

University of Toledo
College of Languages, Literature and Social Sciences
Department of Psychology
PSY 2510-011: Lifespan Developmental Psychology (3 Credit Hours)
Syllabus for Summer Session 1 2012

“Knowledge is like a garden: if it is not cultivated, it cannot be harvested.” – Guinean saying

“Believe in luck, and you’ll find that the harder & smarter you work the more you have of it.” –
Anonymous

UT Mission Statement

The mission of The University of Toledo is to improve the human condition; to advance knowledge through excellence in learning, discovery and engagement; and to serve as a diverse, student-centered public metropolitan research university.

UT Vision Statement

The University of Toledo is a transformative force for the world. As such, the University will become a thriving student-centered, community-engaged, comprehensive research university known for its strong liberal arts core and multiple nationally ranked professional colleges, and distinguished by exceptional strength in science and technology.

Time and Place:

9:50 a.m. - 11:30 a.m. Mondays, Tuesdays, Wednesdays, and Thursdays in **GH 5300**

Professor:

Dr. M. Tiamiyu

Office: Department of Psychology, UH 1063, Telephone: 419-530-2853; Fax: 419-530-8479; Email: mojisola.tiamiyu@utoledo.edu

Ψ Blackboard course homepage (for syllabus, guided notes/handouts, review sheets & questions, grades, & other course-related information) through Blackboard 9.1

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

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

Office Hours:

My office hours are on Wednesdays from 11:30 am - 1:30 pm and by appointment. Please visit me during my office hours if you have any questions. You can also talk with me for a few minutes, before and/or after class in GH 5300

Course/Catalog Description:

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

Course Overview:

In this “broad” and fast-paced 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 should help you to relate knowledge about how humans develop not only to careers in psychology, but also to many others such as teaching, nursing, medicine, social work, education, law enforcement, and parenthood.

Prerequisite: Completion of PSY 1010 or equivalent

Course Goals/Objectives:

Upon completion of this course, students will:

- demonstrate a basic understanding of issues in the scientific study of human development across the lifespan;
- relate course materials to personal perspectives on human development experiences;
- demonstrate a basic understanding of the interaction between genetic and environmental influences on human development;
- demonstrate a basic understanding of physical, cognitive, personality and social development across the lifespan;
- demonstrate skills in communicating using oral and written materials to discuss topics related to human development;
- demonstrate skills in identifying research materials to justify positions on human development topics;
- utilize critical thinking skills.

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

Course Materials:

Recommended Textbook:

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

Required Supplies:

- 1) Pencil & eraser (for tests)
- 2) Pencil or **black/blue ink** pen (for note-taking & graded in-class assignments)
- 3) Highlighters -- 2 colors; e.g., red & purple (for note-taking)
- 4) 8” x 11” white sheets of paper (for graded in-class assignments)

P.S.: Download and bring to class, guided notes/handout for each class period

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 27

years ago (this is my 15th year at UT), and having pursued my undergraduate studies in Nigeria and my graduate studies in Canada, I have firsthand experience of the challenges we all face because of our multiple roles in society. Juggling academic schedules, work and family commitments build character and resilience. I expect students to take responsibility for their learning by engaging in outside the classroom reading related to the course, submitting assignments when they are due, and always attending class, ready to participate in discussions and activities. These are indications of a positive attitude, which is a key ingredient to realizing our goals in this course. The classroom experience should be interactive and cooperative in nature. It should also be an "AHA!" experience (i.e., insightful). I am also committed to creating a positive learning environment where learning is not a "spectator" sport. In class, students are encouraged to talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives and to real life problems or issues. In summary, my teaching philosophy guides my expectations of students.

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

Methods of Instruction:

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

Optional Readings:

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

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

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

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

Course Requirements:

In-class Activities: Students will be engaging in in-class activities, some of which will be legibly hand-written assignments **not more than one page**, which will be submitted for grading; maximum points for each submission: 5. Remember to include at the top of each submission: **your name, 4-**

digit #, and the question assigned or a creative title. Use pencil or black/blue ink pen only.

