



Lifespan Developmental Psychology

College of Arts and Letters
Department of Psychology
PSY 2510-001 (CRN 10306)
(Credit Hours: 3 Semester Hours)

Syllabus*

"Education is not the filling of a pail, but the lighting of a fire." ~ William Butler Yeats

"Education is learning what you didn't even know you didn't know." ~ Daniel J. Boorstin

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

"The whole purpose of education is to turn mirrors to windows." ~ Sydney J. Harris

Instructor: Dr. Mojisola F. Tiamiyu
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Office Hours: MW, 9:30 AM - 12:00 PM and by appt.
Office Location: UH 1063
Office Phone: 419-530-2853
Term: Spring 2018 (January 16, 2018 – May 4, 2018)

Class Location: Memorial Field House (FH) 2100
Class Day/Time: TR, 9:35 AM - 10:55 AM
Course Website: <https://blackboard.utdl.edu>
Personal Website: <http://homepages.utoledo.edu/mtiamiy/>
Credit Hours: 3

Teaching Assistant: Ms. Pallavi "Pallu" V. Babu
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Office Hours: M 12:00 - 2:00 PM, and F 10 AM – 12:00 PM
Office Location: UH 5070C
Office Phone: 530-2577

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 diverse media (e.g., our required textbook, newspapers, professional and lay periodicals, and the Internet).
7. Seize opportunities to engage in clear thinking and clear writing without the use of electronic devices.
8. Demonstrate ability to engage in class discussions and efficiently complete exams/other assignments.

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 33 years ago (this is the beginning of my 21st. 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 actively 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, and recording of classes is **not** permitted, 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 / gadget. 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 during class and other disruptive behaviors such as entering class late or leaving early, repeatedly leaving and entering class without appropriate rationale, etc. Furthermore, no reading of newspapers and other non-course related materials once class begins. Finally, please no sleeping, canoodling and other excessive 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 based on the required textbook and other sources such as relevant empirically-based journal articles.

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) / Review 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.

PREREQUISITE

Completion of Introduction to Psychology.

REQUIRED TEXT

Boyd, D. & Bee, H. (2015). *Lifespan Development* (7th 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.utdl.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/main/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.

UT Virtual Labs

Traditionally, on-campus labs have offered students the use of computer hardware and software they might not otherwise have access to. With UT's Virtual Lab, students can now access virtual machines loaded with all of the software they need to be successful using nothing more than a broadband Internet connection and a web browser. The virtual lab is open 24/7 and 365 days a year at <http://www.utoledo.edu/it/VLab/Index.html>.

UNIVERSITY POLICIES

Policy Statement on Non-Discrimination on the basis of Disability (ADA)

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance.](#))

Academic Accommodations

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the [Student Disability Services Office.](#)

Resources Related to Sexual or Gender-based Violence and Harassment

The University of Toledo cares greatly about the health and well-being of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. If you have experienced sexual assault, sexual harassment, intimate partner violence, and/or stalking and want a confidential place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call

419.530.2497 during regular business hours and 419.530.3431 for 24 hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty and staff. The YWCA H.O.P.E. Center also can be accessed as an off-campus confidential resource at 419.241.7273. Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. You may call 419.530.3152 to file a complaint or visit the following website for more information and resources: <http://www.utoledo.edu/title-ix/>. Policies relating to Title IX can be found at: <http://www.utoledo.edu/title-ix/policies.html>.

ACADEMIC POLICIES

As a student in my course and enrolled at The University of Toledo you should be familiar with the policies that govern the institution's academic processes, for example, Academic Dishonesty, Enrollment Status, and Grades and Grading. Please read Undergraduate Academic Policies: <http://www.utoledo.edu/policies/academic/undergraduate/>

Academic Dishonesty:

The Policy Statement on Academic Dishonesty in the UT Catalog is detailed and explicit. Please consult the catalog for how academic dishonesty is described. Students involved in academic dishonesty should expect to receive a "0" on the specific assignment or an F for the course, depending on the severity of the violation

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 the semester ONLY**, to assess their understanding of the syllabus content. The link to the quiz will be available at the beginning of the first week of classes (i.e., 12:00 PM on Tuesday, 1/16/18). Students will not be able to see their quiz scores until after the quiz due date (i.e., 11:59 PM on Sunday, 1/21/18) when all students must have completed this assignment. **I will make an announcement informing students as to when their quiz scores and the most appropriate responses to the quiz items are available on our Blackboard course Web site (*My Grades*).** Receive your earned points for completing the quiz first week of classes; no points thereafter.

