Lifespan Developmental Psychology

College of Arts and Letters
Department of Psychology
PSY 2510-902 (CRN 21172)
(Credit/Lecture Hours: 3.00)

Syllabus

"The function of education is to teach one to think intensively and to think critically." ~ Martin Luther King, Jr.

"The value of a college education is not the learning of many facts but the training of the mind to think." ~ Albert Einstein

"The principal goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done." ~ Jean Piaget

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Instructor: Dr. M. Tiamiyu
Email: mojisola.tiamiyu@utoledo.edu
Office Hours: MW (Virtual) 12:40-1:40 PM and by appt.
Office Location: UH 1063
Dept. Website: www.utoledo.edu/al/psychology/people/faculty.html
Office Phone: 419-530-2853
Term: Spring 2021 (January 19 – May 7)

Class Location: Remote = Synchronous Lecture
Class Day/Time: MW 11:10 AM-12:30 PM
Course Website: https://blackboard.utdl.edu

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Teaching Assistant: Mr. Christopher T. Jurgens, M.A.
Email: christopher.jurgens@rockets.utoledo.edu
Office Phone: 419-530-2577

Office Hours: Tues. 12:00 PM - 2:30 PM and by appointment
Office Location: UH 5070C

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 fast-paced and synchronous (i.e., live) online course, we take a lifespan approach to human developmental patterns and processes from conception to death, across cultures and development. 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. The course will provide students with the chance to draw on their own experiences as they weigh theories, research, and issues/topics we come across. Furthermore, the course will help students to relate knowledge about how humans develop not only to careers in psychology but also to many other careers such as education, entrepreneurship, law-enforcement, medicine, nursing, parenthood, social work, teaching, and so on. Finally, the course will afford students with opportunities to demonstrate responsibility by following instructions for all course requirements.

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

STUDENT LEARNING OUTCOMES (SLO)

Upon completion of this course, students will be able to:

1. Assess the biological, cognitive, social, and cultural influences on 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., textbooks, newspapers, professional and lay periodicals, and the Internet).
7. Demonstrate ability to follow directions related to all course requirements/expectations.

TEACHING PHILOSOPHY

I (the course instructor) 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 36 years ago (this is my 24th. year at UToledo), 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 e-Book and other readings related to the course, completing and submitting assignments by their due dates and times, and ready to participate actively in discussions and any course related activities. These are indications of a positive attitude, which is a key ingredient to realizing our goals in this course. The course experience should be an "AHA!" one (i.e., insightful). I am also committed to creating a positive learning environment where learning is not a "spectator" sport. Students are encouraged to think about what they are learning, write about it, relate it to past-experiences, and apply it to their daily lives and real life problems/issues. In summary, my teaching philosophy guides my high expectations of students.

P.S. For more information, please read my *Professor Intro.* and our *T.A. Intro.* on our Blackboard (Bb) course website

TEACHING STRATEGIES

I (the course instructor) have designed this course to stimulate student learning through several types of learning experiences.

Readings: I have organized our Readings according to the course calendar provided towards the end of this syllabus, and I will announce any necessary changes ahead of time. Each student is responsible for completing the assigned readings.

PowerPoint Slides: I will use PowerPoint slides, as a mode of teaching, to highlight and/or amplify information relevant to the topics we will cover in the course as appropriate. I will base the notes on the PowerPoint slides mostly on our required e-Book. I will make my notes interactive by including relevant questions for us to address in class and/or for students to ponder upon (i.e., serve as Food For Thought) inside and outside class. I will make my PowerPoint slides available after discussing the relevant chapter in class (i.e., as from 2 P.M. of the applicable day).

Lecture and Discussion Facilitation: I will lecture and facilitate class discussions, and will use these modes of teaching and learning to highlight and/or amplify information relevant to the chapter headings we will cover in the course. I will organize chapter headings according to the course schedule provided towards the end of this syllabus. The lecture and class discussion will focus on some important topics for the day; we CANNOT address ALL the important topics because of time limitation. Students would be able to follow the lecture and engage in some class discussions if students have read the assigned chapters in our e-book before coming to class. I will make my Lecture and Discussion Facilitation recording available after the class meeting.

