Lifespan Developmental Psychology
The University of Toledo
College of Languages, Literature and Social Sciences
Department of Psychology
PSY 2510-911 (CRN 31966)
(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

Instructor: Dr. M. F. Tiamiyu	**Class Location:** DL / Online
Email: mojisola.tiamiyu@utoledo.edu	**Class Day/Time:** Mondays – Sundays
Office Hours: W, 11:00 AM - 1:00 PM & by appointment	**Course Website:** https://blackboard.utdl.edu
Office Location: UH 1063	**Personal Website:** http://homepages.utoledo.edu/mtiamiy/
Office Phone: 419-530-2853	**Credit Hours:** 3
Term: Summer Session 1 2015 (May 18 – June 26, 2015)	

****

Teaching Assistant: John P. Van Dusen   **Office Location:** UH 5070C
Email: John Vandusen@rockets.utoledo.edu

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 very fast-paced online 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 group discussions and exams.

TEACHING STRATEGIES
This fully online course is designed to stimulate student learning through the web-based delivery of readings, as well as collaborative activities involving asynchronous discussions and / or projects.

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.

PowerPoint Slides: PowerPoint slide presentations (PDFs), 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.

Class Discussion Board: The class discussion board on our Blackboard (BB) course Website will be the forum for students to introduce themselves to the class during the first two weeks of classes(earn the full allotted points first week of classes; earn half of the allotted points thereafter up till the end of the second week of classes). No on-campus meetings will be required.

Group Discussion Board: Each student will be assigned to a group by the beginning of week two. The group discussion board on our Blackboard course Website will be the forum for students to discuss among their GROUP members, the posted discussion issues / questions which will be graded. **If a student considers any issue / question to be "sensitive," please share only what you feel comfortable sharing; you can also generalize your response rather than particularizing it to you.** In addition, when you are addressing a particular course mate's response / comment, always refer to that individual by his or her first name, and if there are two students in your group with the same first name (e.g., Jennifer), distinguish them by also using the first letter of their last name (e.g., Jennifer B or Jennifer M.). **You will lose points if it is not clear that you have responded to the minimum number of course mates.** *Group discussion activities cannot be made-up, so plan accordingly.* No on-campus meetings will be required.
Format of Postings:
Each student should first click on "reply" to respond to the initial FFT– Food For Thought posting any time from 12:00 AM on Monday up till 11:59 PM on Wednesday of the applicable week on the group discussion board. Thereafter, starting from 12:00 AM on Thursday up till 11.59 PM on Sunday of that week, students should click on "reply" to respond to the postings of at least two of their course mates (refer to the "Grading Rubric: Group Discussion" at the end of this syllabus for additional information). This format will NOT allow students to create a thread in your group discussion board/forum

Work Week: In this fully online course, check the Course Schedule (towards the end of this syllabus) regularly for weeks run from Mondays through Sundays: specifically, they begin at 12:00 AM Monday morning and end at 11:59 PM Sunday night.** All assigned work for any week is to be completed by 11:59 PM of Sunday in that week. The materials for any week will be posted by Monday morning of that week, under the appropriate folder. Begin each week on Monday by checking the Schedule and then viewing the content for the week in the appropriate Module
** **For the LAST week of classes, the assigned work (i.e., exam) must be completed by 11:59 PM on THURSDAY (see end of course schedule for additional information).**

PREREQUISITES AND COREQUISITES
Completion of Introduction to Psychology

REQUIRED TEXTS AND ANCILLARY MATERIALS
Boyd, D. & Bee, H. (2015). *Lifespan Development* (7th Ed.) Boston: Allyn and Bacon [ISBN 13: 978-0-13-380566-6 / ISBN 10: 0-13-380566-2]

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 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
High-speed Internet access is recommended 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.

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., 12:00 AM on Monday).

Class Participation
Course participation is expected and graded. Please refer to the Discussion sub-section of the Communication Guidelines section later in this syllabus.

Tests/Exams:
Students will be taking six online tests/exams via the *Exam Room* on our Blackboard course web site (see course schedule for chapters or topics to be covered in each test). The link to a test will be available at the beginning of the week (i.e., 12:00 AM on Monday). 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). 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 must be resolved by our Learning Ventures staff, these can be addressed and you can complete the test by the due date. You will see your test score right after you submit it. When **ALL** students have taken a test, you can also see the most applicable responses for a limited number of days (I will send an email regarding this).

