

Lifespan Developmental Psychology Online - Professor Michael Caruso

Course Syllabus PSY 2510 901 - Spring 2015

NOTE: Please see the separate COURSE SCHEDULE for a complete week by week schedule.

NOTE: This syllabus is subject to change. Any changes will be announced in the "Announcements" section on the home page of the course Blackboard site and a revised Course Syllabus will be posted.

CLASS, INSTRUCTOR, AND OFFICE INFORMATION

Course and section - PSY 2510 091, Lifespan Developmental Psychology, Spring 2015, University of Toledo

Instructor - Michael Caruso, Associate Professor, Psychology Department

Office - UH5020B - on the fifth floor of University Hall

Office hours - Mon and Wed 3:30-4:30, Tues and Thurs 11:00-12:30, with other times by appointment. I do not hold these scheduled office hours during University holidays or final exam week.

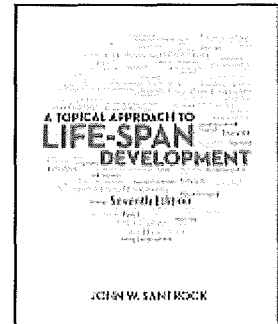
E-mail - Click on "Send E-mail" from the Blackboard website menu or use: michael.caruso@utoledo.edu

Office phone / voicemail - 419.530.2896, although contact by e-mail preferred

REQUIRED TEXTBOOK

The required textbook is **Santrock, John W. (2014). *A Topical Approach to Life-Span Development (7th edition)*. Boston: McGraw-Hill. (ISBN: 9780078035500)**

- Get hold of the textbook as soon as possible.
- The book is available for rental or purchase from the Barnes and Noble bookstore on the UT Bancroft campus (<http://bit.ly/MIH9ue>).
- You can comparison shop for the book at addall.com (<http://bit.ly/1iHimy3>). If you order the book from the internet, please use overnight or two-day shipping. With standard 5-9 business day shipping, you may not receive the book for another week or two.
- The text can also be rented or purchased as an e-textbook at the bookstores listed above, or at CourseSmart.com (<http://bit.ly/1kxNYe7>).
- A copy of the textbook is on reserve at the Carlson library for in-library use as well.



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.

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 life span.
- Practice reading skills, critical thinking skills, and written communications skills.

Specific learning objectives listing what content you are expected to master for each topic are available by clicking on "Study Guides" on the website menu. Course objectives may be obtained by reading and studying the textbook and lecture notes and through satisfactory completion of assignments.

THE BLACKBOARD (Bb9) WEBSITE FOR THIS COURSE

The following resources are 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

Start Here / Course Advice - 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 Notes - The content of my classroom lectures along with some examples and commentary.

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

Extra Credit - Contains instructions for the Extra Credit projects and links to the Extra Credit Quizzes.

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.

Practice Quizzes - 5-item practice quiz written by Prof Caruso for each chapter. These **sample** Study Guide items and **do not** cover everything you need to know for the Tests. You may take them as many times as you like, with a slightly different question mix each time. Practice quiz scores **do not** count in your grade.

Tests - Links to the tests will appear here on the scheduled test dates.

Grade Book - Your Test, Discussion Board, and other scores are posted here 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.

Learner Support - Online resources for UT's distance learning students.

OUTLINE OF COURSE TOPICS

Unit I - Foundations of Lifespan Development

Chapter 1 - Introduction

Chapter 2 - Biological Beginnings and Chapter 8 - Intelligence, pages 268-272, Section titled "Controversies and Group Comparisons"

Chapter 5 - Motor, Sensory, and Perceptual Development

Unit II - Cognitive Development

Chapter 6 - Cognitive Developmental Approaches

Chapter 7 - Information Processing

Chapter 8 - Intelligence, pages 261-263, Sections titled "What is Intelligence?" and "Intelligence Tests" and pages 272-285, Sections titled "The Development of Intelligence" and "The Extremes of Intelligence and Creativity"

Chapter 9 - Language Development

Unit III - Language, Emotions, Gender

Chapter 10 - Emotional Development and Attachment

Chapter 11 - The Self, Identity, and Personality

Chapter 12 - Gender and Sexuality

Unit IV - Personality; Marriage and Family; 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 pages 117-123, Section titled "Longevity and Biological Aging"

PRACTICE QUIZZES

There are two sources of practice quiz material for this course:

1. 5-item practice quizzes written by Prof Caruso for each chapter. These **sample** Study Guide items and **do not** cover everything you need to know for the Tests. **You may take practice quizzes as many times as you like**, receiving a slightly different mix of questions each time. Practice quiz scores **do not** count in your grade.

