

University of Toledo
College of Languages, Literature and Social Sciences
Department of Psychology
PSY 2510-002: Lifespan Developmental Psychology (3 Credit Hours)
Syllabus for Spring Semester 2013

“Education is not a product: mark, diploma, job, money in that order; it is a process, a never-ending one” – Bel Kaufman

“You are fully aware that what works for you won’t work for everyone. But that awareness won’t keep you from sharing your opinions and stories just in case someone else can benefit from what you’ve already figured out.” – Mathis Holiday

Class Location/Times: BO 1049 / Mondays & Wednesdays 2:00 – 3:15 PM

Professor:

Dr. M. Tiamiyu

Office: Department of Psychology, UH 1063, Telephone: 419-530-2853; Fax: 419-530-8479

Ψ Blackboard course homepage: [To email (via *Messages* tool), for syllabus, student-version PowerPoint slides, review sheets, quizzes/tests, submitting special project assignment, grade book, & other course-related information] through Blackboard 9 (Bb9). Login <http://utoledo.edu/dl>

Ψ My Personal Web site (for my CV, research interests, useful psychology-related links, etc.): <http://homepages.utoledo.edu/mtiamiy>

P.S. You can leave notes or messages for me at my office (UH1063); slide them under my office door if you do not meet me.

Office Hours:

Mondays & Wednesdays: 10:00 - 11:00 AM, 12:30 - 1:30 PM, & by appointment. Please visit me during my office hours if you have any questions. You can also talk with me for a few minutes, before and/or after class in BO 1049.

Teaching Assistant (TA):

Name: John Van Dusen

Office: UH 1630

Office Hours: Mondays & Wednesday 3:15 - 4:15 PM, Thursdays 12:30 - 2:30 PM, & by appointment

Email: john.vandusen@rockets.utoledo.edu

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” 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. This course will provide opportunities for you to draw on your own experiences as you weigh research and ideas we come across. This course should also help you to relate knowledge about how humans develop not only to careers in psychology, but also to many others such as teaching, nursing, medicine, social work, education, law enforcement, and parenthood.

Prerequisite: Completion of PSY 1010 or equivalent with a minimum of D-

Course Goals/Objectives:

Upon completion of this course, the student will be able to:

1. Demonstrate a basic understanding of issues in the scientific study of human development across the lifespan;
2. Relate course materials to personal perspectives on human development experiences;
3. Demonstrate a basic understanding of the interaction between genetic and environmental influences on human development;
4. Demonstrate a basic understanding of physical, cognitive, personality and social development across the lifespan;
5. Demonstrate skills in communicating using oral and written materials to discuss topics related to human development;
6. Demonstrate skills in identifying research materials to justify positions on human development topics;
7. Utilize critical thinking skills in the application of human development theories and empirical research based on these theories.

Chapter Learning Goals are posted on our Blackboard course Web site.

Course Materials:

Recommended Textbook:

Boyd, D. & Bee, H. (2012). *Lifespan Development* (6th. Ed.). Boston: Allyn & Bacon [ISBN 13: 978-0-205-03752-0]

Required Classroom Supplies:

- 1) Pencil & eraser or **black/blue ink** pen (for note-taking & graded in-class assignments)
- 2) 8" x 11" white sheets of ruled/un-ruled paper **with smooth edges** (for graded in-class assignments)

P.S.: Print and bring to class, the class notes/PowerPoint slides for each class period (if you wish, you can modify the text font size as you deem fit before printing, but leave space to write additional notes in class)

Technology Requirements (For Quizzes/Tests):

This is a Web-assisted course, and quizzes and tests will be taken online. For details about technological requirements (e.g., recommended browser, software, etc.), go to the Learning Ventures links on our Blackboard course Web site.

Internet Service:

High-speed Internet access is recommended as dial-up may be slow and limited in downloading information and completing online quizzes/tests.

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 online quizzes/tests. A list and schedule for on-campus computer labs are available at:

http://www.utoledo.edu/it/CS/Lab_hours.html.

Technical Support:

If you encounter technical difficulties with Blackboard, please contact the UT Online Help Desk at (419) 530-8835 or utdl@utoledo.edu immediately. 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, hardware, software, and UTAD account management can be directed to UT's IT Help Desk at (419) 530-2400 or ithelpdesk@utoledo.edu. The IT Help Desk website is available at <http://www.utoledo.edu/it/CS/HelpDesk.html>.

My Teaching Philosophy:

I 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 nearly 30 years ago (this is my 16th year at UT), 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 engaging in outside the classroom reading related to the course, submitting assignments when they are due, and always attending class, ready to participate 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 to real life problems or issues. In summary, my teaching philosophy guides my expectations of students.

