SYLLABUS
PSYC 2320.060: Lifespan Psychology ONLINE
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COURSE DESCRIPTION:
Physiological, perceptual, cognitive, social and affective change from conception to death, with an emphasis on transitions and developmental challenges throughout the lifespan.

STUDENT LEARNING OUTCOMES:
1. Students will demonstrate a deeper understanding for the field of developmental psychology.
2. Students will demonstrate a broader understanding of the psychosocial, emotional, biosocial, and cognitive changes that take place over the lifespan.

COURSE TOPICS BY WEEK:
Week 1: Chapter 1 The Science of Human Development
Week 2: Chapter 2 From Conception to Birth
Week 3: Chapter 3 The First Two Years: Body and Mind
Week 4: Chapter 4 The First Two Years: Psychosocial Development
Week 5: Chapter 5 Early Childhood: Body and Mind
Week 6: Chapter 6 Early Childhood: Psychosocial Development
Week 7: Chapter 7 Middle Childhood: Body and Mind
Week 8: Chapter 8 Middle Childhood: Psychosocial Development
Week 9 Chapter 9 Adolescence: Body and Mind
Week 10: Chapter 10 Adolescence: Psychosocial Development
Week 11: Chapter 11 Emerging Adulthood: Body, Mind, and Social World
Week 12: Chapter 12 Adulthood: Body and Mind
Week 13: Chapter 13 Adulthood: Psychosocial Development
Week 14: Chapter 14 Late Adulthood: Body and Mind
Week 15: Chapter 15 Late Adulthood: Psychosocial Development/Epilogue: Death and Dying
Week 16: Wrap up all assignments and final exam
COURSE SCHEDULE:
Specific dates for your semester are in the Course Schedule page in the "Start Here Module."
There are 4 unit due dates.
You are STRONGLY encouraged to work on your assignments steadily, consistently, and early!
DO NOT WAIT UNTIL THE DUE DATE TO DO ALL ASSIGNMENTS AND EXAMS! LATE ASSIGNMENTS ARE NOT ACCEPTABLE!

EVALUATION AND GRADING:
4 Unit Exams 40%
15 Chapter Writing Assignments (Reviews) 30%
15 Chapter Quizzes 20%
15 Chapter Discussion Forums 10%
Letter Grades:
A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F < 60

TEACHING STRATEGIES:
An online class is quite different than traditional face-to-face classes and is NOT an easy "A!" To be successful in this course, you will be required to do a lot of reading and writing. Instead of traditional "sit and get" lectures, you will be viewing presentations, videos, and other online activities in the modules in Black Board on your own. This gives you a lot of flexibility on when and where you do your coursework, however you still have strict due dates during the course of the semester. Successful online students must be motivated, hard-working, and self-disciplined!
Below is some helpful information about the reality of online classes. This was gathered from The College of Siskiyous:
1. Contrary to popular belief, online courses are just as hard and are often more time consuming than traditional courses. Rather than sitting in a physical classroom listening to your instructor lecture for 3 hours a week, you will be reading your lectures from a computer screen.
2. Online courses typically require much more reading and writing than traditional classes.
3. Instead of asking questions and receiving an instantaneous answer from your instructor, you will be either posting or e-mailing your questions. While most online instructors will respond to your concerns as soon as possible, you will need to be patient.

4. As you will not be in the classroom, you will need to be much more self-directed than it might seem. In other words, you have to take responsibility for your own learning.

5. Some students truly need the face-to-face interaction with instructor and peers. Other students find that they lack the high level of responsibility it takes to tackle an online class.

6. At a minimum, an online course requires students to use their time wisely, be organized, be self-directed, and be willing to try new modes of communication and learning.

7. Successful students often use the weekly assignment sheets to create a course calendar so that they have an overview of all assignments. Good time management and planning are necessary skills.

8. Students who do well are those who are willing to put in the needed time, read the text carefully (even the dull sections), and participate in the online activities.

9. You will be expected to check your e-mail frequently, get all assignments in on time, not allow yourself to fall behind at all, discuss your concerns and questions with instructor and classmates, perhaps arrange to swap e-mail addresses with other students in the class, and participate fully each week.