★ Click the "**Practice Quizzes**" link on the home page menu to access the practice quizzes that I wrote.

2. The textbook has a companion web site that provides various quizzes and other materials for your use. These items from the publishing company cover textbook material whether specified in my study guides or not.

★ Click on the "**Textbook Companion Site**" link on the home page menu to access the Santrock textbook web site quizzes and other materials.

TESTS

Tests cover both textbook and lecture material. Click the "Lecture Notes" link on the web site menu for the lecture notes. Click on the "Study Guides" link on the home page menu to see what specific material be covered on the tests.

There are four unit tests worth 65 points each. (There is **no** comprehensive final exam.) Each test includes 65 multiple choice items and you will have 65 minutes to complete each test. **You will not have time to make extensive use of the lecture notes or book.** You are expected to take the Test during the availability period designated for the test, but if an emergency situation arises, please contact Prof Caruso to make other arrangements.

- ★ Click on "Tests" from the class website menu to access the Tests.
- ★ See the separate COURSE SCHEDULE for the Test availability dates for this term.

**** PLEASE READ AND FOLLOW THE IMPORTANT INFORMATION BELOW **.**

- To access a Test, I recommend that students **sign in to the course Blackboard site** through a web browser on a computer **on the Test days** listed above.
 - I suggest that students **DO NOT wait for a link to the test to be e-mailed.** This feature of Blackboard does not always work, but you will always be able to access Tests by signing into the site **ON THE DAYS THE TEST IS SCHEDULED** to be available whether or not you receive an e-mailed link.
 - If you have any trouble accessing the test by following the instructions below, **E-MAIL ME IMMEDIATELY** during the **SCHEDULED AVAILABILITY PERIOD** of the test. **DO NOT** wait another day or two to see if access to the test will suddenly appear.
 - If there is a delay in making a test available, I will place announcements on the home page of the BlackBoard site. E-mailing me to make sure of what is happening is fine as well.
- Once on the course site, click on "**Tests**" from the menu on the left side of the web page.
 - If you do not see a left hand menu, the menu is hidden. Look for a " > " symbol on the left of the page. Click on " > " and the menu will reappear.
- After clicking on "**Tests**" from the course menu, a page opens in the right hand pane that has a general message and a link to the test.
 - *The link is only visible during the time that the specific test is available.* You will not see the link before or following the availability period on the test days.
- Click the link for the test to open the test and follow the instructions to begin the test. **Be sure to save and submit your answers before the 65 minute limit expires.**
 - While taking a test, **DO NOT click on anything other than the test itself** as this will cause the test to no longer be available to you.
 - If something happens during the test (internet outage, test disappears, the site says your test wasn't submitted, etc.), please E-MAIL ME so I can look into the problem. I will e-mail back when I can. I am not necessarily available for immediate response during the entire period that the test is available, but I will respond as soon as I can.

DISCUSSION BOARD ASSIGNMENT

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 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 in addition to answering my original question increases your chances of scoring the maximum of 5 points for the topic. Additional "Guidelines for the Discussion Board," including grading criteria, are available on the discussion board. Discussion scores will be posted for everyone sometime after the due date for that set of posts.

- ★ Click the "**Discussion Board**" link on the home page menu to access the discussion board.
- ★ See the separate COURSE SCHEDULE for the Discussion Board Topic due dates for this term.

EXTRA CREDIT

There are two extra credit projects you can elect to perform, each worth up to five bonus points. These projects involve reading some articles I have selected, and taking a multiple choice quiz over the content in the articles.

- ★ Click the "**Extra Credit**" link on the home page menu for more detail on the extra credit projects, links to the articles, and to access the extra credit quizzes.
- ★ See the separate **COURSE SCHEDULE** for the Extra Credit Quiz availability dates for this term.

GRADING

Your final course grade will be based on the total points earned from the four Tests, the eight Discussion Board topics, and any Extra Credit bonus points you accumulate. The grade scale assumes that 300 points are available, although with extra credit, 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%.

