



PSY265 Lifespan Development (3 credit hours) Course Syllabus

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

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](#).

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
Discussions Activity 1.1 (n/a) Activity 1.2 (20) Activity 1.3 (20)	Discussions Activity 2.1 (20) Activity 2.2 (20)	Discussions Activity 3.1 (20) Activity 3.2 (20)	Discussions Activity 4.1 (20) Activity 4.2 (20)	Discussion Activity 5.1 (20) Activity 5.2 (20)	Discussion Activity 6.1 (20) Activity 6.2 (20)	Discussion Activity 7.1 (20) Activity 7.2 (20)	280
Assignment Activity 1.4 (75)	Assignment Activity 2.3 (75)	Assignment Activity 3.3 (75)	Assignment Activity 4.3 (125)	Assignment Activity 5.3 (75)	Assignment Activity 6.3 (75)		500
						Final Project Activity 7.3 (220)	220
115	115	115	165	115	115	260	1000

Grading Scale

A: 90-100% | B: 80-89% | C: 70-79% | D: 60-69% | F: <60%

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.

For More Information:

Be sure to review the [Support, Policies, and Procedures](#) addendum.