

PSY301 Adult Development and Life Assessment

(3 credit hours)

Course Syllabus

Course Description

This course closely examines the nature of transitions in adult life and explores the skills needed to successfully navigate those transitions by “mastering the art of self-renewal.” Through a process of self-discovery, adult learners come to a new understanding of themselves and others.

Course Learning Outcomes

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

1. Students will draw on personal experience in order to identify key themes in their lives.
2. Students will apply Kolb’s model of experiential learning.
3. Students will restate APA writing style, citations, and correct writing format.
4. Students will demonstrate the use of Grammarly.com to identify and correct grammatical, punctuation, and spelling errors.
5. Students will demonstrate knowledge of classical and contemporary adult development theory.
6. Students will demonstrate effective writing skills.
7. Students will explain several life maps that document their life experiences and are rooted in an application of academic constructs.
8. Students will discuss the diversity of life experience and of learning styles.
9. Students will write a summary paper that is rooted in an application of academic constructs.

Required Textbook(s) and Resources

Bjorklund, B. R (2019). *The journey of adulthood* (9th ed.). Prentice Hall.

Hudson, F. M., & McLean, P. D. (2011). *Life launch: A passionate guide to the rest of your life* (5th ed.). The Hudson Institute Press.

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

During the first five weeks of the course, you will engage with your peers through discussion forums. There will be quizzes on each week's reading. There are also a few writing assignments designed to explore learning and tools available to you. You will complete a major essay on life learning due in week 5 and a course summary paper in week 7.

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 (10) Activity 1.3 (10)	Discussions Activity 2.1 (10) Activity 2.2 (10)	Discussions Activity 3.1 (10) Activity 3.2 (10)	Discussions Activity 4.1 (10) Activity 4.2 (10)	Discussions Activity 5.1 (10) Activity 5.2 (10)	Discussions Activity 6.1 (10) Activity 6.2 (60)	Discussions Activity 7.1 (10) Activity 7.2 (10)	190	
Assignments	Assignments Activity 2.3 (50)	Assignments Activity 3.6 (50)	Assignments Activity 4.6 (50)	Assignments Activity 5.5 (50)	Assignments	Assignments Activity 7.3 (100)		300
Quizzes Activity 1.4 (15) Activity 1.5 (25)	Quizzes	Quizzes Activity 3.3 (25) Activity 3.4 (25) Activity 3.5 (25)	Quizzes Activity 4.3 (25) Activity 4.4 (25) Activity 4.5 (25)	Quizzes Activity 5.3 (25) Activity 5.4 (25)	Quizzes	Quizzes		240
60	70	145	145	120	70	120	790	

Grading Scale

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

Course Schedule and Weekly Checklist

Week 1 - Introduction and Plagiarism

- MON: Activity 1.1: Meet Your Peers - Initial Post
- WED: Activity 1.2: Challenges in an Online Program - Initial Post
- WED: Activity 1.3: Introduction to Adult Development - Initial Post
- SAT: Activity 1.1: Meet Your Peers - Secondary Posts
- SAT: Activity 1.2: Challenges in an Online Program - Secondary Posts
- SAT: Activity 1.3: Introduction to Adult Development - Secondary Posts
- SUN: Activity 1.4: Plagiarism Quiz

- SUN: Activity 1.5: Chapter 1 Quiz

Week 2 - APA Writing Style

- WED: Activity 2.1: APA Style Writing - Initial Post
- WED: Activity 2.2: Use of Citation - Initial Post
- SAT: Activity 2.1: APA Style Writing - Secondary Posts
- SAT: Activity 2.2: Use of Citation - Secondary Posts
- SUN: Activity 2.3: Exploring Grammarly

Week 3 - Kolb's Model of Experiential Learning

- WED: Activity 3.1: Age Related Changes - Initial Post
- WED: Activity 3.2: Kolb's Model - Initial Post
- SAT: Activity 3.1: Age Related Changes - Secondary Posts
- SAT: Activity 3.2: Kolb's Model - Secondary Posts
- SUN: Activity 3.3: Chapter 4 Quiz
- SUN: Activity 3.4: Chapter 5 Quiz
- SUN: Activity 3.5: Chapter 12 Quiz
- SUN: Activity 3.6: Lifelong Learning Essay Draft

Week 4 - Development and Relationships

- WED: Activity 4.1: Two-way Interactions - Initial Post
- WED: Activity 4.2: Developmental Characteristics of Adults - Initial Post
- SAT: Activity 4.1: Two-way Interactions - Secondary Posts
- SAT: Activity 4.2: Developmental Characteristics of Adults - Secondary Posts
- SUN: Activity 4.3: Chapter 6 Quiz
- SUN: Activity 4.4: Chapter 7 Quiz
- SUN: Activity 4.5: Chapter 8 Quiz
- SUN: Activity 4.6: Test of Learning Styles

Week 5 - Kohlberg's Model of Ethical Development and Life's Transitions

- WED: Activity 5.1: Life's Quest for Meaning - Initial Post
- WED: Activity 5.2: Learning Style Inventory - Initial Post
- SAT: Activity 5.1: Life's Quest for Meaning - Secondary Posts
- SAT: Activity 5.2: Learning Style Inventory - Secondary Posts
- SUN: Activity 5.3: Chapter 9 Quiz
- SUN: Activity 5.4: Chapter 11 Quiz
- SUN: Activity 5.5: Life Learning Essay – Final Submission

Week 6 - Adult Development Theories and Life Maps

- WED: Activity 6.1: Hudson and McClean - Initial Post
- WED: Activity 6.2: Various Human Theories - Initial Post
- SAT: Activity 6.1: Hudson and McClean - Secondary Posts
- SAT: Activity 6.2: Various Human Theories - Secondary Posts

Week 7 - Learning Style Inventory

- WED: Activity 7.1: Hudson and McClean - Initial Post
- WED: Activity 7.2: Adult Development - Initial Post
- THU: Activity 7.3: Course Summary Paper
- SAT: Activity 7.1: Hudson and McClean - Secondary Posts
- SAT: Activity 7.2: Adult Development - Secondary Posts

Tips for Success

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

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.