

PSY2510 Lifespan Developmental Psychology – Prof Michael Caruso

Course Syllabus - Spring 2012

(NOTE: Please see the separate Course Schedule for a complete week by week schedule)

Course materials at UT's Blackboard (Bb9) site

(direct login at <https://blackboard.utdl.edu/>)

(or login through <http://www.utoledo.edu/dl/> or through <http://myut.utoledo.edu/>)

CLASS, INSTRUCTOR, AND OFFICE INFORMATION

Course and section - PSY 2510 001, Lifespan Developmental Psychology, Spring 2012, University of Toledo

Class meetings - Tuesday and Thursday 9:30-10:45 am in Memorial Field House Room 2100 (FH2100)

Honors - Any honors student interested in taking this course as an honors contract, contact Prof Caruso

Instructor - Michael Caruso, Associate Professor, Psychology Department

Office - UH1430 - on the first floor of University Hall

Office hours - MW 12:30-1:30 and TR 11-12:30, with other times by appointment. I do not hold office hours during University holidays or final exam week.

E-mail - Click on "Send E-mail" from the website menu or use the address: michael.caruso@utoledo.edu

Office phone / voicemail - 419.530.2896

REQUIRED READING

The required textbook is Santrock, J. W. (2010). *A Topical Approach to Life-Span Development* (5th ed.). Boston: McGraw-Hill. (ISBN: 9780073370934)

- Get hold of the textbook as soon as possible.
- The book is available in the bookstore in the Student Union on the UT Bancroft campus and at the Student Bookstore on Bancroft street.
- You can comparison shop for the book on the internet at addall.com. If you order the book from somewhere on the internet, please spend the extra money for overnight or two-day shipping. If you use standard 5-9 business day shipping, you won't receive the book until the second or third week of class.
- The text can also be purchased as an e-textbook at CourseSmart.com.
- I have placed a copy of the textbook that can be used in the library on reserve at the Carlson library.
- See the separate **Course Schedule** for when chapter topics will be discussed in class. You are strongly encouraged to read the chapter **before** it is discussed in lecture.

COURSE DESCRIPTION, GOALS, AND OBJECTIVES

Catalog description - PSY 2510 Lifespan Developmental Psychology. 3 hours. Emphasizes research and theory from conception through old age, and integrates important developmental issues within a lifespan approach. Prerequisite: PSY 1010.

This course surveys the major areas of lifespan developmental psychology - the science of individual human development. The course is organized in a topical format, exploring theories and tracing development across the lifespan for each area covered. It is recommended that you have passed an introductory Psychology course with a "C" or better. It is primarily a lecture course, although your comments, questions, and discussion are strongly encouraged. As a web-assisted course, use of UT's Blackboard site on the internet is also required.

The general goals and objectives of Lifespan Developmental Psychology are to help the student:

- Learn the basic facts and research findings, terminology, principles, and theories important in lifespan developmental psychology.
- Develop understanding, skills, and techniques for analyzing human behavior using a scientific approach.
- Gain a basic understanding of the interaction between genetic and environmental influences on development.
- Gain a basic understanding of the various facets of cognitive and social development across the lifespan.
- Practice reading skills, critical thinking skills, and written communications skills.

Course objectives may be obtained by reading and studying the textbook, through satisfactory completion of assignments, and by attention to, and participation in, classroom lectures, presentations, and discussions.

THE BLACKBOARD (Bb9) WEBSITE FOR THIS COURSE

Use of UT's Blackboard site is required to obtain course materials, to participate in the Discussion Board requirement, and to take practice quizzes. Students can login with their UT username and password by accessing the Blackboard login page directly from <https://blackboard.utd.edu/> or through the distance learning webpage at <http://www.utoledo.edu/dl/> or through the myUT portal at <http://myut.utoledo.edu/>. If you do not have internet access at home, many computers for student use are available in various open labs on campus and in Carlson library.