To ensure a smooth test-taking experience, it is recommended that you use Firefox 3 5 or higher when taking tests, to clear your cache and browsing history prior to beginning the test, 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 exam, 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 date, as indicated in our syllabus (read paragraph below).

Taking a Test / Quiz after the due date
Occasionally students become ill during the period an exam has been made available on Blackboard. Taking an exam after the due date/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 / PDF document attachment)** that covers at least 72 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 date/time. An exam needs to be completed within a reasonable time so that other students can have the opportunity to review it (i.e., see the most applicable responses) as soon as possible. **Students will no longer be permitted to take an exam once the class has been given the opportunity to review it, so plan accordingly.**

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 Profile form as an attachment via Student Profile **link/area on our Blackboard course Web site**; information is for me ONLY, as the course professor/instructor (earn full points first week of classes; half points thereafter up till the end of the second week of classes; no points as from the end of the second week of classes; **this course requirement should be met by all students.)**	4	< 1%	--
Introduce yourself on the Class Discussion Board, including your major, work-related experience, etc. **by replying to my post** (earn full points first week of classes; half points thereafter up till the end of the second week of classes; no points as from the end of the second week of classes; **this course requirement should be met by all students.)**	2	< 1%	--
Syllabus Quiz: 8 multiple-choice / true or false questions/statements drawn from our syllabus (15 minutes), **this course requirement must be met by all students.**	4	< 1%	--
Participation in Mandatory Weekly Group Discussions (i e., Weeks 2 - 5; 30 Points/Week)]. **This course requirement must be met by all students.**	120	25%	SLO 1-4, 6, 7
Test 1: 30 multiple-choice questions/statements drawn from our textbook (50 minutes). **This course requirement must be met by all students.**	60	12%	SLO 1, 2, 5-7
Test 2: 30 multiple-choice questions/statements drawn from our textbook (50 minutes). **This course requirement must be met by all students.**	60	12%	SLO 1, 2, 5-7
Test 3: 30 multiple-choice questions/statements drawn from our textbook (50 minutes). **This course requirement must be met by all students.**	60	12%	SLO 1, 2, 5-7
Test 4. 30 multiple-choice questions/statements drawn from our textbook (50 minutes). **This course requirement must be met by all students**	60	12%	SLO 1, 2, 5-7
Test 5: 30 multiple-choice questions/statements drawn from our textbook (50 minutes). **This course requirement must be met by all students.**	60	12%	SLO 1, 2, 5-7
Test 6: 30 multiple-choice questions/statements drawn from our textbook (50 minutes). **This course requirement must be met by all students.**	60	12%	SLO 1, 2, 5-7
Total	**490**	**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.

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 earned, and there will be no rounding off of 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:
As this is a six-week summer course, official mid-term grades will not be calculated and submitted to the Registrar's office, however, it is important that students monitor their performance during the session. To calculate 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.

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 let me know. I am here to help YOU SUCCEED, and will do my best to respond to email you back within 24 to 48 hours. **Please, if responding to any *course news* / announcement OR emailing me about ANY course-related matter, always include "PSY 2510: [INSERT SUBJECT 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.**

Group Discussion:
In this fully online course, participation is vital to your success, and your active engagement during weekly group discussion is mandatory and crucial to learning. By the beginning of week two, you will be assigned to a discussion group designed to help you understand assigned readings, learning activities, and course assignments On Monday morning of each week starting from week two, a series of discussion questions will be posted in the discussion folder for that week To earn full credit, you must respond to all the initial weekly questions, for each of the four weeks indicated in the course schedule, **BY Wednesday at 11:59 PM** of that week, and respond to the postings of at least two of your peers **STARTING from Thursday at 12:00 AM and BY Sunday at 11:59 PM** of that week. Please refer to the Grading Rubric for Group Discussions at the end of this syllabus, which provides complete grading criteria. *Group discussion activities cannot be made-up, so plan accordingly*

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. 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

