Attention!

This is a representative syllabus.
The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750). Thank you!
SYLLABUS
PSYCH 3340
Lifespan Human Development
Spring 2022

COURSE OVERVIEW

Course description
Lifespan human development examines the many ways in which people mature, change, and stay the same from conception to death. This course covers a wide variety of topic areas including, but not limited to, theories of development, genetics, motor skills, personality, morality, and peer relationships. This course also includes consideration of social policies that influence developmental outcomes.

Course learning outcomes
By the end of this course, students should be able to succeed at:

Transfer Assurance Guide (TAG) Learning Outcomes:
1. Explain the biological, cognitive, cultural, environmental and social factors that influence development throughout the lifespan.
2. Evaluate current and past research in the study of the lifespan guided by theories within developmental psychology.
3. Apply developmental psychology principles to daily life throughout the lifespan.
4. Detect myths and misconceptions regarding human development throughout the lifespan.
5. Describe methodological approaches used to study development.
6. Assess and critically analyze theories, research methodology and findings (outcomes), and applications developed by developmental psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet throughout the lifespan.

**Psychology Major Learning Goals:**
1. **Knowledge Base in Psychology:**
   a. Describe key concepts, principles, & overarching themes in psychology
   b. Develop working knowledge of psychology's content domains
   c. Describe applications of psychology
2. **Scientific Inquiry & Critical Thinking:**
   a. Use scientific reasoning to interpret psychological phenomena
   b. Demonstrate psychology information literacy
3. **Ethical & Social Responsibility in a Diverse World:**
   a. Adopt values that build community at local, national, & global levels
4. **Communication:**
   a. Demonstrate effective writing for different purposes

**COURSE MATERIALS AND TECHNOLOGIES**

**Textbooks**

**REQUIRED**


This book is provided through CarmenBooks.

**OPTIONAL**

- Student companion site with access to study materials is available with purchase of any version of the textbook. Companion site at: [http://edge.sagepub.com/kuthertopical](http://edge.sagepub.com/kuthertopical)

**Course technology**

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](http://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.
• **Self-Service and Chat support:** [ocio.osu.edu/help](http://ocio.osu.edu/help)
• **Phone:** 614-688-4357 (HELP)
• **Email:** servicedesk@osu.edu
• **TDD:** 614-688-8743

**BASELINE TECHNICAL SKILLS FOR ONLINE COURSES**

• Basic computer and web-browsing skills
• Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](http://canvas.osu.edu/studentguide).

**REQUIRED SOFTWARE**

• **Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft’s Student Advantage program. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](http://go.osu.edu/office365help).

**CARMEN ACCESS**

You will need to use **BuckeyePass** multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

• Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](http://buckeye passes.com/help/adddevice) help article for step-by-step instructions.
• Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
• Download the [Duo Mobile application](http://duo.com) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

**GRADING AND FACULTY RESPONSE**
How your grade is calculated

<table>
<thead>
<tr>
<th>ASSIGNMENT CATEGORY</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation Activities &amp; Homework (3-5 points per week)</td>
<td>50</td>
</tr>
<tr>
<td>Weekly Reflections/Discussions (lowest 3 dropped)</td>
<td>50</td>
</tr>
<tr>
<td>Exam 1</td>
<td>50</td>
</tr>
<tr>
<td>Exam 2</td>
<td>50</td>
</tr>
<tr>
<td>Applied Research Paper</td>
<td>90</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>290</strong></td>
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See course schedule and Carmen for due dates.

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates. If you are in a situation where you will miss an entire week of class, please notify me as soon as possible.

Grading scale

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PERCENT</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>270-290</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>261-269</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>252-260</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>241-251</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>232-240</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>223-231</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>212-222</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>203-211</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>194-203</td>
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<tr>
<td>D</td>
<td>60-66</td>
<td>174-193</td>
</tr>
<tr>
<td>E</td>
<td>0-59</td>
<td>0-173</td>
</tr>
</tbody>
</table>

Instructor feedback and response time
I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

- **Grading and feedback:** For weekly participation activities and larger assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on weekdays**.
- **Discussion board:** I will check and reply to messages in the discussion boards within **24 hours on weekdays**.

