



# Lifespan Developmental Psychology

The University of Toledo  
College of Languages, Literature and Social Sciences  
Department of Psychology  
PSY 2510-002 (CRN 25290)  
(Credit Hours: 3 Semester Hours)

## Syllabus\*

“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

“Discussion is an exchange of knowledge, an argument an exchange of ignorance” ~ Robert Quillen

“Rules are not necessarily sacred, principles are” ~ President Franklin D. Roosevelt

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**Office Hours:** MW, 10:00 AM - 12:00 PM and by appt  
**Office Location:** UH 1063  
**Office Phone:** 419-530-2853  
**Term:** Spring 2016 (January 11, 2016 – May 6, 2016)

**Class Location:** FH 2100  
**Class Day/Time:** Mondays and Wednesdays/12:30-1.45 PM  
**Course Website:** <https://blackboard.utoledo.edu>  
**Personal Website:** <http://homepages.utoledo.edu/mtiamiy/>  
**Credit Hours:** 3

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**Teaching Assistant:** Ms. Heather R. Schultz  
**Email:** [heather.schultz3@rockets.utoledo.edu](mailto:heather.schultz3@rockets.utoledo.edu)

**Office Location:** UH 1490  
**Office Hours:** Tuesdays, 9.00-11:00 AM and by appt.

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### COURSE/CATALOG DESCRIPTION

Emphasizes research and theory from conception through old age, and integrates important developmental issues within a lifespan approach.

### COURSE OVERVIEW

In this broad-based and fast-paced Web-assisted course, we take a life-span approach to human developmental patterns and processes from conception to death, across cultures and development. In particular, we will discuss the basic physical, cognitive, and social processes at work during each age period (e.g., infancy, childhood, adolescence, and adulthood); external influences affecting these processes; and the relationships among the various threads of development in each age period. 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.

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

### STUDENT LEARNING OUTCOMES (SLO)

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

1. Assess the biological, cognitive, cultural, environmental and social factors that influence 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 textbooks, newspapers, professional and lay periodicals, and the internet throughout the lifespan.
7. Demonstrate ability to follow directions, including those regarding in-class activities and quizzes.

### 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 31 years ago (this is the beginning of my 19<sup>th</sup> 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 reading the required textbook, engaging in outside the classroom reading related to the course, completing and submitting assignments by the due date and time, 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 / issues. In summary, my teaching philosophy guides my expectations of students.

**P.S. You can also read my "Professor Intro." on our Bb course Web site**

**Electronics, etc.:** Please, as a matter of courtesy turn off anything that may "beep" and put your cell phone on vibrate during class. Laptops, iPods, headphones and other such gadgets are **NOT** allowed in class, unless I have received necessary academic accommodation documentation from the UT Students Disability Services Office, but feel free to leave the classroom to use your cell phone. 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 once class begins. 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 will be organized according to the course calendar provided towards the end of this syllabus, and any necessary changes will be announced ahead of time. Each student is responsible for completing the assigned reading preferably prior to coming to the classroom, but definitely in preparation for exams

*PowerPoint Slides:* PowerPoint slide presentations, as a mode of teaching, will be used to highlight and/or amplify information relevant to the topics to be covered in the course. The notes on the PowerPoint slides are primarily based on the required textbook.

*Discussion facilitation:* Facilitation of class discussion, as a mode of teaching and learning, will be used to highlight and/or amplify information relevant to the topics to be covered in the course. I will guide in-depth class discussion around the day's topics as organized according to the course schedule provided towards the end of this syllabus. The class discussion will focus on some important topics for the day; we CANNOT address ALL the important topics because of time limitation. We would have spirited class discussions if students have read the assigned chapters in our textbook before coming to class. I will also make available on our Blackboard course Web site Food For Thought (FFT) / Class Discussion Guide sheets that will consist of questions/issues to consider as you read the assigned chapters and prepare for our class discussions and/or quizzes.

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

### PREREQUISITES AND COREQUISITES

Completion of Introduction to Psychology

### REQUIRED TEXT

Boyd, D. & Bee, H. (2015). *Lifespan Development* (7<sup>th</sup> Ed.), Publisher: Pearson.