In-class Activities: Students will be engaging in in-class activities (IAs), most of which will be legibly hand-written assignments that will be individually submitted during class or before leaving the classroom for grading (please, DO NOT submit assignments on behalf of another student). In order not to lose points: **A) Include at the TOP RIGHT corner of each day's submission your first and last name (e.g., Megh Kumar); B) Have a creative and related subheading for each activity (e.g., issue / question) in the order they are assigned; C) Write with a pencil or black / blue ink pen ONLY; D) Underline and / or number your responses to issues / questions as appropriate; and E) After EACH activity (e.g., issue / question) has been completed, and before we move on to the next topic, PLACE your answer sheet under your seat.** Always bring at least two 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 questions 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 on Bb (*My Grades*) 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 inquiry 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 (you'll not earn any of the allotted IA points and you may answer incorrectly some exam questions that are based on our in-class discussions / activities).** Once in a while, however, students have good reasons for missing class. Making up a day's in-class activities will be allowed, maximum three (3) times during the semester, 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 (**as a Microsoft Word / JPEG / 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 topic-related questions). To earn any of the allotted points, an assignment must also be completed and emailed back to me as an attachment (**Microsoft Word document ONLY**) 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. If submitting a doctor's note, please REMOVE the health condition(s) stated therein.

P.P.S. Missed in-class activities with excuse documentation must be completed in a timely fashion (i.e., before the scores for a subsequent IA is posted on Bb.)

P.P.P.S.: Joining the class after the term has officially started is not an acceptable excuse to make up missed in-class activities.

P.P.P.P.S. Students CANNOT make up missed in-class Extra Credit Opportunities/Activities.

Class Attendance: If a student doesn't attend class three times consecutively and does not provide an acceptable excuse note, I will not allow him/her to complete future exams, and at the end of the semester, I'll credit him/her with an IN (in-complete) grade for the course. This IN grade will be converted to another final grade at the end of the next semester if you meet all the course requirements, including attending classes regularly. And, if I am not teaching the course, you'll re-take the course with another instructor.

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 / or 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 time. **You will see your test score after ALL students have completed the exam hence all students must complete an exam in a timely fashion.** I will make an announcement informing students as to when each of the 8 quiz scores are available on our Blackboard course Web site (*My Grades*). Thereafter, no student will be permitted to complete the exam.

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/>

If a student has ANY technological issue, please contact the UT Online Help Desk.

P.S. Blackboard servers are unavailable from 4:00 to 4:30 A.M. daily for maintenance operations. Please make sure to plan your Blackboard activities accordingly.

P.P.S.: Joining the class after the term has officially started and a quiz/exam has been completed is not an acceptable excuse for making up the quiz/exam.

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 (see P.P.S. below). 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 Microsoft Word / PDF / JPEG attachment**) that covers at least 48 hours before the exam due date up to the day before they actually complete the exam on Blackboard. Examples of acceptable excuse documentation are **a doctor's note and obituary announcement of death in the family.**

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

P.P.S. NO student will be allowed to complete an exam, if you do not give me a heads-up with an acceptable documentation of your inability to complete it by its due date. So, please plan accordingly as my aim is to post scores for an exam shortly after its due date.

Extra Credit Opportunities: Students **may** earn extra credit points during the semester (e.g., by completing surveys, by reviewing empirically-based journal articles). I will let you know **if** such opportunities arise for the whole class.

GRADING

Students who do not attend class or stop attending at some point during 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 <i>Student-Intro link/area on our Blackboard course website</i> ; information is for me ONLY, as the course professor/instructor (earn full points first week of the semester; no points thereafter). This course requirement must be met by all students.	5	1%	SLO 7, 8
Syllabus Quiz: 10 multiple-choice / true or false questions/statements drawn from our syllabus (20 minutes); receive the earned points for completing assignment first week of the semester; no points thereafter; no makeup of quiz). This course requirement must be met by all students.	5	1%	SLO 7, 8
In-Class Activities (10 points per class meeting). This course requirement must be met by all students.	190	35%	SLO 1-4, 6-8
Quiz 1: 20 multiple-choice questions/statements drawn from our textbook & classroom discussions (40 minutes). This course requirement must be met by all students.	40	7.4%	SLO 1, 2, 5-8
Quiz 2: 20 multiple-choice questions/statements drawn from our textbook & classroom discussions (40 minutes). This course requirement must be met by all students.	40	7.4%	SLO 1, 2, 5-8
Quiz 3: 20 multiple-choice questions/statements drawn from our textbook & classroom discussions (40 minutes). This course requirement must be met by all students.	40	7.4%	SLO 1, 2, 5-8
Quiz 4: 20 multiple-choice questions/statements drawn from our textbook & classroom discussions (40 minutes). This course requirement must be met by all students.	40	7.4%	SLO 1, 2, 5-8
Quiz 5: 20 multiple-choice questions/statements drawn from our textbook & classroom discussions (40 minutes). This course requirement must be met by all students.	40	7.4%	SLO 1, 2, 5-8
Quiz 6: 20 multiple-choice questions/statements drawn from our textbook & classroom discussions (40 minutes). This course requirement must be met by all students.	40	7.4%	SLO 1, 2, 5-8
Quiz 7: 20 multiple-choice questions/statements drawn from our textbook & classroom discussions (40 minutes). This course requirement must be met by all students.	40	7.4%	SLO 1, 2, 5-8
Quiz 8: 30 multiple-choice questions/statements drawn from our textbook & classroom discussions (60 minutes). This course requirement must be met by all students.	60	11%	SLO 1, 2, 5-8
Total	540	100%	All SOL

