Lifespan Developmental Psychology

The University of Toledo
College of Arts and Letters
Department of Psychology

PSY 2510 921
Summer 2019
Class meeting: Online course
Credit hours: 3

Contact Information

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Office hours: Students in online courses may have obligations throughout the day, so I am happy to schedule to meet or speak with you at a time that is mutually convenient. Please contact me by email.

Course Catalog Description

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

Course Overview

This course will cover development over the course of life and cultural commonalities and differences in development. Thus, we will explore both the universal aspects of maturation and development, as well as those aspects of development that vary across groups and individuals. Lifespan development is a great example of how the science of psychology comprehends and explains human behavior by considering many sources of complementary data. In addition to understanding the theories of lifespan development, we will endeavor to see how this body of accumulated research findings may be applied and understood in practice.

Prerequisite

Psychology 1010 (Principles of Psychology)

Required Textbook

Arnett, J.J. (2016). *Human Development: A Cultural Approach, 2nd Edition.* Boston: Pearson Publishing. ISBN: 9780134012162
Please note that the textbook is absolutely essential for the course.

Course Goals

By the end of the semester, you should be better able to:

- Comprehend the complexity of development including physical, cognitive, social, and emotional development at varying stages of life
- Understand the strengths and weaknesses of research contributing to knowledge about human development
- Be aware of the influence of diversity and culture on development
- Know the core features of various stages of development over the lifespan
- Reflect on the personal and societal examples of development in action

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Learning Outcomes

Based on these course goals, the desired learning outcomes include:
- Explain and delineate the ways in which different types of development unfold and interact with each other over time
- Demonstrate the ability to analyze and synthesize issues within developmental psychology through the presentation and integration of psychological research
- Recognize the ways in which gender, ethnicity, and other forms of diversity inform our understanding of development over the lifespan
- Identify and recall important details of stages of development
- Evaluate the ways in which developmental psychology is apparent in our daily lives

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Grading and Assignments

A number of assignments will be used in an effort to provide a comprehensive estimate of whether the learning outcomes have been achieved. There will be a total of 1550 points available for the class. Exams and reflective group discussion will be the basis for your grade. (Please note that I reserve the right to adjust the grading distribution based on the class' scores. However, you will not receive a lower grade than that indicated in the table below).

Grading:	Points
Exams	750
Group Discussion	800
Total Points:	**1550**

Letter	Percentage

A	92-100%
A-	90-91%
B+	87-89%
B	82-86%
B-	80-81%
C+	77-79%
C	72-76%
C-	70-71%
D+	67-69%
D	62-66%
D-	60-61%
F	below 60%

Exams:

There will be **3 exams**. Each exam will consist of 50 multiple-choice questions drawn from the textbook. You will have 60 minutes to complete each exam. You will *not* be permitted to use your notes or book, so you will need to prepare as you would for an in-class exam. **Each exam is worth up to 250 points (for a maximum of 750 points).** You must take the exam on one of the three days that are designated for the exam. You will have from 12:00 am on day 1 until 11:59 pm on day 3 to complete the exam (see course calendar for exam dates). You can only take the exam once, not on each day. **Because you have three days to take each exam, NO MAKEUP EXAMS WILL BE GIVEN.**

The exams will take place in the **Exam Room in Blackboard**. PLEASE REMEMBER TO SUBMIT YOUR EXAM FOR GRADING WHEN YOU ARE FINISHED WITH YOUR EXAM. THIS ENSURES THAT YOUR GRADE IS ENTERED INTO MY GRADE BOOK. YOU SHOULD BE ABLE TO VIEW YOUR GRADE AFTER THE EXAM PERIOD IS OVER.

Using LockDown Browser and Respondus Monitor for Online Exams:

This course requires the use of LockDown Browser and Respondus Monitor for online exams.

Please download and install LockDown Browser (which will include Respondus Monitor) by following these instructions:

1. Within Blackboard, click on the Student Support link in the top banner.

2. Scroll down to the Software section on the right side of the page, and click on the Download Center link.

3. Click on the Respondus Lockdown Browser link.

To take an online test, start LockDown Browser and navigate to the exam in the Exam Room in Blackboard. (You won't be able to access the exam with a standard web browser.)

Finally, when taking an online exam, follow these guidelines:

- Ensure you're in a location where you won't be interrupted

- Turn off all mobile devices, phones, etc.