Acquire only **ONE** of the following:

1. Print: ISBN 13: 978-0-13-380566-6 / ISBN 10: 0-13-380566-2
2. Loose-leaf (likely to be a much less expensive format to the above): ISBN: 9780133773644

## **TECHNOLOGY REQUIREMENTS**

### **Technical Skills**

In order to succeed in this course, it will be important for students to possess basic computing skills involving document creation, editing, manipulation, and communication, as well as using 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 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.utd1.edu/utlv/Bb9BrowserCheck/innovation/blackboard/browsercheck.html>

### **Software**

Student computers need to have recent software and 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/mam/downloads.html>:

- Word Processing Software (e.g., Microsoft Word)
- Adobe Acrobat Reader
- Internet Browser (e.g., Firefox, Chrome, IE, Safari)

### **Internet Service**

High-speed Internet access is recommended in downloading information and completing online quizzes/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 quizzes/exams. A list and schedule for on-campus computer labs is available at [http://www.utoledo.edu/it/CS/Lab\\_hours.html](http://www.utoledo.edu/it/CS/Lab_hours.html).

### **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](#).

### **Title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources [here](#).

Complaints can be reported online:

UT's Title IX coordinator. <https://www.utoledo.edu/offices/oid/title-ix/index.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.

**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>. For additional academic policies, please read the Course Expectations section below.

Students are expected to attend every class meeting of courses in which they are registered. Please read the **Missed Class Policy**.

## COURSE EXPECTATIONS

**Syllabus Quiz:** Students will be taking a short online quiz via the *Exam Room* on our Blackboard course Web site, **during the first week of classes**, to assess their understanding of the syllabus content. The link to the quiz will be available at the beginning of the first week (i.e., 2:00 PM on Monday). You will see your quiz score right after you submit it.

**In-class Activities:** Students will be engaging in in-class activities, most of which will be legibly hand-written assignments that will be individually submitted before leaving the classroom for grading (DO NOT submit assignments on behalf of another student). In order not to lose points, **A) Include at the top of each day's submission your LAST then first name (e.g., Smith, Jennifer); B) Have a subheading for each activity (i.e., the issue/question) in the order they are assigned; and C) Write with a pencil or black/blue ink pen ONLY.** Always bring at least two sheets of 8" x 11" white sheets of ruled/un-ruled paper with smooth edges to class (**I recycle submitted sheets of paper at the end of the semester**). Students should get back to our Teaching Assistant (TA) as quickly as possible if they have any concerns about their IA scores, that is, before the scores for the following IA submissions are posted. For example, when you receive an announcement that IA10 scores have been posted, please check your score as soon as possible and contact our TA, if need be. After IA11 scores have been posted, students cannot inquire about IA10 scores. So, the earlier you make your inquires about an IA score the better.

### Making Up In-Class Activities

This is a Web-assisted course (NOT a fully DL / Web-based course) hence participation in in-class activities is a major requirement (about 35% of your final grade). **If your work/another schedule will NOT permit you to attend classes regularly, please consider taking this course at a more convenient time – missing classes will adversely affect your final grade.** Once in a while, however, students have good reasons for missing class. Making up a day's in-class activities will be allowed for legitimate health or personal reasons (**with acceptable excuse documentation**). Students who fall into either of these two categories should email me as soon as possible. In addition, to obtain a make-up assignment, students will need to email me a scanned copy of documentation (**a Microsoft Word / PDF attachment**) that covers the day they miss class up to the day before they contact me. (Students will lose 4 points for each day that their excuse documentation does not cover.) I will contact the student as to whether documentation is acceptable and send the make-up assignment (e.g., ask you to respond in written form to some course-related questions assigned by me). To earn any of the allotted points, an assignment must also be completed and emailed back to me as an attachment (i.e., Microsoft Word document) within 24 hours that it is assigned.