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.

P.P.S.: **Joining the class after the term has officially started and some course requirements have been met is not an acceptable excuse for making up missed course assignments/requirements.**

P.P.P.S.: **If a student misses class maximum FIVE times during the semester, with no acceptable excuse notes, s/he will receive an IN grade at the end of the semester. An IN for this reason means that student will need to retake the course.**

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% = 513	A- 90% = 486	
B+ 85% = 459	B 80% = 432	B- 75% = 405
C+ 70% = 378	C 65% = 351	C- 60% = 324
D+ 55% = 297	D 50% = 270	D- 45% = 243
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 add up all their available (earned) points on our Blackboard course Web site (*My Grades*), divide this score by the total points possible in the course so far, and multiply by 100. Compare the obtained percentage to the grading system above to determine the corresponding letter grade.

Final Grades:

Official final grades will be posted on our Blackboard course Web site (*My Grades*) **before 5 PM on Friday (April 27)**. 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 Bb course Web site (*My Grades*); do not wait until towards the end of the semester, or after final scores / grades have been made available on *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 / Review Guide Sheets, 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). I am here to help YOU SUCCEED, and will do my best to respond to you within 24 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 daily via my UT email account.**

P.S. Please read the additional expectations regarding correspondence by e-mail on our Blackboard course Web site by clicking on the link, "Email Correspondence."

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. 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/>

Psychology Clinic

The Psychology Clinic in the Department of Psychology also provides individual therapy services and charges lower rates for students. Learn more at: <http://www.utoledo.edu/al/psychology/clinic/>

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.

COURSE SCHEDULE
 (Subject to modification)

WEEK	DATES	TOPIC AND ASSESSMENT MEASURE
1	Tues., Jan. 16, 2018	First Day of the Course: -- Review Blackboard course Web site -- Carefully read and understand our Syllabus -- Fully complete Student-Intro Form [e.g., name, telephone number, career goals, and include passport size (or any other appropriate) digital photo of yourself), if available] – upload saved completed form via our Blackboard course Web site (Student-Intro Link, toward the left side of site). -- Syllabus Quiz: Will be available for completion via our Blackboard course Web site (Exam Room Link, toward the left side of site) as from 12:00 PM today (01/16/18).
1	Thurs., Jan. 18, 2018	Chapter 1: Basic Concepts and Methods -- In-class Activities (IA1) 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. ***** Student-Intro Form: Due before 11:59 PM (01/21/18) to earn full points; no points thereafter. Syllabus Quiz: Due before 11:59 PM (01/21/18) to be credited with the earned points; no points thereafter.
2	Tues., Jan. 23, 2018	Chapter 3: Prenatal Development and Birth -- In-class Activities (IA2)
2	11:59 PM Tues., Jan. 23, 2018	Quiz 1 (Chapters 1 & 3) Available on course Web site (Exam Room)
2	Thurs., Jan. 25, 2018	NO CLASS; Quiz 1 (Chapters 1 & 3) Due on course Web site (Exam Room) by 11:59 PM
3	Tues., Jan. 30, 2018	Chapters 4 and 5: Physical and Cognitive Development in Infancy -- In-class Activities (IA3)
3	Thurs., Feb. 1, 2018	Chapter 6: Social and Personality Development in Infancy -- In-class Activities (IA4)
4	Tues., Feb. 6, 2018	Chapter 6: Social and Personality Development in Infancy (continued) -- In-class Activities (IA5)
4	11:59 PM Tues., Feb. 6, 2018	Quiz 2 (Chapters 4 - 6) Available on course Web site (Exam Room)
4	Thurs., Feb. 8, 2018	NO CLASS; Quiz 2 (Chapters 4 - 6) Due on course Web site (Exam Room) by 11:59 PM