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

Online Quizzes: Students will be taking two online quizzes on our Blackboard course Web site to test their knowledge of the two chapters of the recommended textbook (i.e., Chapters 2 & 3) that will not be discussed in class because of time constraints. **Chapters 2 & 3 quizzes must be completed by Wednesday, May 16 at 11:59 pm.** Students can only take the quizzes after this due date if they have acceptable documentation (e.g., a doctor's note). Students can review their quizzes with me up until the day before Test 1.

P.S. Chapter readings are also available on our Blackboard course Web site and via our Carlson Library, electronic reserve (type in instructor's name: TIAMIYU).

Tests: Students will be taking **four** tests (see course calendar for dates and chapters or topics to be covered). All tests **must** be done in the class, so plan accordingly. You cannot skip any of the tests and you have up till the day before the next scheduled test to review and/or take the previous test. I will post a review sheet and some review questions on our course Web site about one week before a scheduled test.

P.S. No wearing of baseball caps or any caps that might cover the face on test days

Make-up Tests:

Occasionally students become ill immediately before a test. Make-up tests will be allowed for legitimate health or personal reasons (with proper documentation). Students who fall into either of these two categories must arrange with me in a timely fashion a test make-up date and time. With no proper documentation (e.g., doctor's note), a student will **lose 4 points for each day** that s/he does not take a test on the scheduled day. You have up till the day before the next scheduled test to take the previous test.

P.S. All students **MUST** take the scheduled test before attending the next class meeting.

If you have a documented disability, you may take tests in the Test Center (Field House Room 1080; x2011) or the Office of Accessibility (RH 1820; x4981) on the scheduled test dates and times. See me after the first class to acquaint me with your needs.

Special Project: Educational Mini-Poster Submission

Each student will choose and address **ONE** of the questions listed in the following table:

| Special Project Questions |
|---|
| Is widowhood related more to women's than men's physical and mental health? |
| Are perspective taking and moral motivation linked to bullying? |
| Should gays and lesbians lose custody of their children to heterosexual spouses following divorce? |
| Does being unemployed present an opportunity for personal growth? |

Directions for the Special Project*

- 1) First page: A title page (use white regular 8" X 11" paper -- **portrait** orientation; black font color) with your name and 4-digit #, full course code and course title, session/semester and year, your chosen question and your answer (i.e., Yes or No), a **creative** title related to the answer of your selected question, the target audience of your poster page, and the professor's name (Dr. Tihamiyu).
- 2) Second page: A poster page which includes the creative title that was typed on the title page; **use multiple font colors, font styles and font sizes, but minimum font size 12**; use white regular 8" X 11" paper – **portrait** orientation; and include pictures, charts, illustrations, statistics, etc., from the Internet -- do NOT use Clip Art. **Do not stick information on paper or laminate page.** On your poster page, use sufficient information from minimum five empirically-based journal articles to educate your audience about your assigned question (do NOT include journal citations/references on this page). Balance typed text and pictures/illustrations. **Be creative.**
- 3) Third page: A reference page (use white regular 8" X 11" paper -- **portrait** orientation; black font color; refer to title of page as References) which lists the minimum five empirically-based journal articles used for the write-up on your poster page. Follow the APA Publications Manual Style Guide (6th Edition).
- 4) Your **three-page** typed submission (i.e., title page, poster page, and reference page in this order; all one-sided) will be evaluated based on content (i.e., organization, logic, clarity, grammar, etc., of what you write and depict) and creativity.
- 5) Use a stapler to staple your submission at the top left-hand corner.

P.S. Points will be deducted for not following the above directions. You also **lose 4 points for each day** you submit a **hardcopy** of your special project after the due date (Monday, June 18, 2012).

** A more detailed guide for grading the project will be provided on our course Web site by the middle of the session*

Class Attendance & Participation: You are strongly encouraged to attend every class period. Class participation is also encouraged. Feel free to say your first & last name before speaking in class. At the end of the session, we will select one student to be "The PSY 2510 Student of the Session/Semester" by having a raffle draw. Students with perfect attendance (i.e., those who completed all the graded in-class assignments), minimum grade of "B," and acceptable class participation will be included in the drawing.