Electronics, etc.: Please, as a matter of courtesy turn off anything that may "beep" during class. Laptops, iPods, headphones and other such gadgets are **NOT** allowed in class. Students should also minimize noisy distractions with backpacks, books, popping chewing gum, tapping of pencil, chatting with friends, or packing up while I am still speaking and other disruptive behaviors during class. Furthermore, no reading of newspapers and other non-course related materials while I am speaking. Finally, please no sleeping, canoodling and other public display of affection in class. Thank you.

Teaching Strategies:

This course is designed to stimulate student learning through several types of learning experiences.

Readings: Readings mostly based on the recommended textbook will be organized according to the course calendar/schedule provided at the end of this syllabus, and any necessary changes will be announced in the class. Each student is responsible for completing the assigned reading prior to coming to the class.

Optional Readings/Learning Resources:

When available, I will post newspaper clips/articles, electronic links to empirically-based journal articles, and video clips that might be of interest to students on our Blackboard course Web site.

Lectures: Lectures, as a mode of teaching, will be used to highlight and/or amplify information relevant to the topics to be covered in the course.

Discussion facilitation: Facilitation of class discussion, as a mode of teaching and learning will be used regularly. I will guide in-depth class discussion around the day's topics as organized according to the course calendar/schedule provided at the end of this syllabus.

Video Clips: Video clips will be used to highlight and/or amplify topics discussed in class when appropriate.

Course Requirements:

In-class Activities: Students will be engaging in in-class activities, some of which will be legibly hand-written assignments **not more than one page**, which will be submitted for grading; maximum points for each submission: 5. Remember to include at the top of each submission: **your first then last name, and the question assigned or a creative title**. Use pencil or black/blue ink pen only.

P.S. You CANNOT make-up submitted in-class activities.

Web-delivered/Online Quizzes: Students will be taking two web-delivered/online quizzes on our Blackboard course Web site (via the *Exam Room*) to test your knowledge of the two chapters of the recommended textbook (i.e., Chapters 2 & 3) that will not be discussed in class because of time constraints (see course calendar/schedule for the due date).

P.S. Chapters 2 & 3 readings (ONLY) are also available on our Blackboard course Web site.

Web-delivered/Online Tests: Students will be taking four web-delivered/online tests (see course calendar/schedule for due dates and chapters or topics to be covered). All tests should be done via the *Exam Room* on our Blackboard course web site. I will post a review sheet on our course Web site about one week before a scheduled test.

Important Information Regarding Quizzes/Tests:

Each quiz/test should be **completed** (not started) by the due date and time (see course calendar/schedule towards end of syllabus for quiz/test availability and due dates – due date and time are also listed with the quiz/test). Please plan to do a quiz/test before the due date so that if you have technical issues that must be resolved these can be addressed and you can complete a quiz/test by the due date. You can see how your quiz/test was scored right after you submit it. When all students have taken a quiz/test, you can book an appointment with my TA to review the quiz/test for a limited number of days (I will send an email via our Blackboard course Web site regarding this). You will have up till the day before Test 1 to review your quizzes and up till the day before Tests 2, 3 and 4 to review a previous test. Note that when taking a quiz/test, questions will be shown one at a time & backtracking will be prohibited (i.e., if you've responded to a question you will not be able to go back and change your response). In case of technology problems beyond students' control, I can reset the test so that you can retake it; however, only responses submitted from the question where the problem began will be scored and added to the scores earned up until where the problem began. In short, you cannot retake the whole quiz/test if you have answered one or more of the questions.

P.S. If several students experience technological problems during the first test (Test 1), I reserve the right to request that all future tests be taken by all students in the classroom on the scheduled dates. I'll let the class know, if I make this decision

Make-up Quizzes/Tests:

Occasionally students become ill just before a test. Taking a test after the due date will be allowed for legitimate health **or** personal reasons (with proper documentation, e.g., doctor's note). Students who fall into either of these two categories should inform me and submit their documentation to me in a timely fashion. With no acceptable documentation, a student will **lose 4 points for each day** that s/he takes a quiz/test after the due date.

Special Project: Career-Related Research Paper

A career-related research paper should be submitted via our Blackboard course Website (use the *Assignment* tool) by each student. This is a **relatively formal** paper