- Clear your desk of all external materials — books, papers, other computers, or devices

- Remain at your desk or workstation for the duration of the test

- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted. Respondus Monitor will record your test session using your webcam.

Group Discussion:

To stimulate engagement of the course material, I will post **8 discussion topics** to be discussed with your fellow classmates. You are responsible for engaging in the discussion through the **Group Discussions in Blackboard**. Your responses to the topics will be graded. Responses can be posted any time up to the due date. **Each discussion is worth up to 100 points (for a maximum of 800 points)**.

The purpose of the discussion is to evaluate **(1) your comprehension of the material, and (2) your ability to reflect on the relevance of the course to your life**. Therefore, your initial contribution to each discussion should take the form of a "mini-essay" in which you address the discussion topic that was posted. Your subsequent contributions to the discussion should communicate your ability to reflect on the topics of the course to daily life. Your discussion group contributions will be graded according to the following rubric:

Knowledge & Application

Points: 2 (20%)

Post(s) and responses show little evidence of knowledge and understanding of course content and applicability to professional practice.

Points: 3.4 (34%)

Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice.

Points: 4 (40%)

Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice, and include other resources that extend the learning of the community.

Learning & Community

Points: 1.5 (15%)

Posts and responses do not attempt to elicit responses and reflections from other learners and/or responses do not build upon the ideas of other learners to take the discussion deeper.

Points: 2.55 (25.5%)

Posts and responses attempt to elicit responses and reflections from other learners and responses build upon the ideas of other learners to take the discussion deeper.

Points: 3 (30%)

Posts and responses elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper.

Quantity & Timeliness

Points: 1 (10%)

Does not submit at least one initial post early in the session and/or does not submit at least two peer responses closer to the end of the session.

Points: 1.7 (17%)

Submits at least one initial post early in the session and two peer responses closer to the end of the session.

Points: 2 (20%)

Submits one initial post early in the session and more than two peer responses closer to the end of the session.

Spelling & Mechanics

Points: .5 (5%)

Does not submit posts and responses that are in complete sentences. Or two or more of the complete sentences are grammatically incorrect and have greater than 2 spelling errors.

Points: .85 (8.5%)

Submits posts and responses that have one or more grammatically incorrect sentences and two spelling errors.

Points: 1 (10%)

Submits posts and responses that contain grammatically correct sentences without any spelling errors.

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 chat or IM software for real-time communication.**
8.   **Use a learning management system.**

TECHNOLOGY REQUIREMENTS
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. Click here to go to the Browser Check Page

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. Click here to go to the Online Download Center
•   Word Processing Software
•   Adobe Acrobat Reader
•   Apple QuickTime Player
•   Java Plugin Console
•   Adobe Flash Player
•   Adobe Shockwave Player
•   Mozilla Firefox Browser - Recommended

Internet Service
High-speed Internet access is recommended as dial-up may be slow and limited in downloading information and completing online tests. This course does contain streaming audio and video content.

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. A list and schedule for on-campus computer labs is available at Schedule for On-campus Computer Labs

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. Click here for UT's Virtual Lab

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.

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 or ithelpdesk@utoledo.edu.

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.

Student Support Services

Counseling Center

Completing a course in psychology may result in more awareness of mental health issues. 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.

The Writing Center

Your successful completion of this course includes participating in discussions, and you may benefit from additional academic writing support. The Writing Center provides face-to-face tutoring for writers in all disciplines working on various types of writing projects.

Course Schedule

Reading to be completed	Due Date and Time	Assignments to be completed
Syllabus		
Chapter 1	July 2nd, 11:59 pm	Group discussion #1
Chapter 2		
Chapter 3	July 8th, 11:59 pm	Group discussion #2
Chapter 4	July 12th, 11:59 pm	Exam #1 to cover chapters 1 to 4 Group discussion #3
Chapter 5	July 17th, 11:59 pm	Group discussion #4
Chapter 6		
Chapter 7	July 22rd, 11:59 pm	Group discussion #5
Chapter 8	July 26th, 11:59 pm	Exam #2 to cover chapters 5 to 8 Group discussion #6
Chapter 9		
Chapter 10	July 30th, 11:59 pm	Group discussion #7
Chapter 11		
Chapter 12	August 2nd, 11.59pm	Exam #3 to cover chapters 9 to 12 Group discussion #8