**P.S. With no acceptable excuse documentation received by me, students will not earn any of the allotted points for the missed day or in-class activities.**

**P.P.S. Students CANNOT Make Up in-class Extra Credit Opportunities /Activities.**

### Web-delivered/Online Quizzes/Exams.

In addition to the Syllabus Quiz, students will be taking eight online quizzes/exams via the *Exam Room* on our Blackboard course web site (see course schedule for chapters and topics to be covered in each quiz). The link to the 8 quizzes will be available at least 48 hours before its due time. For all quizzes, you will have just ONE attempt at ONE sitting. Each quiz must be **individually completed** (not started) by the due date (see course schedule for each quiz availability and due time – the due date and time are also listed with the exam). Please plan to complete a quiz **ONLY** when you think you are ready to take it, **BUT** before the due date. The latter is important so that if you have technical issues that must be resolved by our Learning Ventures staff, these can be addressed and you can complete the quiz by the due date. You will see the score to each of your 8 quizzes after ALL students have completed the exam. I will make an announcement informing students as to when these

scores are available on our Blackboard course Web site (*My Grades*) Thereafter, no student will be permitted to complete the exam hence all students must complete an exam in a timely fashion.

To ensure a smooth test-taking experience, it is recommended that you use Firefox 3.5 or higher when taking exams, to clear your cache and browsing history prior to beginning the quiz, and to review the following Learning Ventures test taking tips via this link:

<http://wordpress.utoledo.edu/learningventures/2014/01/27/blackboard-test-taking-tips-updated-232012/>

**Also, note that the Blackboard servers are unavailable from 4:00 to 4:25 A.M. daily for maintenance operations. Please make sure to plan your Blackboard activities accordingly.**

If a student has ANY technological issue, please contact Learning Ventures, and if after resolving the issue, the student is unable to complete the quiz, please email me immediately so that I can leave a hardcopy of the exam and a Scranton answer sheet for you at the main campus Testing Center (Memorial Field House Room 1080; 419.530.2011) ... *no books, notes and other aids will be allowed by the staff of the Testing Center.* My ability to prepare and drop off the exam will depend on the time of the day the student contacts me, so the student would need to **call the Testing Center first to make sure the exam is there before going.** The exam must be done in a timely manner in order for me not to deduct the applicable points per day for completing it after the due time, as indicated in our syllabus (read paragraph below).

Taking a Quiz/Exam after the Due Date/Time

Occasionally students become ill during the period an exam has been made available on Blackboard. Taking an exam after the due time will be allowed 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 a scanned copy of their excuse documentation (**as a Word document / PDF attachment**) that covers at least 48 hours before the exam due date up to the day before they actually complete the exam on Blackboard (or at the Testing Center). With no acceptable excuse documentation (**e.g., doctor's note, obituary announcement of death in the family**) received by me, students will **lose 4 points for each day** that they do not complete an exam by the due time.

*Extra Credit Opportunities:* Students **may** earn extra credit points during the semester (e.g., by completing surveys). I will let you know **if** such opportunities arise.

**GRADING**

Students who do not attend class or stop attending at some point throughout the semester will be given a final grade of "F" which will impact your overall grade point average. To formally withdraw from this or any other course you need to contact the **Registrar's Office**.

The final course grade will be based on the following point values (monitor your scores regularly via BB – *My Grades*):

ASSIGNMENTS/ASSESSMENTS	TOTAL POINTS	% OF FINAL GRADE	SLO ALIGNMENT
Complete & upload your Student-Intro form as an Microsoft Word attachment via the <b><i>Student-Intro</i></b> link/area on our <b>Blackboard course Web site</b> ; information is for me ONLY, as the course professor/instructor (earn full points by middle of first week of classes; earn 2 points thereafter up till the beginning of the second week of classes; no points thereafter; <b>this course requirement should be met by all students.</b> )	5	1%	SLO 7
Syllabus Quiz: 10 multiple-choice / true or false questions/statements drawn from our syllabus (20 minutes); (earn full points first week of classes; no points thereafter, <b>2 points are also deducted for not meeting this course requirement by the end of the semester.</b> )	5	1%	SLO 7
In-Class Activities (10 points per class meeting). <b>This course requirement must be met by all students.</b>	200	36%	SLO 1-4, 6, 7
Quiz 1: 20 multiple-choice questions/statements drawn from our textbook (40 minutes). <b>This course requirement must be met by all students.</b>	40	>7%	SLO 1, 2, 5-7
Quiz 2: 20 multiple-choice questions/statements drawn from our textbook	40	>7%	SLO 1, 2, 5-7