5	Tues., Feb. 13, 2018	Chapter 7: Physical and Cognitive Development in Early Childhood -- In-class Activities (IA6)
5	Thurs., Feb. 15, 2018	Chapter 8: Social and Personality Development in Early Childhood -- In-class Activities (IA7)
5	11:59 PM Sun., Feb. 18, 2018	Quiz 3 (Chapters 7 & 8) Available on course Web site (<i>Exam Room</i>)
6	Tues., Feb. 20, 2018	NO CLASS; Quiz 3 (Chapters 7 & 8) Due on course Web site (<i>Exam Room</i>) by 11:59 PM
6	Thurs., Feb. 22, 2018	Chapter 9: Physical and Cognitive Development in Middle Childhood -- In-class Activities (IA8)
7	Tues., Feb. 27, 2018	Chapter 10: Social and Personality Development in Middle Childhood -- In-class Activities (IA9)
7	11:59 PM Tues, Feb. 27, 2018	Quiz 4 (Chapters 9 & 10) Available on course Web site (<i>Exam Room</i>)
7	Thurs., Mar. 1, 2018	NO CLASS; Quiz 4 (Chapters 9 & 10) Due on course Web site (<i>Exam Room</i>) by 11:59 PM
8	Tues., Mar. 6, 2018	Spring Break (NO CLASS) ... :-)
8	Thurs., Mar. 8, 2018	Spring Break (NO CLASS) ... :-)
9	Tues., Mar. 13, 2018	Chapter 11: Physical and Cognitive Development in Adolescence -- In-class Activities (IA10)
9	Thurs., Mar. 15, 2018	Chapter 12: Social and Personality Development in Adolescence -- In-class Activities (IA11)
9	11:59 PM Sun., Mar. 18, 2018	Quiz 5 (Chapters 11 & 12) Available on course Web site (<i>Exam Room</i>)
10	Tues., Mar. 20, 2018	NO CLASS; Quiz 5 (Chapters 11 & 12) Due on course Web site (<i>Exam Room</i>) by 11:59 PM
10	Thurs., Mar. 22, 2018	Chapter 13: Physical and Cognitive Development in Early Adulthood -- In-class Activities (IA12)
11	Tues., Mar. 27, 2018	Chapter 14: Social and Personality Development in Early Adulthood -- In-class Activities (IA13)
11	11:59 PM Tues., Mar., 27, 2018	Quiz 6 (Chapters 13 & 14) Available on course Web site (<i>Exam Room</i>)
11	Thurs., Mar. 29, 2018	NO CLASS; Quiz 6 (Chapters 13 & 14) Due on course Web site (<i>Exam Room</i>) by 11:59 PM
12	Tues., Apr. 3, 2018	Chapter 15: Physical and Cognitive Development in Middle Adulthood -- In-class Activities (IA14)
12	Thurs., Apr. 5, 2018	Chapter 16: Social and Personality Development in Middle Adulthood -- In-class Activities (IA15)
12	11:59 PM Sun., Apr. 8, 2018	Quiz 7 (Chapters (15 & 16) Available on course Web site (<i>Exam Room</i>)

13	Tues., Apr. 10, 2018	NO CLASS; Quiz 7 (Chapters (15 & 16) Due on course Web site (Exam Room) by 11:59 PM
13	Thurs., Apr. 12, 2018	Chapter 17: Physical and Cognitive Development in Late Adulthood -- In-class Activities (IA16)
14	Tues., Apr. 17, 2018	Chapter 18: Social and Personality Development in Late Adulthood -- In-class Activities (IA17)
14	Thurs., Apr. 19, 2018	Chapter 19: Death, Dying and Bereavement -- In-class Activities (IA18) -- Department of Psychology Course Evaluation Form Available For Completion On Blackboard Course Web Site by 12:00 AM ... click on Dept. Course Evaluation content link
15	Tues., Apr., 24, 2018	Last Day of Meeting in Class; Chapter 19: Death, Dying and Bereavement (continued); Course Wrap-up; -- In-class Activities (IA19)
15	11:59 PM Tues., Apr. 24, 2018	Quiz 8 (Chapters 17-19) Available on course Web site (Exam Room)
15	Thurs., Apr. 26, 2018	NO CLASS; Last Day of Course; Quiz 8 (Chapters 17-19) Due on course Web site (Exam Room) by 11:59 PM -- Last Day For Completion of Department of Psychology Course Evaluation Form On Blackboard Course Web Site by 11:59 PM

P.S. *All course requirements must be completed **before 5 PM on Friday (April 27)**. Please note that I will be sending students' final grades to the Registrar's office **before Finals Week**, which is April 30 - May 4, 2018.

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