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, 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 M=Monday S=Sunday T = Thursday	TOPIC / LEARNING OUTCOME / ASSESSMENT MEASURE (A week's Module will be made available on our Blackboard course Web site the Monday of an upcoming week)
1	M, 5/18 – S, 5/24	**By Sunday, 5/24 at 11:59 PM complete the following:** 1 Review thoroughly our Blackboard course Web site and Syllabus; email me if you have questions or need any clarification 2. Upload your Student Profile form via **Student Profile link/area on our Blackboard course Web site** (maximum 4 points: earn full points first week of classes; partial points thereafter up till the end of the second week of classes; **this course requirement should be met by all students**); information is for me alone, as the course professor 3. Introduce yourself on the **Class Discussion board (maximum 2 points:** earn full points first week of classes; partial points thereafter up till the end of the second week of classes; **this course requirement should be met by all students).** 4. Complete Syllabus Quiz **(this course requirement should be met by all students).** 5. Read in textbook, Chapter 1: Basic Concepts and Methods (also refer to Module 1 for additional information; NO GROUP DISCUSSION ACTIVITY). 6. Read in textbook, Chapter 3: Prenatal Development and Birth (also refer to Module 1 for overview). 7. Read in textbook, Chapter 4: Physical, Sensory, and Perceptual Development In Infancy (also refer to Module 1 for additional information; NO GROUP DISCUSSION ACTIVITY). 8. Test 1 (Chapters 1, 3, 4) due. [SLO 1, 2, 5-7] **P.S. Chapter 2: Theories of Development is not an assigned reading nor tested because the theories considered therein are touched upon in later chapters of the textbook. Students who however wish to obtain in-depth information about theories of development may read this chapter.**
2	M, 5/25 – S, 5/31	[*Group Discussion Activity*: Mandatory & will be graded]. SLO 6, 7 **By Wednesday, 5/27 at 11:59 PM complete the following:** 1. Respond to the weekly FFT questions via your Group Discussion Board. **Between Thursday at 12:00 AM and Sunday at 11:59 PM** 1. Revisit your discussion group and respond to at least two of your group members. **By Sunday, 5/31 at 11:59 PM complete the following:** 1. Read in textbook, Chapter 5: Cognitive Development In Infancy (also refer to Module 2 for overview) 2. Read in textbook, Chapter 6: Social & Personality Development In Infancy (also refer to Module 2 for additional information). 3. Read in textbook, Chapter 7: Physical & Cognitive Development in Early Childhood (also refer to Module 2 for additional information). 4. Test 2 (Chapters 5 - 7) due. [SLO 1, 2, 5-7]
3	M, 6/1 – S, 6/7	[*Group Discussion Activity*: Mandatory & will be graded]. SLO 1, 7 **By Wednesday, 6/3 at 11:59 PM complete the following:** 1. Respond to the weekly FFT questions via your Group Discussion Board **Between Thursday at 12:00 AM and By Sunday at 11:59 PM** 1. Revisit your discussion group and respond to at least two of your group members.

		By Sunday, 6/7 at 11:59 PM complete the following: 1. Read in textbook, Chapter 8: Social & Personality Development in Early Childhood (also refer to Module 3 for additional information). 2. Read in textbook, Chapter 9: Physical & Cognitive Development in Middle Childhood (also refer to Module 3 for additional information). 3. Read in textbook, Chapter 10: Social & Personality Development in Middle Childhood (also refer to Module 3 for additional information). 4. **Test 3** (Chapters 8 - 10) due. [SLO 1, 2, 5-7]
4	M, 6/8 – S, 6/14	[*Group Discussion Activity: Mandatory & will be graded*]. SLO 2, 4, 7 **By Wednesday, 6/10 at 11:59 PM complete the following:** 1. Respond to the weekly FFT questions via your Group Discussion Board **Between Thursday 12:00 AM and By Sunday at 11:59 PM** 1. Revisit your discussion group and respond to at least two of your group members. **By Sunday, 6/14 at 11:59 PM complete the following:** 1. Read in textbook, Chapter 11: Physical & Cognitive Development in Adolescence (also refer to Module 4 for additional information). 2. Read in textbook, Chapter 12: Social & Personality Development in Adolescence (also refer to Module 4 for additional information). 3. Read in textbook, Chapter 13: Physical & Cognitive Development in Early Adulthood (also refer to Module 4 for additional information). 4. **Test 4** (Chapters 11 - 13) due. [SLO 1, 2, 5-7]
5	M, 6/15 – S, 6/21	[*Group Discussion Activity: Mandatory & will be graded*]. SLO 3, 4, 7 **By Wednesday, 6/17 at 11:59 PM complete the following:** 1. Respond to the weekly FFT questions via your Group Discussion Board. **Between Thursday at 12:00 AM and By Sunday at 11:59 PM** 1. Revisit your discussion group and respond to at least two of your group members. **By Sunday, 6/21 at 11:59 PM complete the following:** 1. Read in textbook, Chapter 14: Social & Personality Development in Early Adulthood (also refer to Module 5 for additional information). 2. Read in textbook, Chapter 15: Physical & Cognitive Development in Middle Adulthood (also refer to Module 5 for additional information). 3. Read in textbook, Chapter 16: Social & Personality Development in Middle Adulthood (also refer to Module 5 for additional information). 4. **Test 5** (Chapters 14 - 16) due. [SLO 1, 2, 5-7]
6	M, 6/22 – **T, 6/25*****	*****By *THURSDAY*, 6/25 at 11:59 PM complete the following:** 1. Read in textbook, Chapter 17: Physical & Cognitive Development in Late Adulthood (also refer to Module 6 for additional information). 2. Read in textbook, Chapter 18: Social & Personality Development in Late Adulthood (also refer to Module 6 for additional information). 3. Read in textbook, Chapter 19: Death, Dying and Bereavement (also refer to Module 6 for additional information). 4. **Test 6** (Chapters 17 -19) due. [SLO 1, 2, 5-7]
	M, 6/15 – M, 6/22	**DEPT. OF PSYCHOLOGY *COURSE EVALUATION* FORM AVAILABLE FOR COMPLETION ON OUR BLACKBOARD COURSE WEB SITE** -- Learn Ventures will send email notification to students when its Course Design Evaluation Form is available for completion.