**OTHER COURSE POLICIES**

**Discussion and communication guidelines**

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Compose your academic posts in a word processor, where you can save your work, and then copy into the Carmen discussion or upload into the Carmen assignment.
- **Privacy:** Let's keep our classmates safe. Content from discussions, lectures, and assignments should not be shared outside our class. This includes copy/paste or linking of another student’s comments, submissions, or assignments, and my lecture slides and recordings. Our course content is not social media and as such should not be shared with anyone who is not enrolled.

**Academic integrity policy**
POLICIES FOR THIS ONLINE COURSE

- **Quizzes and exams**: You must complete the exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.

- **Written assignments**: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.

- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you’ve explored in previous courses, please discuss the situation with me.

- **Falsifying research or results**: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

- **Collaboration and informal peer-review**: The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you’re unsure about a particular situation, please feel free just to ask ahead of time.

OHIO STATE’S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s [Code of Student Conduct](#) and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s [Code of Student Conduct](#) (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s [Code of Student Conduct](#) is never considered an excuse for academic misconduct, so I recommend that you review the [Code of Student Conduct](#) and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic
Misconduct. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)
- Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Your mental health
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Health and Safety Requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (https://safeandhealthy.osu.edu), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. OSU Newark SLDS website link here; 740-364-9578; 226 Warner Library and Student Center, OSU Newark Campus.
Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- CarmenCanvas accessibility
- Streaming audio and video
- CarmenZoom accessibility
- Collaborative course tools
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/10 &amp; 1/12</td>
<td>Introductions, Syllabus, Basic Issues in Lifespan Development</td>
</tr>
<tr>
<td>2</td>
<td>1/19</td>
<td>MLK Day 1/17, Approaches, Theories, Methods, Reflection 1</td>
</tr>
<tr>
<td>3</td>
<td>1/24 &amp; 1/26</td>
<td>Genes &amp; Environment</td>
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<tr>
<td>4</td>
<td>1/31 &amp; 2/2</td>
<td>Brain, Perception, Early Language, Reflection 2</td>
</tr>
<tr>
<td>5</td>
<td>2/7 &amp; 2/9</td>
<td>Physical &amp; Motor Development, Diet &amp; Health, Reflection 3, Prospectus Due</td>
</tr>
<tr>
<td>6</td>
<td>2/14 &amp; 2/16</td>
<td>Sexuality &amp; Gender, Reflection 4</td>
</tr>
<tr>
<td>7</td>
<td>2/21 &amp; 2/23</td>
<td>Self, Identity, Temperament, Personality, Reflection 5, Exam 1</td>
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<tr>
<td>8</td>
<td>2/28 &amp; 3/2</td>
<td>Piaget’s Cognitive Development Theory, Reflection 6</td>
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<tr>
<td>9</td>
<td>3/7 &amp; 3/9</td>
<td>Information Processing Theories, Reflection 7</td>
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<tr>
<td>10</td>
<td>3/14 – 3/18</td>
<td>Spring Break</td>
</tr>
<tr>
<td>11</td>
<td>3/21 &amp; 3/23</td>
<td>Vygotsky’s Sociocultural Theory, Language, Intelligence, Reflection 8, Bibliography Due</td>
</tr>
<tr>
<td>12</td>
<td>3/28 &amp; 3/30</td>
<td>Emotion, Reflection 9</td>
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<tr>
<td>13</td>
<td>4/4 &amp; 4/6</td>
<td>Veteran’s Day 11/11, Morality, Reflection 10</td>
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<tr>
<td>14</td>
<td>4/11 &amp; 4/13</td>
<td>Attachment &amp; Parenting, Reflection 11</td>
</tr>
<tr>
<td>16</td>
<td>4/25</td>
<td>Endings, Reflection 13, Exam 2</td>
</tr>
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</table>