Video Clips: Video clips provided in our e-book will highlight and/or amplify relevant topics. I will include additional video clip links on my PowerPoint slides when appropriate.

PREREQUISITE

Completion of Introduction to Psychology or equivalent with a minimum of D-.

REQUIRED E-BOOK

Boyd, D. & Bee, H. (2019). *REVEL for Lifespan Development* (8th. Ed.). Publisher: Pearson Education, Inc.:
Purchase e-book via this link: https://console.pearson.com/enrollment/h6phqc
If you need help, check out these Revel student resources: https://www.pearsonhighered.com/revel/students/support/

TECHNOLOGY REQUIREMENTS

Technical Skills

To succeed in this course, it will be important for learners to possess the following technical skills:

1. Rename, delete, organize, and save files.

2. Create, edit, and format word processing and presentation documents.
3. Copy, paste, and use a URL or web address.
4. Download and install programs and plug-ins.
5. Send and receive email with attachments.
6. Locate and access information using a web search engine.
7. Use 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 (the student) 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 be capable of running the latest versions of plug-ins, recent software and have 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
I recommend high-speed Internet access as dial-up may be slow and limited in downloading information and completing online tests/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 tests/exams. A list and schedule for on-campus computer labs is availableathttp://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. You can be also access The YWCA H.O.P.E. Center 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 has to 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/. You can find policies relating to Title IX 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.

I will not tolerate academic dishonesty. 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 and Requirements section below.

COURSE EXPECTATIONS AND REQUIREMENTS
Remote Class Attendance and In-class Activity: I expect students to attend every class meeting for this remote/online course. I am assuming that all students will be attending all class meetings and thus begin the semester with the total points allotted for this course requirement. The system (Bb) will mark students as late after 5 minutes and absent after 20 minutes. Students must be present for at least 90% of the session running time or they are marked as absent by the system. I will let students know when I expect them to respond to questions that I pose during class meetings in our Chat box. I will keep these responses for my records, and they will be part of the basis for my determination of attendance and in-class activity points at the end of the semester.

By not meeting remotely/online on the six Test/Exam Days for this course, I have provided ALL students with SIX mental health days (days when they can take some time off for self-care or use as they deem fit).
Behavior in Remote Classroom/Online: In order to create a positive learning environment, I expect that students will treat other students and me with respect, particularly when there are differences in culture, beliefs, or traditions. Part of being respectful is using language that does not offend others and avoiding distractions during class. I expect all students to turn on their video and mute their microphone (except when speaking). I also expect all students to pay attention in class, and to participate in class discussions and/or in-class activities. Except under rare circumstances, discussed with me ahead of time, you should arrive on time to class, and remain until when I inform students that the class is over (typically about 5 minutes before the end of the scheduled class period). Students conduct during the lecture period, with me in office hours, and with your fellow students and me in discussions or emails, reflect your character and motivation to develop professional skills you will need to compete in the job market and in life. Demonstrate your maturity and professionalism by your behavior.
Electronics: Please, as a matter of courtesy turn off anything that may "beep" and put your cell phone on vibrate during class meetings.

Student Intro.: Students will be completing and uploading a *Student Intro. Form* on our Blackboard (Bb) course website towards the beginning of the semester (refer to Course Schedule towards end of Syllabus for availability period). Earn up to the maximum allotted points first week of classes; earn partial points thereafter up till the end of the second week of classes; no point earned as from the beginning of the third week of classes.