* All course requirements must be completed by the official last day of classes (Friday, June 26) by **12 NOON**. Please note that I will be sending students' final grades to the Registrar's office before **5 PM on Friday, JUNE 26** (i.e., before the office closes). I will be traveling out of the country on Saturday, June 27, and will not have access to the Internet. So, students who do not meet all course requirements by the time I submit grades will earn an incomplete (IN) grade, which will be changed to another grade in August, if all course requirements are met.

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

Grading Rubric: Group Discussion
(Summary of Criteria at the Bottom Right Corner of Template)****

Criterion	No Participation	Unsubstantial Participation	Partial Participation	Full Participation
Quality of Posting	You do not post an original peer response. 0 point	Your post is not original and simply paraphrases what others have said or you just state, "I agree...," "Good idea...," etc. 2 points	Your post is original and contributes at least one new idea or example that adds value to the discussion. 5 points	Your post is original and contributes >1 new idea or example that adds value to the discussion. 10 points
Quantity / Length of Posting	You do not post a reply to the initial FFT questions & respond to at least two peers during the discussion period. 0 point	You have a good start at participation, but for a post to count toward participation credit, it must be substantial. Thoroughly discuss or converse with classmates. Say more than just "I agree" or "Good ideas". Have a conversation 2 point	Good start at participation this week. Some of your contributions to our class discussion are stimulating and a pleasure to read. However, make sure to increase the amount of contributions during the period of discussion. **Total posts** do not meet the **MINIMUM word count of 600** (2660 characters with no spaces): **minimum 300 words** (1330 characters with no spaces) to the initial FFT questions **and minimum 300 words total** to **minimum two** peers (i.e., minimum 150 words to each peer) 4 points	Post meets &/or exceeds the minimum word count to both the initial FFT questions & to peers Your contributions to classroom discussion are stimulating and a pleasure to read. Keep this up! 10 points
Timeliness of Posting	You do not post a reply to the initial FFT questions & respond to at least two peers during the discussion period 0 point	N/A	N/A	You post a reply to the initial FFT questions & respond to at least two peers during the discussion period. 5 points

Degree of Peer Interactivity	You do not interact with peers in the discussion topic area 0 point	You write un-substantive peer responses during the discussion period. This does not include the response to the instructor's initial FFT discussion questions, but does include responses to peers and any additional instructor/TA responses. 2 points	You write at least 2 substantive peer response throughout the discussion period This does not include the initial FFT response to the instructor's initial FFT discussion questions, but does include response to peer and any additional instructor/TA responses 3 points	You write > 2 substantive peer responses throughout the discussion period. This does not include the initial FFT response to the instructor's initial FFT discussion questions, but does include responses to peers and any additional instructor/TA responses. 5 points
****Brief Summary of Above Criteria				**-- Responds on time & adequately to initial FFT questions (Maxi: 16 points)** **-- Responds on time & adequately to one peer (Max: 7 points)** **-- Responds on time & adequately to a second peer (Max: 7 points)** **P.S. There is opportunity to earn additional points based on significantly exceeding the minimum discussion requirements**

Total Possible Points: 30 points per week for mandatory group discussion.