(40 minutes). <b>This course requirement must be met by all students</b>			
Quiz 3: 20 multiple-choice questions/statements drawn from our textbook (40 minutes). <b>This course requirement must be met by all students.</b>	40	>7%	SLO 1, 2, 5-7
Quiz 4: 20 multiple-choice questions/statements drawn from our textbook (40 minutes). <b>This course requirement must be met by all students.</b>	40	>7%	SLO 1, 2, 5-7
Quiz 5: 20 multiple-choice questions/statements drawn from our textbook (40 minutes). <b>This course requirement must be met by all students.</b>	40	>7%	SLO 1, 2, 5-7
Quiz 6: 20 multiple-choice questions/statements drawn from our textbook (40 minutes). <b>This course requirement must be met by all students</b>	40	>7%	SLO 1, 2, 5-7
Quiz 7: 20 multiple-choice questions/statements drawn from our textbook (40 minutes). <b>This course requirement must be met by all students.</b>	40	>7%	SLO 1, 2, 5-7
Quiz 8: <b>30</b> multiple-choice questions/statements drawn from our textbook (60 minutes). <b>This course requirement must be met by all students</b>	60	11%	SLO 1, 2, 5-7
<b>Total</b>	<b>550</b>	<b>100%</b>	<b>All SOL</b>

**P.S.:** There is no cumulative final exam; however, all of the above course requirements should be met, otherwise a student could earn an IN (incomplete) as a final grade.

**Final Grades:** The grading system below will serve as a guide, and it lists category floors (grade, percentage points, and actual points) **Note that final grades are determined by actual points (NOT percentage points) earned, and there will be no rounding off of points:**

A 95% = 522	A- 90% = 495	
B+ 85% = 467	B 80% = 440	B- 75% = 412
C+ 70% = 385	C 65% = 357	C- 60% = 330
D+ 55% = 302	D 50% = 275	D- 45% = 247
F 0% = 0		

I reserve the right to discretionary grade adjustments.

**Midterm Grades:**

Official mid-term grades will be computed, posted on our Blackboard course Web site (*My Grades*) and submitted to the Registrar's office. During the semester, to compute grades so far, students should look up their Final Points/Scores on our Blackboard course Web site (*My Grades*), divide this by the total points earned in the course so far, and multiply by 100. Compare the obtained percentage points to the grading system above to determine the corresponding letter grade.

**Final Grades:**

Official final grades will be posted on our Blackboard course Web site (*My Grades*) **before 5 PM on Monday (May 2)**. During the semester, it is the responsibility of students to make sure that scores for all their completed assignments are up-to-date on our course Web site (*My Grades*).

**Important Study Hints for the Course:**

1. **MAKE A FRIEND OR TWO.** Have contact information of **one or two RELIABLE** classmates in order to be always up-to-date regarding course materials, class discussions, in-class announcements, etc **I do not give a class lecture more than once (i.e., in the classroom) NOR do I share my discussion facilitation PowerPoint slides/notes.**

2. **NOTE-TAKING:** During class, jot down information from our class discussions that you consider relevant or helpful (I will NOT wait for students to copy my PowerPoint discussion facilitation slides/notes word-for-word since you would have read or will be reading our textbook). **Do NOT use your in-class activity (IA) sheets for jotting down notes in class.** After class or as soon as possible, review your class notes along with the relevant chapter readings and the FFT/Class Discussion Guide sheet, and link information to previously read chapter readings/learned material.

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

## COMMUNICATION GUIDELINES

### Email:

Students are expected 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 account OR might be prompted to log in to our Blackboard course Web site, so also check your UT email account frequently. This class is being taught for you, so if you are having trouble understanding any aspect of it, please email me via my UT email account ([mojisola.tiamiyu@utoledo.edu](mailto:mojisola.tiamiyu@utoledo.edu)). I am here to help YOU SUCCEED, and will do my best to respond to you within 24 to 48 hours. **Please, if emailing me about ANY course-related matter, always include “PSY 2510: [INSERT SUBJECT MATTER HERE]” in the subject line as I would not want your email to get lost among the hundreds I receive via my UT email account.** Finally, when you send a request to me (or any other person), to provide you with information/clarification or do you a favor, when I (or the person) do so, take the time to send an acknowledgement / thank you. That way the person knows you received it and you will be exercising professional courtesy.