Syllabus Quiz: Students will be taking a short online quiz via the *Exam Room* on our Blackboard course website to assess their understanding of the syllabus content. The link to the quiz will be available the first week of classes (refer to Course Schedule towards end of Syllabus for availability period). Students will not be able to see their quiz scores until after the quiz due date 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 website (*My Grades*).** I will credit students with their earned points for completing the quiz by its due date -- no points thereafter. **Please plan accordingly.**

Tests/Exams:
Students will be taking **SIX online Tests/exams** via the *Exam Room* on our Blackboard course website (see Course Schedule for chapters or topics of focus for each test). For all tests, you will have just ONE attempt. Each test must be *individually* **completed** (not started) by the due date and time (see Course Schedule for test due dates – the due date and time are also listed with the exam). Each Test will be available for completion for about 48 hours. Please plan to complete a test 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 has to be resolved by our IT Help Desk staff, the staff can do so and you can complete the test 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 scores are available on our Blackboard course website (*My Grades*). Thereafter, I will not be permitting any student to complete the exam.
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/Test due date is past, are not acceptable excuses for making up the Quiz/Test/other assignments.
P.P.P.S.: I expect students to read ALL of the assigned chapters in our required REVEL e-book. In preparing for a specific Test, I encourage students to complete also the relevant chapter quizzes of the e-book, which I will make available ahead of when students will be taking the particular COURSE TEST. ***Scores on these "practice quizzes" however will NOT be included in students' final scores/grades.***
P.P.P.P. S.: Because students have a 48-hour window to take a Test, and because it is unfair to other students when somebody receives additional study days, I do not give makeup exams neither before nor after the exam date (see exceptions in next paragraph). **Please put all exam dates on your calendar now.**

Taking a Test/Quiz after the due date
Occasionally students become ill during the period that I have made available an exam (i.e., Test/Syllabus Quiz) on Blackboard. I will allow taking of an exam after the due date/time 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 as soon as possible a scanned copy of their excuse documentation **(as 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. With no acceptable excuse documentation (**e.g., doctor's note, obituary announcement of death in the family**) received by me in a timely manner, students will NOT be permitted to complete an exam after its due date.
P.S. If submitting a doctor's note, please MASK/REMOVE the health condition stated therein.
P.P.S. I will not allow students to complete an exam, if they do not give me a heads-up with an acceptable documentation of their inability to complete it by its due date. So PLEASE plan accordingly as my aim is to post class scores for an exam shortly after its due date.

GRADING
I will give a student who does not attend class regularly or complete all assignments a final grade of "F." This grade will have an impact on your overall grade point average. You need to contact the **Registrar's Office** after the official "drop" date to withdraw formally from this or any other course.

Summary Course Requirements and Associated Point/Percentage Values and Student Learning Outcomes
(Please monitor your scores regularly via our Bb course website – *My Grades*)

ASSIGNMENTS/ASSESSMENTS	TOTAL POINTS	SLO ALIGNMENT
Use black ink to fully complete and upload your Student Intro form [e.g., name, telephone number, career goal, passion, interests/hobbies, etc.] **as a PDF/Microsoft Word attachment** via **Student Intro link/area on our Blackboard course website**. Information is for me ONLY, as the course professor/instructor (earn up to the maximum allotted points first week of classes; up to maximum 2 points thereafter up until the end of the second week of classes; no point thereafter).	5	SLO 6, 7
Syllabus Quiz: 10 multiple-choice/true or false questions/statements based on our syllabus (15 minutes).	5	SLO 6, 7
Test 1: 30 multiple-choice questions/statements mostly based on our e-Book (50 minutes).	60	SLO 1, 2, 4-7
Test 2: 30 multiple-choice questions/statements mostly based on our e-Book (50 minutes).	60	SLO 1, 2, 4-7
Test 3: 30 multiple-choice questions/statements mostly based on our e-Book (50 minutes).	60	SLO 1, 2, 4-7
Test 4: 30 multiple-choice questions/statements mostly based on our e-Book (50 minutes).	60	SLO 1, 2, 4-7
Test 5: 30 multiple-choice questions/statements mostly based on our e-Book (50 minutes).	60	SLO 1, 2, 4-7
Test 6: 30 multiple-choice questions/statements mostly based on our e-Book (50 minutes).	60	SLO 1, 2, 4-7
Attendance and In-Class Activity (IA) -- (5 points per class meeting). **-- I will post earned total points at the end of the semester. -- Aim to attend all class meetings and engage in all IAs and this will be an easy-peasy 120 points. ;-)**	120	SLO 1-4, 6-7
Total	**490**	**All SOLs**

P.S. There is no cumulative final exam; however, students must meet all of the above course requirements.
P.P.S.: Joining the class after the term has officially started shall not be an acceptable excuse for making up missed course requirements.