The following resources will be available by clicking on the following **menu items from the class Blackboard Site**:

Course News (Home) - Course homepage that contains announcements and upcoming calendar events

Course Advice - I will post advice on how to approach the course, study tips, etc.

Course Syllabus - This document. Explains requirements, policies, and other important aspects of the course.

Course Schedule - A list of all class meetings, due dates, test dates, etc.

Study Guides - Specific learning objectives listing what content you are expected to master for each topic. The items on the Study Guides will be covered on the Tests.

Lecture Outlines - The PowerPoint Slides that I use in lecture in incomplete form. ***Please print these before we start that topic in class and bring to lecture to aid in note taking.***

Discussion Board - Will have the "Guidelines for the Discussion Board" that explain the project and scoring in detail, and will have the discussion topics that you are required to comment on.

Extra Credit - Contains the instructions and list of eligible books for the Extra Credit Book Report project.

Practice Quizzes - I will post a 5- or 6-item practice quiz that I write for each chapter. These will *sample* from the Study Guides (i.e. the practice quizzes do **not** cover everything you are expected to know for the Tests). You may take these practice quizzes as many times as you like, and you will usually get a slightly different mix of questions each time. Practice quiz scores do **not** count toward your grade.

Textbook Companion Site - A link that leads to the "Online Learning Center" for students set up by the textbook publisher. It contains resources and practice test items that you might find useful.

Grade Book - Your Test, Discussion Board, and other scores will be posted here as we go along so that can check them .

Send E-mail - Allows you to e-mail the course instructor. You can also e-mail classmates if you choose.

Help - Blackboard's help system for students.

OUTLINE OF COURSE TOPICS

Unit I - Foundations of Lifespan Development

Chapter 1 - Introduction

Chapter 2 - Biological Beginnings and Chapter 8 (Intelligence) pp. 288-291 - section titled "The Influence of Heredity and Environment" only

Chapter 5 - Motor, Sensory, and Perceptual Development

Unit II - Cognitive Development

Chapter 6 - Cognitive Developmental Approaches

Chapter 7 - Information Processing

Chapter 8 - Intelligence pp. 280-283 - sections titled "What is Intelligence?" and "Intelligence Tests" only and pp. 294-300 - section titled "The Development of Intelligence" only

Chapter 9 - Language Development

Unit III - Emotions, Personality, Gender

Chapter 10 - Emotional Development

Chapter 11 - The Self, Identity, and Personality

Chapter 12 - Gender and Sexuality

Unit IV - Social Development; Death and Grieving

Chapter 14 - Families, Lifestyles, and Parenting

Chapter 15 - Peers and the Sociocultural World

Chapter 17 - Death, Dying, and Grieving and Chapter 3 (Physical Development and Biological Aging) pp. 127-132 - section titled "Longevity"

TESTS

Tests cover both textbook and lecture material. Click on "**Study Guides**" from the website menu to see what specific material will be covered on the tests. There will be 4 unit tests and **no** comprehensive final exam. Each test contains multiple choice items. Each is worth 70 points, making the four tests combined worth 280 points maximum, or 87.5% of the total points available. Tests are to be taken when scheduled. In case of an emergency you must contact me as soon as possible to make other arrangements.

See the separate **Course Schedule** for the Test dates for this term.

DISCUSSION BOARD PROJECT

I will post eight discussion topics throughout the term. You are required to post relevant comments for each of the topics. Each topic is worth up to 5 points and all responses are due by 11:59 pm. on the due date. (You can, and should, post your responses before this final deadline.) Grades will be determined by my judgment as to how insightful the comment is and the relevance of the comment to the posted topic. Students need to answer my questions but are also encouraged to reply to other students' answers, discuss, and post your own questions as well. That's why I do it as a discussion board instead of just e-mailing answers to me. *Responding to other students as well as answering my original question increases your chances of scoring the maximum of 5 points for the topic.* Discussion post scores will be posted for everyone sometime after the due date for that set of posts.

Click on the "**Discussion Board**" link on the home page menu to access the discussion board and for further details concerning the project.