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

| Course Requirements | Point Values |
|---|---------------------|
| Chapter Two Online Quiz: 20 multiple-choice | 20 |
| Chapter Three Online Quiz: 20 multiple-choice | 20 |
| Graded In-Class Activities | 40 |
| Test 1 (In-Class): 60 multiple-choice/true or false questions/statements drawn from textbook, class notes & class discussions (100 minutes) | 120 |
| Test 2 (In-Class): 60 multiple-choice/true or false questions/statements drawn from textbook, class notes & class discussions (100 minutes) | 120 |
| Test 3 (In-Class): 60 multiple-choice/true or false questions/statements drawn from textbook, class notes & class discussions (100 minutes) | 120 |
| Test 4 (In-Class): 60 multiple-choice/true or false questions/statements drawn from textbook, class notes & class discussions (100 minutes) | 120 |
| Special Project: Educational Mini-Poster Submission | 60 |
| Total | 620 |

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

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

| | | |
|--------------|--------------|--------------|
| A 95% = 589 | A- 90% = 558 | |
| B+ 85% = 527 | B 80% = 496 | B- 75% = 465 |
| C+ 70% = 434 | C 65% = 403 | C- 60% = 372 |
| D+ 55% = 341 | D 50% = 310 | D- 45% = 279 |
| F 0% = 0 | | |

I reserve the right to discretionary grade adjustments.

Academic Honesty:

The Policy Statement on Academic Dishonesty in the UT Catalog is detailed and explicit. Please consult the catalog in this regard. Students involved in academic dishonesty should expect to receive a score of "0" on the specific assignment.

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, and announcements. I do not give a class lecture twice nor do I share my own PowerPoint slides.
- 2. NOTE-TAKING:** During class, write down on the guided notes additional information from my slides. Also, write down what I/we say that you consider relevant or helpful. After class or as soon as possible, review information and translate ideas into your own words, summarize key ideas, link information to previously learned material and write these on your hand out.

PSY 2510 – Lifespan Developmental Psychology
COURSE CALENDAR – Summer Session 2012
 (Subject to modification)

| Date | Chapter & Lecture Topic |
|-----------------|--|
| Mon., May 14 | Complete Bio-form (i.e., provide name, telephone number, and self-selected 4-digit number to be used for all assignments and for me to post scores/grades online); Discussion of the Syllabus |
| Tues., May 15 | Chapter 1: Basic Concepts & Methods |
| Wed., May 16 | Due Date (by 11:59 pm) For Chapters 2 & 3 Quizzes – No Class |
| Thurs. May 17 | Chapters 4 & 5: Physical & Cognitive Development in Infancy |
| Mon., May 21 | Chapter 6: Social & Personality Development in Infancy |
| Tues., May 22 | Chapter 7: Physical & Cognitive Development in Early Childhood |
| Wed., May 23 | Test 1 (Chapters 1, 4-7) |
| Thurs. May 24 | Chapter 8: Social & Personality Development in Early Childhood |
| Mon., May 28 | Memorial Day – No Class |
| Tues., May 29 | Chapter 9: Physical & Cognitive Development in Middle Childhood |
| Wed., May 30 | Chapter 10: Social & Personality Development in Middle Childhood |
| Thurs. May 31 | Chapter 11: Physical & Cognitive Development in Adolescence |
| Mon., June 4 | Test 2 (Chapters 8-11) |
| Tues., June 5 | Chapter 12: Social & Personality Development in Adolescence |
| Wed., June 6 | Chapter 13: Physical & Cognitive Development in Early Adulthood |
| Thurs. June 7 | Chapter 14: Social & Personality Development in Early Adulthood |
| Mon., June 11 | Chapter 15: Physical & Cognitive Development in Middle Adulthood |
| Tues., June 12 | Test 3 (Chapters 12-15) |
| Wed., June 13 | Chapter 16: Social & Personality Development in Middle Adulthood |
| Thurs., June 14 | Chapter 17: Physical & Cognitive Development in Late Adulthood |
| Mon., June 18 | Chapter 18: Social & Personality Development in Late Adulthood; Special Project: Educational Mini-Poster Due |
| Tues., June 19 | Chapter 19: Death, Dying & Bereavement |
| Wed., June 20 | Death, Dying & Bereavement (continued); Course Wrap-up |
| Thurs., June 21 | Selection of PSY 2510 Student of the Session/Semester; Last Day of Classes: Test 4 (Chapters 16-19) |