FINAL GRADES: The grading system below will serve as a guide, and it lists category floors (grade, percentage points, and actual points). **Note that I will be using actual points (NOT percentage points) earned to determine final grades, and I will not be rounding off actual points:**

A 95% = 465	A- 90% = 441	
B+ 85% = 416	B 80% = 392	B- 75% = 367
C+ 70% = 343	C 65% = 318	C- 60% = 294
D+ 55% = 269	D 50% = 245	D- 45% = 220
F 0% = 0		

I reserve the right to discretionary grade adjustments.

Midterm Grades:
I will compute official mid-term grades, post on our Blackboard course website *(My Grades)*, and submit 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 website (*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.

Assurance Statement:
I advise you (the student) to drop the course if you do **NOT** agree to the following….

Work Integrity:	I will complete all required Tests/Exams and any other assignments using only my own work. I will not engage in any activities that would dishonestly improve my scores/grades, or improve or hurt the scores/grades of other learners.
Test/Exam Sharing:	I will not share the Test/Exam questions/answers, in-class activity or any other assignment on any website, via email, photocopying, or by any other means.

COMMUNICATION GUIDELINES
Email:
I expect students 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 accounts, OR might be prompted to log in to our Blackboard course website, **so also check your UT email account at least once a day**. This class is being taught for you the student, so if you are having trouble, 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, Monday through Friday (response might be delayed over the weekend). **Please, if emailing 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 be sure to read the additional expectations regarding correspondence with me by e-mail on our Blackboard course website by clicking on the link, "Email Correspondence."

Netiquette
It is important to be courteous and civil when communicating with others. Students taking online courses are subject to the communication regulations outlined in the Student Handbook. To ensure your success when communicating online, take time to familiarize yourself with the "dos" and "don'ts" of Internet etiquette: **http://www.albion.com/netiquette**

FLEXIBILITY CLAUSE: The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. I will consider students' experiences and needs, as well as emerging knowledge, 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 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 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
eLibrary is a customized gateway to UT Libraries for online students. The relevant University staff designed it to help you locate the best online library resources without leaving Blackboard.
Learn more at http://www.utoledo.edu/dl/students/elibrary.html

Office of Accessibility
Please refer to the Academic Accommodations sub-section above.

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/

Services for Online Students
Knowing what to do, when to do it, and who to contact can often be overwhelming for students on campus - even more so for distance learners. Visit the link below to learn more about the wide range of services for online students.
Learn more at: http://www.utoledo.edu/dl/students/student_serv.html

Success Coach
As of fall 2013, the relevant University staff assigned all new students 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	Wed., Jan. 20, 2021	First Day of the Course: **NO REMOTE CLASS MEETING** – *Complete Assignments Below*. -- Review Blackboard course website -- Carefully read and understand our Syllabus -- Complete a Student-Intro Form [i.e., name, telephone number, career goals, passion, interests/hobbies, etc.] – **upload saved completed form (PDF/Microsoft Word format) via our Blackboard course website (*Student-Intro* link/area, toward the left side of site).** **Maximum 5 points:** earn up to the maximum allotted points first week of classes; partial allotted points (**2 points**) thereafter until the end of the second week of classes; no point thereafter**.** Information is for me alone, as the course professor. **Please do not email me your form – you earn the allotted points ONLY when you submit via the course website.** **-- Student-Intro Form**: Available for completion **via our Blackboard course website (*Student-Intro* Link, toward the left side of site)** as from **11:10 AM today (01/20/2021)**. **-- Student-Intro Form**: Due before 11:59 PM (01/24/21) *to earn full points*. *****