See the separate **Course Schedule** for the Discussion Board Topic due dates for this term.

EXTRA CREDIT

In-Class Bonus Writing - We will, from time to time, have in-class writing exercises. These may or may not be announced in advance. Points from the in-class writings will be bonus points. Since missing an in-class writing cannot lower your grade, and since they are part of the in-class activity for that day, **in-class writings CANNOT BE MADE UP**, regardless of the reason for your absence.

Extra Credit Book Report - You can elect to write a book review for extra credit. Click on "**Extra Credit**" from the website menu for the list of eligible books and instructions for the report. Acceptable performance on the extra credit book review will raise the student's final grade by one grade cut (e.g. from a B- to a B, or a B+ to an A-, etc.). See the separate **Course Schedule** for the Extra Credit Report due date for this term.

GRADING

You may view your scores at any point through out the semester by clicking on "**Grade Book**" from the website menu. Your final course grade is based on the total points earned from the Tests, the Discussion Board posts, and any bonus points you earned. The grade scale is based on the 320 points available from the tests and discussion board, although more points are actually possible. The final grade scale is: A = 93.0 - 100%; A- = 90.0 - 92.9%; B+ = 87.0 - 89.9%; B = 83.0 - 86.9%; B- = 80.0 - 82.9%; C+ = 77.0 - 79.9%; C = 73.0 - 76.9%; C- = 70.0 - 72.9%; D+ = 67.0 - 69.9%; D = 63.0 - 66.9%; D- = 60.0 - 62.9%; F = 0 - 59.9%.

POLICIES AND GENERAL INFORMATION

Withdrawal Policy - If you decide to withdraw from the course, you need to file forms in the Registration office before the deadline in order to withdraw. The withdrawal deadline for Fall semester, 2011 is **Friday, March 23**. See the University Catalog for more detail on University withdrawal policies.

Issuing of Incomplete ("IN") Grades - In some situations, I will issue a grade of incomplete ("IN") at the student's request. This gives the student an additional term to complete course requirements. Incompletes are ordinarily given when a student has completed more than 60% of the course requirements and has a passing average. Incompletes are not given so that a student who did poorly in the class can retake the course for a higher grade. The procedure for that is to repeat the course, pass with a higher grade, and petition to have the first grade deleted. Incomplete work must be completed and a grade issued by the end of the following semester, or the "IN" automatically changes to an "F" on the student's next grade report. Arrangements for issuing incompletes and completing the work are to be initiated by the student, and are worked out on a case by case basis with the professor. See the University Catalog for more detail on University grade policies.

Academic Accommodation/Accessibility - The University of Toledo abides by the Americans with Disabilities Act (equal and timely access) and Section 504 of the Rehabilitation Act of 1973 (non-discrimination on the basis of disability). If you have a disability and need academic accommodations but have not yet registered with the Office of

Accessibility (OA) (Rocket Hall 1820; 419.530.4981; officeofaccessibility@utoledo.edu) please contact the office as soon as possible for more information and/or to initiate the process for accessing academic accommodations. I also encourage students with disabilities receiving accommodations through OA to discuss these with me, after class or during my office hours, so that I may be better informed on how to assist you during the semester.

Department of Psychology Statement on Academic Honesty - Academic honesty is expected from students enrolled in courses and programs offered by the Department of Psychology; violations of this expectation will not be tolerated.

Violations of the expectation of academic honesty include, but are not limited to:

- Obtaining or attempting to obtain a copy of an examination prior to its administration.
- The unauthorized use of study material or textbooks during an examination.
- Obtaining unauthorized assistance from and giving unauthorized assistance to another individual during an examination or completion of an assignment.
- Plagiarism in written assignments. Plagiarism includes: (a) using, copying or paraphrasing another author's materials without appropriate acknowledgment through quotation and citation; (b) unauthorized collaboration in the preparation of reports, term papers, or theses.