**FLEXIBILITY CLAUSE:** The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Students’ experiences and needs, as well as emerging knowledge, will be considered 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](mailto:utdl@utoledo.edu). The Help Desk offers extended hours in the evenings and on weekends to assist students with technical problems. When calling after hours, leave a detailed message, including your Rocket Number and phone number, and an Online Learning staff member will respond on the next business day. The UT Online Help Desk / Learning Ventures 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 / Learning Ventures 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

The eLibrary is a customized gateway to UT Libraries for online students. It was designed to help you locate the best online library resources without leaving Blackboard.

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

#### Counseling Center

The Counseling Center is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. The Counseling Center staff provide counseling (individual and group), mental health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life adjustment strategies.

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

#### Success Coach

As of fall 2013, all new students were assigned 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](mailto:successcoach@utoledo.edu).

PSY 2510-002 – Lifespan Developmental Psychology  
**COURSE SCHEDULE**  
Spring Semester 2016  
(Subject to modification)

WEEK	DATES	TOPIC AND ASSESSMENT MEASURE
1	Mon., Jan. 11	<p>First Day of Classes. Review of Blackboard course Web site &amp; Syllabus; Fully complete Student-Intro Form as from <b>2 pm</b> [e.g., name, telephone number, career goals, &amp; include passport size digital photo, if available] – <b>upload saved completed form via our Blackboard course Web site (<i>Student-Intro Link</i>, toward the left side of site).</b></p> <p><b>Syllabus Quiz:</b> Will be available for completion via our Blackboard course Web site (<i>Exam Room Link</i>, toward the left side of site) as from <b>2 pm</b> today (01/11).</p>
1	Wed., Jan. 13	<p>Chapter 1: Basic Concepts and Methods -- In-class Activities <b>P.S. Chapter 2: Theories of Development is not discussed in class nor tested, because the theories considered therein are touched upon in later chapters of the textbook. Students who however wish to obtain in-depth background information about theories of development may read this chapter at their earliest convenience.</b></p> <p><b>Student-Intro Form:</b> Due before noon today (01/13) to earn full points (earn partial points thereafter up till the beginning of the second week of classes, 01/18 at noon, no points thereafter).</p> <p><b>Syllabus Quiz:</b> Earn full points by end of this first week of classes (i.e., 11:59 PM, 01/15); no points thereafter; <b>2 points are also deducted for not meeting this course requirement by the end of the semester.</b></p>
2	Mon., January 18	<b>Martin Luther King, Jr. Day (NO CLASS) ... :-)</b>
2	Wed., Jan 20	Chapter 3: Prenatal Development and Birth -- In-class Activities
2	<b>5:00 PM Sat., Jan. 23</b>	<b>Quiz 1 (Chapters 1 &amp; 3) Available on course Web site (<i>Exam Room</i>)</b>
3	Mon., Jan. 25	<b>NO CLASS; Quiz 1 (Chapters 1 &amp; 3) Due on course Web site (<i>Exam Room</i>) by 11:59 PM</b>
3	Wed., Jan. 27	Chapters 4 and 5: Physical and Cognitive Development in Infancy -- In-class Activities
4	Mon., Feb. 1	Chapter 6: Social and Personality Development in Infancy -- In-class Activities
4	Wed., Feb 3	Chapter 6: Social and Personality Development in Infancy (cont.) -- In-class Activities
4	<b>5:00 PM Sat., Feb. 6</b>	<b>Quiz 2 (Chapters 4 - 6) Available on course Web site (<i>Exam Room</i>)</b>
5	Mon., Feb.8	<b>NO CLASS; Quiz 2 (Chapters 4 - 6) Due on course Web site (<i>Exam</i></b>