3	Wed., Feb. 3, 2021	Chapter 4: Physical, Sensory, and Perceptual Development in Infancy
4	Mon., Feb. 8, 2021	Chapter 5: Cognitive Development in Infancy
4	Wed., Feb. 10, 2021	Chapter 6: Social and Personality Development in Infancy
5	Mon., Feb. 15, 2021	Chapter 6: Social and Personality Development in Infancy (continued)
5	**Mon., Feb. 15, 2021**	**Test 2 (Chapters 4 - 6) Available on course website (*Exam Room*) by 11:59 PM**
5	**Wed., Feb. 17, 2021**	**NO CLASS; Test 2 (Chapters 4 - 6) Due on course website (*Exam Room*) by 11:59 PM**
6	Mon., Feb. 22, 2021	Chapter 7: Physical and Cognitive Development in Early Childhood
6	Wed., Feb. 24, 2021	Chapter 8: Social and Personality Development in Early Childhood
7	Mon., Mar. 1, 2021	Chapter 9: Physical and Cognitive Development in Middle Childhood
7	**Mon., Mar. 1, 2021**	**Test 3 (Chapters 7 - 9) Available on course website (*Exam Room*) by 11:59 PM**
7	**Wed., Mar. 3, 2021**	**NO CLASS; Test 3 (Chapters 7 - 9) Due on course website (*Exam Room*) by 11:59 PM**
8	Mon., Mar. 8, 2021	Chapter 10: Social and Personality Development in Middle Childhood.
8	Wed., Mar. 10, 2021	**NO CLASS – INSTITUTIONAL BREAK**
9	Mon., Mar. 15, 2021	Chapter 11: Physical and Cognitive Development in Adolescence
9	Wed., Mar. 17, 2021	Chapter 12: Social and Personality Development in Adolescence
10	Mon., Mar. 22, 2021	Chapter 12: Social and Personality Development in Adolescence (continued)
10	**Mon., Mar. 22, 2021**	**Test 4 (Chapters 10-12) Available on course website (*Exam Room*) by 11:59 PM**
10	**Wed., Mar. 24, 2021**	**NO CLASS; Test 4 (Chapters 10 - 12) Due on course website (*Exam Room*) by 11:59 PM**
11	Mon., Mar. 29, 2021	**NO CLASS – INSTITUTIONAL BREAK**
11	Wed., Mar. 31, 2021	Chapter 13: Physical and Cognitive Development in Early Adulthood
12	Mon., Apr. 5, 2021	Chapter 14: Social and Personality Development in Early Adulthood
12	Wed., Apr. 7, 2021	Chapter 15: Physical and Cognitive Development in Middle Adulthood
13	Mon., Apr. 12, 2021	Chapter 16: Social and Personality Development in Middle Adulthood

13	**Mon., Apr. 12, 2021**	**Test 5 (Chapters 13 - 16) Available on course website (*Exam Room*) by 11:59 PM**
13	**Wed., Apr. 14, 2021**	**Test 5 (Chapters 13 - 16) Due on course website (*Exam Room*) by 11:59 PM**
14	Mon., Apr. 19, 2021	Chapter 17: Physical and Cognitive Development in Late Adulthood
14	Wed., Apr. 21, 2021	Chapter 18: Social and Personality Development in Late Adulthood
15	Mon., Apr., 26, 2021	Chapter 19: Death, Dying and Bereavement; Course Wrap-up **Last Day of the Class Meeting**
15	**Mon., Apr., 26, 2021**	**Test 6 (Chapters 17-19) Available on course website (*Exam Room*) by 11:59 PM**
15	**Wed., Apr. 28, 2021**	**NO CLASS; Last Day of Course; Test 6 (Chapters 17-19) Due on course website (*Exam Room*) by 11:59 PM**
	COURSE EVALUATION	**The Provost Office/its representative will administer all course evaluations for the term. PLEASE, evaluate this course when you receive an invitation to do so. Thanks in advance.**

P.S. ***All course requirements must be completed **by 11:59 PM on Wednesday (April 28). Please note that I will be sending students' final grades to the Registrar's office **latest during Finals Week**, which is May 3 – May 7, 2021.

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