Directions for the Career-Related Paper

- 1) Paper should be **minimum two full pages but no longer than 3 pages** (typed, double-spaced, font style Times New Roman, font size 12, 1" margins, pages numbered bottom-center and use black ink on 8" X 11" white paper)
 - 2) Have a separate title page (not included in your minimum two-page written paper) with your name, complete course code, complete course title, semester and year, a creative title, an appropriate picture/image from the Internet (do NOT use Clip Art), and instructor's name (Dr. Tiamiyu). Do not include any page number on this page; your page numbering (i.e., page 1) should begin on the page following your title page.
 - 3) Write about the possible applications of some of what you learn in this course (i.e., theoretical concepts and research findings) to your future job/career ... what would you like to be when you "grow" up? What knowledge have you acquired in this course that has contributed to or refined your decision-making and will help you achieve your career goal(s)? Etc.
 - 4) Use information from **various kinds** of sources (e.g., books; journal articles; newspapers; magazines; interviews; the Internet; etc.) ... use minimum three different sources beyond our textbook and the class notes (i.e., do not use only four journal articles or five books, etc.).
 - 5) Integrate relevant information from your sources, your own personal experiences, and knowledge about human development into your paper. Remember to include your citations in the body of your paper following APA style. **Be succinct ... Be creative.**
 - 6) Have one separate APA-style reference page (not included in your minimum two-page typed paper) to list your sources of information (excluding that for your picture/image from the Internet on your title page). Follow the APA, Publications Manual Style Guide (6th Edition) ... you can use a relevant link that I have posted on our course Web site to gain access to a site that illustrates how to write up your references. Note that if you obtain a journal article from the Internet, copying and pasting the link to your reference page will not be adequate; you need to give the complete reference information.
 - 7) **Your final submission will be minimum four pages and maximum five pages ... move more towards the maximum number of pages permitted (i.e., a title page, maximum three-page main body of submission, and a reference page).**
 - 8) Criteria for grading your paper will include content (what you write, organization, logic, and clarity), spelling and mechanics, and creativity. (**Do not** just describe or repeat what you obtained from your sources or the course, apply what you learned; look at the big picture, look towards the future).
 - 9) Your paper's due date: Monday, **April 15, 2013, 11:59 PM**. You can submit your paper as from Tuesday, **April 2, 2013, 12:00 AM**.
 - 10) You lose points for not following the above directions. Please see the Career-Related Research Paper Grading Rubric (which I have provided online) for additional and complete grading criteria.
- P.S. You lose additional 4 points for each day** you submit your paper after the due date with no acceptable excuse documentation. No paper will be accepted once final grades have been submitted to the Registrar's office.

Extra Credit for Class Attendance and Participation (20 points): You are encouraged to attend every class period. Class attendance and participation are opportunities **to earn extra credit points**. When you speak in class, please begin with your first and last names. To earn credit points for attendance, students **should** sign the attendance sheets that I pass around in class on random days (your signature should be the same as that provided on your bio-form first day of classes).

Other Extra Credit Opportunities: You **MAY** earn additional extra credit points during the semester (e.g., by completing take-home/on-line surveys, etc.). I will let you know *if* such opportunities arise.

*Grading: The final grade for the course will be based on the following point values:

Course Requirements	Point Values
Chapter Two Online Quiz (i.e., Quiz 1): 20 multiple-choice (40 minutes)	20
Chapter Three Online Quiz (i.e., Quiz 2): 20 multiple-choice (40 minutes)	20
Graded In-Class Activities	20
Test 1 (Online): 60 multiple-choice/true or false questions/statements drawn from textbook, class notes & class discussions (75 minutes)	120
Test 2 (Online): 60 multiple-choice/true or false questions/statements drawn from textbook, class notes & class discussions (75 minutes)	120
Test 3 (Online): 60 multiple-choice/true or false questions/statements drawn from textbook, class notes & class discussions (75 minutes)	120
Test 4 (Online): 60 multiple-choice/true or false questions/statements drawn from textbook, class notes & class discussions (75 minutes)	120
Special Project: Career-Related Research Paper	60
Total	600

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

** If several students experience technological problems during the first test (Test 1), I reserve the right to request that all future tests be taken by all students in the classroom on the scheduled dates. I'll let the class know, if I make this decision*

Final grades will be determined in accordance with the grading system below, which lists category floors (grades & applicable points):

A 95% = 570	A- 90% = 540	
B+ 85% = 510	B 80% = 480	B- 75% = 450
C+ 70% = 420	C 65% = 390	C- 60% = 360
D+ 55% = 330	D 50% = 300	D- 45% = 270
F 0% = 0		

I reserve the right to discretionary grade adjustments.

Americans with Disabilities Act:

The Americans with Disabilities Act (ADA) requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. In accordance with the ADA and university policy, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me at the beginning of the semester to discuss any necessary accommodations. Please contact the Office of Accessibility for verification of eligibility at 419-530-4981 (voice) or 419-530-2612 (TDD).

Academic Dishonesty:

Academic dishonesty will not be tolerated. Please read The University's Policy Statement on Academic Dishonesty available at <http://www.utoledo.edu/dl/students/dishonesty.html>.

