



## **PSY265 Lifespan Development (3 credit hours) Course Syllabus**

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### **Course Description**

This course takes a life span approach in studying human development from conception through death. Students will examine the major theories and scientific research findings on our physical, cognitive, social, and personality development.

### **Course Learning Outcomes**

By the end of this course, you will be able to:

1. Recognize the interdependency of the physical, cognitive, emotional, social, and psychological domains of human development.
2. Describe the stage of developmental and learning theories and the human characteristics in each developmental stage.
3. Compare and contrast major theories and research of human development.
4. Apply specific psychological information to course topics and projects.

### **Prerequisites/Corequisites**

PSY101

### **Required Textbook(s) and Resources**

For this course a digital copy of your textbook is included with your DragonACCESS fees. Use the DragonACCESS tool in Moodle to view your book.

Papalia, D. E., Feldman, R. D., & Martorell, G. (2021). Experience human development (14th Edition). New York, NY: McGraw-Hill.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You

might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: [library@tiffin.edu](mailto:library@tiffin.edu).

## Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

## Learning Activities

1. **Discussions:** Each week we explore the course content through an engaging discussion. We share initial posts and responses based on the weekly readings, personal experiences, and core beliefs. These discussions offer us ample opportunity to engage with each other, share opinions and our research on course-specific topics.
2. **Assignments:** Brief weekly papers and activities are included each week regarding research topics and ideas presented in the text. These concepts are then supported through an exploration of current research and relevant supplemental videos.
3. **Final Project Paper:** In this final assignment, we explore all course content and material and apply it for real world application, examining how the material relates to recognizing the interdependency of the physical, cognitive, emotional, social, and psychological domains of human development, and the theories and stages of development.

## Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
<b>Discussions</b> Activity 1.1 (n/a) Activity 1.2 (20) Activity 1.3 (20)	<b>Discussions</b> Activity 2.1 (20) Activity 2.2 (20)	<b>Discussions</b> Activity 3.1 (20) Activity 3.2 (20)	<b>Discussions</b> Activity 4.1 (20) Activity 4.2 (20)	<b>Discussion</b> Activity 5.1 (20) Activity 5.2 (20)	<b>Discussion</b> Activity 6.1 (20) Activity 6.2 (20)	<b>Discussion</b> Activity 7.1 (20) Activity 7.2 (20)	<b>280</b>
<b>Assignment</b> Activity 1.4 (75)	<b>Assignment</b> Activity 2.3 (75)	<b>Assignment</b> Activity 3.3 (75)	<b>Assignment</b> Activity 4.3 (125)	<b>Assignment</b> Activity 5.3 (75)	<b>Assignment</b> Activity 6.3 (75)		<b>500</b>
						<b>Final Project</b> Activity 7.3 (220)	<b>220</b>
<b>115</b>	<b>115</b>	<b>115</b>	<b>165</b>	<b>115</b>	<b>115</b>	<b>260</b>	<b>1000</b>

## Grading Scale

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: <60%

Please see the [Academic Bulletin](#) for grade appeal information.

## Course Schedule and Weekly Checklist

### Start Here

☐ MON: Activity 1.1: Look At Me! - Initial Post

**Week 1: Introduction to Human Development**

- ☐ WED: Activity 1.1: Look At Me! - Secondary Posts
- ☐ WED: Activity 1.2 Discussion: Which Perspective is Best? - Initial Post
- ☐ WED: Activity 1.3 Discussion: Prenatal Care and Nutrition - Initial Post
- ☐ SAT: Activity 1.2 Discussion: Which Perspective is Best? - Secondary Posts
- ☐ SAT: Activity 1.3 Discussion: Prenatal Care and Nutrition - Secondary Posts
- ☐ SUN: Activity 1.4 Assignment: My Own Timeline