		<b>Room) by 11:59 PM</b>
5	Wed., Feb. 10	Chapter 7: Physical and Cognitive Development in Early Childhood -- In-class Activities
6	Mon., Feb. 15	Chapter 8: Social and Personality Development in Early Childhood -- In-class Activities
6	<b>5:00 PM Mon., Feb. 15</b>	<b>Quiz 3 (Chapters 7 &amp; 8) Available on course Web site (Exam Room)</b>
6	Wed., Feb. 17	<b>NO CLASS; Quiz 3 (Chapters 7 &amp; 8) Due on course Web site (Exam Room) by 11:59 PM</b>
7	Mon, Feb. 22	Chapter 9: Physical and Cognitive Development in Middle Childhood -- In-class Activities
7	Wed., Feb. 24	Chapter 10: Social and Personality Development in Middle Childhood -- In-class Activities
7	<b>5:00 PM Sat., Feb. 27</b>	<b>Quiz 4 (Chapters 9 &amp; 10) Available on course Web site (Exam Room)</b>
8	Mon., Feb 29	<b>NO CLASS; Quiz 4 (Chapters 9 &amp; 10) Due on course Web site (Exam Room) by 11:59 PM</b>
8	Wed., Mar. 2	Chapter 11: Physical and Cognitive Development in Adolescence -- In-class Activities
9	Mon., Mar. 7	<b>Spring Break (NO CLASS) ... :-)</b>
9	Wed., Mar. 9	<b>Spring Break (NO CLASS) ... :-)</b>
10	Mon., Mar. 14	Chapter 12: Social and Personality Development in Adolescence -- In-class Activities
10	Wed., Mar. 16	Chapter 12: Social and Personality Development in Adolescence (continued) -- In-class Activities
10	<b>5:00 PM Sat., Mar. 19</b>	<b>Quiz 5 (Chapters 11 &amp; 12) Available on course Web site (Exam Room)</b>
11	Mon., Mar. 21	<b>NO CLASS; Quiz 5 (Chapters 11 &amp; 12) Due on course Web site (Exam Room) by 11:59 PM</b>
11	Wed., Mar 23	Chapter 13: Physical and Cognitive Development in Early Adulthood -- In-class Activities
12	Mon., Mar. 28	Chapter 14: Social and Personality Development in Early Adulthood -- In-class Activities
12	<b>5 PM Mon., Mar. 28</b>	<b>Quiz 6 (Chapters 13 &amp; 14) Available on course Web site (Exam Room)</b>
12	Wed., Mar. 30	<b>NO CLASS; Quiz 6 (Chapters 13 &amp; 14) Due on course Web site (Exam Room) by 11:59 PM</b>
13	Mon., Apr. 4	Chapter 15: Physical and Cognitive Development in Middle Adulthood

		-- In-class Activities
13	Wed., Apr. 6	Chapter 16: Social and Personality Development in Middle Adulthood -- In-class Activities
13	<b>5:00 PM Sat., Apr. 9</b>	<b>Quiz 7 (Chapters (15 &amp; 16) Available on course Web site (<i>Exam Room</i>))</b>
14	Mon., Apr. 11	<b>NO CLASS; Quiz 7 (Chapters (15 &amp; 16) Due on course Web site (<i>Exam Room</i>) by 11:59 PM</b>
14	Wed., Apr. 13	Chapter 17: Physical and Cognitive Development in Late Adulthood -- In-class Activities
15	Mon., Apr. 18	Chapter 18: Social and Personality Development in Late Adulthood -- In-class Activities
15	Wed., Apr. 20	Chapter 19: Death, Dying and Bereavement -- In-class Activities
16	Mon., Apr. 25	<b>Last Day of Meeting in Class; Chapter 19. Death, Dying and Bereavement (continued); Course Wrap-up;</b> -- In-class Activities
16	<b>5 PM, Mon., Apr. 25</b>	<b>Quiz 8 (Chapters 17-19) Available on course Web site (<i>Exam Room</i>)</b>  <b>-- Department Of Psychology Teaching Evaluation Form Available For Completion On Blackboard Course Web Site by 12:00 AM ... click on Course Evaluation content area/link</b>
16	Wed., Apr. 27	<b>NO CLASS; Last Day of Course; Quiz 8 (Chapters 17-19) Due on course Web site (<i>Exam Room</i>) by 11:59 PM</b>
16	<b>Fri., Apr. 29</b>	<b>-- Last Day For Completion of Department Of Psychology Teaching Evaluation Form On Blackboard Course Web Site by 11:59 PM</b>
17	Mon., May 2	-- Check All Scores and Final Grades on our Blackboard Course Web site ( <i>My Grades</i> )

**P.S.** All course requirements must be completed **before 11:59 PM on Sunday (May 1)** Please note that I will be sending students' final grades to the Registrar's office **any time after 11:59 PM on Mon. (May 2), but before 5 PM on Friday (May 6).**

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