- ★ Click the "**Grade Book**" link on the home page menu to view your scores during the term.

POLICIES AND GENERAL INFORMATION

Withdrawal Policy - If you decide to withdraw from the course, you need to file forms in the Registration office. The withdrawal deadline for Spring semester 2015 is **Friday, March 27**. See the University Catalog for more detail on University withdrawal policies.

Issuing of Incomplete ("IN") Grades - In some situations a student may be assigned a grade of incomplete ("IN"). This gives the student another term to complete course requirements. An "IN" is ordinarily given when a student has completed more than 60% of the course requirements and has a passing average. An "IN" is **not** given so 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 an "IN" 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 Student Disability Services (Rocket Hall 1820; 419.530.4981; studentdisabilitysvs@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 SDS to discuss these with me 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 Department of Psychology courses and programs; 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.
- Submitting the same written work to fulfill the requirements for more than one course.

In accordance with the Policy Statement on Academic Dishonesty, 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 a grade of F on specific assignments, as well as in the course where the assignment was made.

The complete, and more detailed, University of Toledo Policy Statement on Academic Dishonesty is available at <http://www.utoledo.edu/dl/students/dishonesty.html>.

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Course Schedule
PSY 2510 901 - Spring 2015

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

NOTE: Schedule subject to change. Any changes will be announced in the "Announcements" section of the course site homepage and a revised Course Schedule will be posted.

Week 1 (January 12 - January 17)

- Purchase required textbook

Week 2 (January 18 - January 24)

- **MLK Day** (Martin Luther King, Jr. Holiday) is **Monday, January 19**.
- Course Syllabus, Course Schedule, and other course materials posted throughout this week.
- Begin working on the material that will be covered on Test 1 [i.e., Chapter 1, Chapter 2 (and Chapter 8 pp. 268-272), and Chapter 5] - (i.e., start to read and review textbook reading assignments and Lecture Notes, start to work through Study Guides, etc.).
- Perhaps start working on / posting on Discussion Topics 1 and 2.

Week 3 (January 25 - January 31)

- Continue working on Ch 1, Ch 2 (and Ch 8 pp. 268-272), and Ch 5 readings, lecture notes, study guides, practice quizzes, etc.
- Start or continue working on / posting on Discussion Topics 1 and 2.

Week 4 (February 1 - February 7)

- Continue working on Ch 1, Ch 2 (and Ch 8 pp. 268-272), and Ch 5 readings, lecture notes, study guides, practice quizzes, etc.
- Continue working on / posting on Discussion Topics 1 and 2.

Week 5 (February 8 - February 14)

- Continue working on Ch 1, Ch 2 (and Ch 8 pp. 268-272), and Ch 5 readings, lecture notes, study guides, practice quizzes, etc.
- Continue working on / posting on Discussion Topics 1 and 2.

Week 6 (February 15 - February 21)

- ★ All responses to **Discussion Topics 1 and 2** are DUE by 11:59 pm **Sunday, February 15**, at the latest.
- ★ **TEST 1** (Ch 1, Ch 2, Ch 8 pages 268-272, Ch 5, and the related lecture notes) available from 12:01 am **Sunday, February 15** to 11:59 pm **Tuesday, February 17**.
- Begin working on the material that will be covered on Test 2 (i.e., Ch 6, Ch 7, Ch 8, and Ch 9) - (i.e., read and review textbook reading assignments and Lecture Notes, work through Study Guides, etc.).
- Perhaps start working on / posting on Discussion Topics 3 and 4.

Week 7 (February 22 - February 28)

- Continue working on Ch 6, Ch 7, Ch 8, and Ch 9 readings, lecture notes, study guides, practice quizzes, etc.
- Start or continue working on / posting on Discussion Topics 3 and 4.
- Continue to read the articles for Extra Credit Assignment #1.

Week 8 (March 1 - March 7)

- Continue working on Ch 6, Ch 7, Ch 8, and Ch 9 readings, lecture notes, study guides, practice quizzes, etc.
- Continue working on / posting on Discussion Topics 3 and 4.
- ★ **Extra Credit Quiz 1** available from 12:01 am **Thursday, March 5** to 11:59 pm **Friday, March 6**.