In accordance with the Policy Statement in the University Catalog, instructors have the responsibility and right to bring cases of alleged dishonesty to department, college, and university administrative units. Students involved in academic dishonesty may expect to receive a grade of F on specific assignments, as well as in the course where the assignment was made.

Student Behavior - Students are expected to follow University policy with regards to proper conduct in the classroom, as detailed in the Documents and Policies of University of Toledo Office of Student Conduct (See <http://www.utoledo.edu/studentaffairs/conduct/docs/documents.html> for details.) Disciplinary action for violation of these policies will be decided on a case by case basis and will be in accord with University policy.

Course Schedule - Spring 2012

(NOTE: This is a **schedule only**. See the separate **Course Syllabus** for course requirements and other information)

Course and section: PSY 2510 001, Lifespan Developmental Psychology, Spring 2012, University of Toledo

Class meetings: Tuesday and Thursday 9:30-10:45 am in Memorial Field House Room 2100 (SM2100)

Instructor: Prof. Michael Caruso

E-mail: Choose "Send Email" from the course menu or michael.caruso@utoledo.edu

NOTE: Schedule subject to change. Any changes will be announced in class and posted on the class website.

Week	Dates	Lecture Topic, Class Activity, or Due Dates
1	T 1/10	Course Introduction / The Science of Lifespan Development (Ch 1)
	R 1/12	The Science of Lifespan Development (Ch 1)
2	T 1/17	The Science of Lifespan Development (Ch 1)
	R 1/19	The Science of Lifespan Development (Ch 1)
3	T 1/24	The Science of Lifespan Development (Ch 1) / Behavior Genetics (Ch 2, Ch 8 pp 288-291)
	R 1/26	Behavior Genetics (Ch 2, Ch 8 pp 288-291)
4	T 1/31	Sensory and Perceptual Dev (Ch 5)
	R 2/2	Sensory and Perceptual Dev (Ch 5) / Discussion Board Topics 1 and 2 Responses Due
5	T 2/7	TEST 1 - Covers Ch 1, 2, 8 (pp 288-291), 5, and lecture material
	R 2/9	Piaget's Cognitive Developmental Approach (Ch 6)
6	T 2/14	Piaget's Cognitive Developmental Approach (Ch 6)
	R 2/16	Information Processing and Memory Development (Ch 7)
7	T 2/21	Information Processing and Memory Development (Ch 7)
	R 2/23	Intelligence (Ch 8 pp 280-283, 294-300)
8	T 2/28	Intelligence (Ch 8 pp 280-283, 294-300) / Language Development (Ch 9)
	R 3/1	Language Development (Ch 9) / Discussion Topics 3 and 4 Responses Due
9	T 3/6	Spring Break - No Class Meeting
	R 3/8	Spring Break - No Class Meeting
10	T 3/13	TEST 2 - Covers Ch 6, 7, 8 (pp 282-286, 298-304), 9, and lecture material
	R 3/15	Emotional Development (Ch 10)
11	T 3/20	Emotional Development (Ch 10)
	R 3/22	Self, Identity, Personality (Ch 11)
12	T 3/27	Self, Identity, Personality (Ch 11)
	R 3/29	Gender Development and Sexuality (Ch 12)
13	Su 4/1	Discussion Topics 5 and 6 Responses Due
	T 4/3	Gender Development and Sexuality (Ch 12)
	R 4/5	TEST 3 - Covers Ch 10, 11, 12, and lecture material
14	T 4/10	Family, Marriage, and Parenting (Ch 14)
	R 4/12	Family, Marriage, and Parenting (Ch 14)
15	T 4/17	Peers and Social Development (Ch 15)
	R 4/19	Peers and Social Development (Ch 15) / Extra Credit Report Due
16	T 4/24	Death and Grieving (Ch 17, Ch 3 pp 127-132)
	R 4/26	Death and Grieving (Ch 17, Ch 3 pp 127-132) / Discussion Topics 7 and 8 Responses Due
Fin	W 5/2	(8:00am) TEST 4 - Covers Ch 14, 15, 17, 3 (pp 127-132), 17, and lecture material