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, class discussions, announcements, etc. **I do not give a class lecture more than once nor do I share my own PowerPoint slides/class notes.**

2. **NOTE-TAKING:** During class, write down on your class notes/PowerPoint slides additional information from my slides (in purple font). Also, write down what I/we say that you consider relevant or helpful. After class or as soon as possible, review information and translate ideas into your own words, summarize key

ideas, link information to previously learned material and write these on your class notes/PowerPoint slides.

3. PRACTICE / REVIEW QUESTIONS: Before each test, complete the Chapter Test towards the end of the relevant chapters in the recommended textbook. Answers to all Chapter Test questions can be found towards the back of the textbook.

PSY 2510 – Lifespan Developmental Psychology
COURSE CALENDAR/SCHEDULE – Spring Semester 2013
(Subject to modification)

Date	Chapter / Lecture Topic / Assignment Availability & Due Date
Mon., January 7	Complete Bio-form [e.g., provide name, telephone number, information that will help me meet your learning needs, & career goal(s)]; Discussion of the Syllabus
Wed., January 9	Chapter 1: Basic Concepts & Methods
Thur. January 10; 12:00 AM	Quiz 1 (Chapter 2) & Quiz 2 (Chapter 3) available on course Web site (Exam Room)
Sun. January 13; 11:59 PM	Quiz 1 (Chapter 2) AND Quiz 2 (Chapter 3) Due on course Web site (Exam Room)
Mon., January 14	Chapters 4 & 5: Physical & Cognitive Development in Infancy
Wed., January 16	Chapter 6: Social & Personality Development in Infancy
Mon., January 21	MLK Holiday (No Class)
Wed., January 23	Social & Personality Development in Infancy (continued)
Mon., January 28	Chapter 7: Physical & Cognitive Development in Early Childhood
Tues., January 29; 12:00 AM	Test 1 (Chapters 1, 4-7) available on course Web site (Exam Room)
Wed., January 30; 11:59 PM	No Class; Test 1 (Chapters 1, 4-7) Due on course Web site (Exam Room)
Mon., February 4	Chapter 8: Social & Personality Development in Early Childhood
Wed., February 6	Chapter 9: Physical & Cognitive Development in Middle Childhood
Mon., February 11	Physical & Cognitive Development in Middle Childhood (continued)
Wed., February 13	Chapter 10: Social & Personality Development in Middle Childhood
Mon., February 18	Social & Personality Development in Middle Childhood (continued)
Wed., February 20	Chapter 11: Physical & Cognitive Development in Adolescence
Mon., February 25	Physical & Cognitive Development in Adolescence (continued)
Tues. February 26; 12:00 AM	Test 2 (Chapters 8-11) available on course Web site (Exam Room)
Wed., February 27 11:59 PM	No Class; Test 2 (Chapters 8-11) Due on course Web site (Exam Room)
Mon., March 4	Spring Break (No Class)
Wed., March 6	Spring Break (No Class)

Mon., March 11	Chapter 12: Social & Personality Development in Adolescence
Wed., March 13	Social & Personality Development in Adolescence (continued)
Mon., March 18	Chapter 13: Physical & Cognitive Development in Early Adulthood
Wed., March 20	Chapter 14: Social & Personality Development in Early Adulthood
Mon., March 25	Social & Personality Development in Early Adulthood (continued)
Wed., March 27	Chapter 15: Physical & Cognitive Development in Middle Adulthood;
Sun., March 31; 12:00 AM	Test 3 (Chapters 12-15) available on course Web site (<i>Exam Room</i>)
Mon., April 1; 11:59 PM	No Class; Test 3 (Chapters 12-15) Due on course Web site (<i>Exam Room</i>)
Tues., April 2; 12:00 AM	Special Project: Career-Related Research Paper Can Now Be Submitted On Course Web site (<i>via Assignment tool</i>)
Wed., April 3	Chapter 16: Social & Personality Development in Middle Adulthood
Mon., April 8	Chapter 17: Physical & Cognitive Development in Late Adulthood
Wed., April 10	Chapter 18: Social & Personality Development in Late Adulthood
Mon., April 15	Social & Personality Development in Late Adulthood (continued)
Mon., April 15; 11:59 PM	Special Project: Career-Related Research Paper Due On Course Web site (<i>via Assignment tool</i>)
Wed., April 17	Course Evaluation; Chapter 19: Death, Dying & Bereavement
Mon., April 22	Death, Dying & Bereavement (continued); Course Wrap-up; Last Day of Meeting in Class
Tues., April 23; 12:00 AM	Test 4 (Chapters 16-19) available on course Web site (<i>Exam Room</i>)
Wed., April 24 11:59 PM	No Class; Last Day of Course; Test 4 (Chapters 16-19) Due On Course Web site (<i>Exam Room</i>)
Mon., April 29	Check Final Grades on our Blackboard Course Web site
Wed., May 1; 5 PM	Final Grades to be sent to the Registrar's Office