**Week 2: The First Three Years**

- ☐ WED: Activity 2.1 Discussion: Shaken Baby Syndrome - Initial Post
- ☐ WED: Activity 2.2 Discussion: Heredity or Environment - Initial Post
- ☐ SAT: Activity 2.1 Discussion: Shaken Baby Syndrome - Secondary Posts
- ☐ SAT: Activity 2.2 Discussion: Heredity or Environment - Secondary Posts
- ☐ SUN: Activity 2.3 Assignment: To Use Daycare or Not to use Daycare

**Week 3: Early Childhood**

- ☐ WED: Activity 3.1 Discussion: Poverty and Childhood Development - Initial Post
- ☐ WED: Activity 3.2 Discussion: Good Parenting Debate - Initial Post
- ☐ SAT: Activity 3.1 Discussion: Poverty and Childhood Development - Secondary Posts
- ☐ SAT: Activity 3.2 Discussion: Good Parenting Debate - Secondary Posts
- ☐ SUN: Activity 3.3 Assignment: Social Learning Theory and Gender

**Week 4: Middle Childhood and Adolescence**

- ☐ WED: Activity 4.1 Discussion: Mainstreaming Children with Disabilities - Initial Post
- ☐ WED: Activity 4.2 Discussion: Bullies and their Victims - Initial Post
- ☐ SAT: Activity 4.1 Discussion: Mainstreaming Children with Disabilities - Secondary Posts
- ☐ SAT: Activity 4.2 Discussion: Bullies and their Victims - Secondary Posts
- ☐ SUN: Activity 4.3 Assignment: Adolescent Identity Crisis in the Movie

**Week 5: Young Adulthood**

- ☐ WED: Activity 5.1 Discussion: Transition to College - Initial Post

- ☐ WED: Activity 5.2 Discussion: Are you an Adult? - Initial Post
- ☐ SAT: Activity 5.1 Discussion: Transition to College - Secondary Posts
- ☐ SAT: Activity 5.2 Discussion: Are you an Adult? - Secondary Posts
- ☐ SUN: Activity 5.3 Assignment: The Path to a Good Marriage

### **Week 6: Middle Adulthood**

- ☐ WED: Activity 6.1 Discussion: What will I be doing in middle age? - Initial Post
- ☐ WED: Activity 6.2 Discussion: MIDLIFE CRISIS! - Initial Post
- ☐ SAT: Activity 6.1 Discussion: What will I be doing in middle age? - Secondary Posts
- ☐ SAT: Activity 6.2 Discussion: MIDLIFE CRISIS! - Secondary Posts
- ☐ SUN: Activity 6.3 Assignment: Birthday Cards and Aging

### **Week 7: Late Adulthood**

- ☐ WED: Activity 7.1 Discussion: Ageism - Initial Post
- ☐ WED: Activity 7.2 Discussion: Causes of Death - Initial Post
- ☐ SAT: Activity 7.1 Discussion: Ageism - Secondary Posts
- ☐ SAT: Activity 7.2 Discussion: Causes of Death - Secondary Posts
- ☐ FRI: Activity 7.3 Assignment: Final Project

## **Tips for Success**

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

### **Your instructor will expect you to:**

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.

- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
  - Fully participate in all learning activities.
  - Complete assignments as described in rubrics or other instructions.
  - Submit all work on time and in the specified format (e.g. APA format for citations). Late assignments will be accepted at the discretion of your instructor. Penalties may apply.
  - Utilize and incorporate instructor-provided feedback to improve your work.
  - Ask questions so you can better understand course material or assignments.
  - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
  - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

### **You should expect your instructors to:**

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
  - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
  - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
  - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.

- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

## Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at [disabilityservices@tiffin.edu](mailto:disabilityservices@tiffin.edu).

## Additional Resources & Support

For technical support, either email [moodlesupport@tiffin.edu](mailto:moodlesupport@tiffin.edu) or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page.

For information about TU's peer tutoring program, see the Murphy Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

## Comments or Concerns

TU's online programs are designed to be student-driven: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at [online@tiffin.edu](mailto:online@tiffin.edu).