Week 9 (March 8 - March 14)

- **Spring Break** is **Monday, March 9** through **Friday, March 13**.
- Continue working on Ch 6, Ch 7, Ch 8, and Ch 9 readings, lecture notes, study guides, practice quizzes, etc.
- Continue working on / posting on Discussion Topics 3 and 4.

★ Course Schedule continues on other side 

Week 10 (March 15 - March 21)

- ★ All responses to **Discussion Topics 3 and 4** are DUE by 11:59 pm **Sunday, March 15** at the latest.
- ★ **TEST 2** (Ch 6, Ch 7, Ch 8 pages 261-263 and 272-285, Ch 9, and related lecture notes) available 12:01 am **Sunday, March 15** to 11:59 pm **Tuesday, March 17**.
- Begin working on the material that will be covered on Test 3 (i.e. Ch 10, Ch 11, and Ch 12) - (i.e., read and review textbook reading assignments and Lecture Notes, work through Study Guides, etc.).
- Perhaps start working on / posting on Discussion Topics 5 and 6.

Week 11 (March 22 - March 28)

- Continue working on Ch 10, Ch 11, and Ch 12 readings, lecture notes, study guides, practice quizzes, etc.
- Continue working on / posting on Discussion Topics 5 and 6.
- ★ The **last day to withdraw** from Spring 2015 courses is **Friday, March 27**.

Week 12 (March 29 - April 4)

- Continue working on Ch 10, Ch 11, and Ch 12 readings, lecture notes, study guides, practice quizzes, etc.
- Continue working on / posting on Discussion Topics 5 and 6.

Week 13 (April 5 - April 11)

- ★ All responses to **Discussion Topics 5 and 6** are DUE by 11:59 pm **Thursday, April 9** at the latest.
- ★ **TEST 3** (Ch 10, Ch 11, Ch 12, and related lecture notes) available 12:01 am **Thursday, April 9** to 11:59 pm **Saturday, April 11**.

Week 14 (April 12 - April 18)

- Begin working on the material that will be covered on Test 4 [i.e., Ch 14, Ch 15, and Ch 17 (and Ch 3 pp. 117-123) - (i.e., read and review textbook reading assignments and Lecture Notes, work through Study Guides, take Practice Quizzes, etc.).
- Start working on / posting on Discussion Topics 7 and 8.
- Continue to read the articles for Extra Credit Assignment #2.

Week 15 (April 19 - April 25)

- Continue working on Ch 14, Ch 15, and Ch 17 (and Ch 3 pp. 117-123) readings, lecture notes, study guides, practice quizzes, etc.
- Continue working on / posting on Discussion Topics 7 and 8.
- ★ **Extra Credit Quiz 2** available from 12:01 am **Thursday, April 23** to 11:59 pm **Friday, April 24**.

Week 16 (April 26 - May 2)

- Continue working on Ch 14, Ch 15, and Ch 17 (and Ch 3 pp. 117-123) readings, lecture notes, study guides, practice quizzes, etc.
- Continue working on / posting on Discussion Topics 7 and 8.

Finals Week (May 3 - May 9)

- ★ All responses to **Discussion Topics 7 and 8** are DUE by 11:59 pm **Wednesday, May 6** at the latest.
- ★ **TEST 4** (Ch 14, Ch 15, Ch 17, Ch 3 pages 117-123, and related lecture notes) available 12:01 am **Wednesday, May 6** to 11:59 pm **Friday, May 8**.
- Spring semester ends **Friday, May 8**.

Break between Spring Semester and Summer Session (May 10 - May 16)

- All scores, totals, and final grade will appear under "Grade Book" on the course site sometime this week.
- ★ The "due date" for submission of Spring semester grades is by the end of the day on Tuesday, May 12. However, instructors have a 72 hour "grace period" (i.e., by the end of the day on Friday, May 15) during which they can still submit grades electronically. I will make every effort to submit the final grades for this class by the end of the day on Tuesday, May 12, but it is possible that I might submit them during the grace period. There is a lag between the time that instructors submit the final grades and when those grades are "rolled" into the student information system. Sometimes grades won't appear in a student's myUT until the day after the instructor submitted them. So for example, grades submitted Tuesday night probably won't show up on myUT until Wednesday.