10. Just because this class is online does not mean you can work at your own pace and submit assignments at your will. The difference in online and lecture based classes is merely that the instructional method is different. This is not a correspondence class.

**REQUIRED TEXTBOOK:**


NOTE: You WILL do lots of reading in this on-line course, and you WILL need this textbook to do the coursework, so you MUST have this textbook to successfully complete this course.

**COURSE POLICIES AND PROCEDURES:**

This course is organized in 4 Unit Modules, each covering 3 or 4 chapters, and concluding with a Unit exam. Each chapter within the Unit Modules will include: Reading assignment, Power Point presentations, discussion question, chapter quizzes, chapter review writing assignment, and some will have additional online videos and external online activities.
**Exams:**

40% of your grade.

The exams will be administered online and will be available for 5 days up to the due date of the Unit (see Course Schedule in “Start Here” module for dates).

Each exam is multiple-choice.

You will have 1 hour and 20 minutes to complete the exam.

You are not to use your books or notes on exams. Academic dishonesty is not tolerated and if suspected, student will be reported to the Office of Student Affairs.

If you get kicked out of the test for any reason, you can log back into the test and continue where you left off as long as the timer has not expired. The timer will keep running if you are kicked off. Log back in immediately so that you can finish within the time limit.

If you have any trouble while taking the test, you are to email me (alawson@uttyler.edu).

**Chapter Writing Assignments:**

30% of your grade.

Find the "What Have You Learned?" review questions at the end of each chapter.

Type questions and answers to each, including numbering each question.

Include reference to page number of the textbook for each answer found. (DO NOT Google answers. Your answers MUST be based on your textbook with the page numbers referenced.)

Use good grammar and complete, detailed responses. Do not copy verbatim from the textbook, but instead summarize and rephrase in your own words. (These chapter reviews will be helpful studying for your exams.)

MUST be saved and submitted as either Word doc or PDF. When you are ready to submit, click on “View/Complete” under the applicable writing assignment.

Submit assignment for grading by the due date.

**NOTE:** Assignments are submitted with *SafeAssign* to ensure all student assignments are original products. Any duplicate assignments will result in zeros for ALL participants and a report to UT Tyler for academic dishonesty.

**Chapter Quizzes:**

20% of your grade.

25 multiple choice questions from the chapter.

Use your textbook and your notes
Do not "surf the web" for answers. (Many times, a web search finds different information than what is in the text.)

Two attempts to make the best grade possible.

No time limit.

Check course schedule in the "Start Here" module for unit due dates.

**Discussion Forum Participation:**

10% of your grade.

You will be required to participate in 15 discussion forums which will focus on topics related to development across the lifespan.

See the Discussion Guide rubric in the “Start Here” module to help you focus your responses and be familiar with what is expected.

You will find each chapter’s discussion in the corresponding folder.

Questions are due at the Unit due date along with the other unit activities.

There is a “Meet and Greet” discussion in the “Start Here” module that I would like everyone to do. It is not for a grade, but is “class participation,” will help everyone in the online class get to know each other a little bit at least, and get familiar with the chapter discussion forums. Students will have an opportunity to introduce themselves by writing a short biography including a little background on yourself, what you are majoring in, plans and goals for future, interests and hobbies, and whatever you feel comfortable sharing. I will post a short biography as well.

**UNIVERSITY POLICIES:**

Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

http://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies: Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:
Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.

Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date) Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)

Being reinstated or re-enrolled in classes after being dropped for non-payment

Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy: Texas law prohibits a student who began college for the first time in fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services:

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

Student Absence due to Religious Observance: Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities: If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement: It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation: Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.
Student Standards of Academic Conduct:

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:

• copying from another student’s test paper;

• using during a test, materials not authorized by the person giving the test;

• Failure to comply with instructions given by the person administering the test;

• possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;

• using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;

• collaborating with or seeking aid from another student during a test or other assignment without authority;

• discussing the contents of an examination with another student who will take the examination;

• divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;

• substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;

• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;

• falsifying research data, laboratory reports, and/or other academic work offered for credit;

• taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

CEP Vision and Mission and Program Standards:

Vision
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service.