edu/dl/helpdesk/index.html>

Technical questions related to on-campus Internet access, virtual labs, hardware, software, personal website hosting, and UTAD account management can be directed to UT’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 UT 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.etutoring.org/login.cfm?institutionid=232&returnPage>

eLibrary Services Portal

eLibrary is a customized gateway to UT Libraries for online students. The relevant University staff 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>

Office of Accessibility

Please refer to the Academic Accommodations sub-section above.

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/>

Services for Online Students

Knowing what to do, when to do it, and who to contact can often be overwhelming for students on campus - even more so for distance learners. Visit the link below to learn more about the wide range of services for online students.

Learn more at: http://www.utoledo.edu/dl/students/student_serv.html

Success Coach

As of fall 2013, the relevant University staff 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 him/her throughout your academic journey! If you need assistance connecting with your Success Coach, send an email to successcoach@utoledo.edu.

COURSE SCHEDULE
(Subject To Modification)

WEEK	DATES M=Monday S=Sunday	TOPIC/ LEARNING OUTCOME / ASSESSMENT MEASURE
1	M, 8/17 – S, 8/23	<p>By Sunday, 8/23 at 11:59 PM complete the following:</p> <ol style="list-style-type: none"> 1. Review thoroughly our Blackboard course website, especially our Syllabus; email me if you have questions or need any clarification. 2. Upload your Student Profile Form via Student Profile link/area on our Blackboard course website. Maximum 4 points: earn up to the maximum allotted points first week of classes; up to the maximum half of the allotted points thereafter until the end of the second week of classes; no point thereafter. Information is for me alone, as the course professor. Please do not email me your form – you will earn 0 point for doing so. 3. Introduce yourself on the Class Introduction Board (maximum 2 points). 4. Complete Syllabus Quiz (maximum 4 points). 5. Read in e-Book, Chapter 1: Basic Concepts and Methods <p>P.S. Regarding Chapter 2: Theories of Development. There will be no exam questions because the theories considered therein are touched upon in later chapters of the e-Book. Students who however wish to obtain in-depth background information about theories of development should read this chapter.</p>
2	M, 8/24 – S, 8/30	<p>By Sunday, 8/30 at 11:59 PM complete the following:</p> <ol style="list-style-type: none"> 1. Read in e-Book Chapter 3: Prenatal Development and Birth 2. Read in e-Book, Chapter 4: Physical, Sensory, and Perceptual Development in Infancy 3. If you have not already done so, upload your Student Profile Form to earn partial credit.
3	M, 8/31 – S, 9/06	<p>By Sunday, 9/06 at 11:59 PM complete the following:</p> <ol style="list-style-type: none"> 1. Read in e-Book, Chapter 5: Cognitive Development in Infancy 2. Read in e-Book, Chapter 6: Social and Personality Development in Infancy. 3. Test 1 (Chapters 1, 3-6) due. [SLO 1, 2, 4-7] <p>* Test 1 is available for completion as from 12:00 AM on August 31</p>
4	M, 9/07 – S, 9/13	<p>By Sunday, 9/13 at 11:59 PM complete the following:</p> <ol style="list-style-type: none"> 1. Read in e-Book, Chapter 7: Physical and Cognitive Development in Early Childhood.

5	M, 9/14 – S, 9/20	<p>By Sunday, 9/20 at 11:59 PM complete the following:</p> <p>1. Read in e-Book, Chapter 8: Social and Personality Development in Early Childhood.</p>
6	M, 9/21 – S, 9/27	<p>By Sunday, 9/27 at 11:59 PM complete the following:</p> <p>1. Read in e-Book, Chapter 9: Physical and Cognitive Development in Middle Childhood.</p> <p>2. Test 2 (Chapters 7 - 9) due. [SLO 1, 2, 4-7]</p> <p>* Test 2 is available for completion as from 12:00 AM on Sept. 21</p>
7	M, 9/28 – S, 10/04	<p>By Sunday, 10/04 at 11:59 PM complete the following:</p> <p>1. Read in e-Book, Chapter 10: Social and Personality Development in Middle Childhood.</p>
8	M, 10/05 – S, 10/11	<p>By Sunday, 10/11 at 11:59 PM complete the following:</p> <p>1. Read in e-Book, Chapter 11: Physical and Cognitive Development in Adolescence.</p>
9	M, 10/12 – S, 10/18	<p>By Sunday, 10/18 at 11:59 PM complete the following:</p> <p>1. Read in e-Book, Chapter 12: Social and Personality Development in Adolescence.</p> <p>2. Test 3 (Chapters 10 - 12) due. [SLO 1, 2, 4-7]</p> <p>* Test 3 is available for completion as from 12:00 AM on Oct. 12</p>
10	M, 10/19 – S, 10/25	<p>By Sunday, 10/25 at 11:59 PM complete the following:</p> <p>1. Read in e-Book, Chapter 13: Physical and Cognitive Development in Early Adulthood.</p>
11	M, 10/26 – S, 11/01	<p>By Sunday, 11/01 at 11:59 PM complete the following:</p> <p>1. Read in e-Book, Chapter 14: Social and Personality Development in Early Adulthood.</p>
12	M, 11/02 – S, 11/08	<p>By Sunday, 11/08 at 11:59 PM complete the following:</p> <p>1. Read in e-Book, Chapter 15: Physical and Cognitive Development in Middle Adulthood.</p> <p>2. Read in e-Book, Chapter 16: Social and Personality Development in Middle Adulthood.</p> <p>3. Test 4 (Chapters 13 - 16) due. [SLO 1, 2, 4-7]</p> <p>* Test 4 is available for completion as from 12:00 AM on Nov. 2</p>
13	M, 11/09 – S, 11/15	<p>By Sunday, 11/15 at 11:59 PM complete the following:</p> <p>1. Read in e-Book, Chapter 17: Physical and Cognitive Development in Late Adulthood.</p> <p>2. Read in e-Book, Chapter 18: Social and Personality Development in Late Adulthood.</p>

14	M, 11/16 – S, 11/22	By Sunday, 11/22 at 11:59 PM complete the following: 1. Read in e-Book, Chapter 19: Death, Dying and Bereavement. 2. Test 5 (Chapters 17 - 19) due. [SLO 1, 2, 4-7] * Test 5 is available for completion as from 12:00 AM on Nov. 16
	COURSE EVALUATION	The Provost Office/its representative will administer all course evaluations for the term. PLEASE, evaluate this course when you receive an invitation to do so. Thanks in advance.

P.S. Students must complete all course requirements **by 11:59 PM, the last day of OUR classes (Sunday, November 22)**. Please note that I will be sending students' final grades to the Registrar's office **the following week (Week of November 23, 2020)**.

WELCOME!

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