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!
Course Overview
This course will give you information about the physical, cognitive, social and emotional development that occurs throughout the life span (during the prenatal period, infancy, childhood, adolescence and adulthood). We will discuss the biological, environmental and cultural factors that affect development. We will explore the possible impact of the current pandemic on development across the lifespan. Students will learn about the research methods and empirical paradigms that form the basis of our current developmental knowledge. Students will have the opportunity to explore the current literature for updated methods and conclusions that may support or revise historical developmental theories. The main emphasis in this class will be on healthy individuals of all socioeconomic classes.

Learning Objectives
1. Explain the biological, cognitive, cultural, environmental, and social factors that influence human 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. Distinguish myths and misconceptions from research evidence regarding human development throughout the lifespan.
5. Describe methodological approaches used to study human development across the lifespan.
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.

How this course works:
Mode of delivery:
• 100% online delivery.
  • There are many opportunities for synchronous and asynchronous interaction professor and peers
  • All synchronous sessions will be held within the original time/day pattern of this course
Occasional synchronous class via Zoom. Synchronous days are posted on the schedule. Please note these dates may change based on course and content issues. Instructor will provide one week notice for changes (except in urgent/emergent situations).

Typically used for lecture/discussion
Thursdays 2:20-3:40 synchronous class via Zoom

Typically used for group-based activities, discussion, journal article review

• All synchronous attendance can be made up in an asynchronous fashion, if you are unable to attend.

Tuesday classes: watch the recorded Zoom class session and submit at least one page of notes in your own words prior to start of synchronous class time on Thursday. The notes should persuade the grader that you carefully observed the entire session recording.

Thursday classes: 1) for attendance credit, submit at least one page of notes from the textbook reading assigned for the week. 1) for the Reflective Thought and Scientific Reasoning and watch the recorded Zoom, submit a nice-sized paragraph (approximately 120 words) summarizing the activity and your original thoughts/reactions to the assignment by 4:30 pm on Friday (day after synchronous class).

****PLEASE NOTE: THESE ELEMENTS ARE SUBJECT TO CHANGE BASED ON ASSESSMENT OF INSTRUCTOR AND FEEDBACK FROM STUDENTS.****

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 following university mask policies and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.” (Updated: Aug. 14, 2020)

Credit hours and work expectations: This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to earn a grade of (C) average.

Materials

Author: John Santrock
Publisher: McGraw Hill
ISBN: 9781259922787
Recently published articles from peer reviewed journals. PDFs will be available on Carmen under “Pages.”

Carmen

- Calendar, grades, handouts, syllabus, articles, projects, etc

Office Hours

Mondays 3:00-4:00 pm, Wednesdays 10:00-11:00 am BY ZOOM

No office hours on Wednesday, 8/26/20. Please email for an appointment if you’d like to meet during the first week of classes.

Attendance at office hours is optional. There are many opportunities for synchronous and asynchronous interaction with Dr. Rudy during class time, email or individually scheduled appointments. Please be an active consumer of your education and use these resources as often as is helpful to you.

Coursework

<table>
<thead>
<tr>
<th>ASSIGNMENT CATEGORY</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Reading Comprehension Checks</td>
<td>15%</td>
</tr>
<tr>
<td>Reflective Thought and Scientific Reasoning</td>
<td>15%</td>
</tr>
<tr>
<td>Project</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes (6 total, each worth 2.5%)</td>
<td>15%</td>
</tr>
<tr>
<td>Exams (Midterm and Final, each worth 12.5%)</td>
<td>25%</td>
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</table>

See course schedule below for due dates.

Descriptions of major course assignments

ATTENDANCE AND PARTICIPATION
Description: Attendance will be taken at all synchronous sessions. If you are not able to attend a synchronous session, you may complete a written alternative to receive participation credit.

Academic integrity and collaboration: You are expected to be actively engaged throughout the synchronous session to obtain credit. Academic integrity prevents students from signing on as “present” while focusing their attention on something other than course content.

READING COMPREHENSION CHECKS
Description: Reading research is difficult, time-consuming, and a skill that needs practice. I believe this course works best if you read the material before you begin the activities/discussions for each topic. PDFs of all assigned articles can be found on Carmen under
Each student will independently complete a worksheet facilitating focus and understanding of key concepts in each assigned journal article. Worksheets will be due by Thursday at 4:30 am (after synchronous class in case you have questions about the article).

**Academic integrity and collaboration:** You may discuss the readings with other students and instructional staff as much as you like. Your reading comprehension submissions must be your own individual work, should reflect your unique thoughts, and be written in your own words.

**REFLECTIVE THOUGHT AND SCIENTIFIC REASONING**

**Description:** Written assignments to help you: a) engage in integrative thinking about course topics; b) think critically about psychopathology; c) increase psychological information literacy. Assigned activities will incorporate each week’s topic, including readings, discussions and/or videos. Some activities will be completed within assigned groups and some will be completed individually.

**Academic integrity and collaboration:** You may discuss all pieces of the assignments and materials with other students and instructional staff as much as you like. You are expected to participate actively and contribute equally to group assignments. Individual assignment submissions must be your own individual work, should reflect your unique thoughts, and be written in your own words.

**PROJECTS**

**Description:** To connect class with the outside world, you will complete a project related to the course topic. The project gives you a chance to use your creativity to explore, reflect and report about a current issue related to lifespan development. Please see separate page for details about this assignment.

**Academic integrity and collaboration:** You may discuss your ideas about the project with other students and instructional staff as much as you like. Your submitted project must be your own individual work, should reflect your unique thoughts, and be written in your own words. 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.

**QUIZZES/EXAMS**

**Description:** Each student will take 6 quizzes, one midterm and a comprehensive final exam for this class. Quizzes and exams will be open-book, open-note and include a combination of T/F, Multiple Choice, Fill in the blank and Short Essay questions. If you are unable to take a quiz/exam during the scheduled window, you will need to contact me as soon as possible BEFORE THE QUIZ/EXAM OPENS to discuss your options. Please note that medical documentation of severe illness may be required. Travel plans, including non-refundable airline tickets, will not be accepted as a reason to reschedule a quiz or exam.

**Academic integrity and collaboration:** You may study with other students and ask questions of instructional staff as much as you like before the exam window opens. You may use your notes, any study aides you created and your textbook as you like during the exam. You may not use materials created by anyone other than yourself. Asking for and/or receiving information about the quiz/exam from a student who has already completed it is cheating. Giving information about the quiz/exam to other students is also cheating. Cutting and pasting any part of an essay question response, whether from your own writing or not, is not permitted.
Late assignments

- Late submissions will not be graded for credit.
- Please refer to Carmen for due dates.
- In order to give you some opportunities to make mistakes, and to account for illness, work schedules, wanting to play The Last of Us Part II, having too many other things on your plate, or just plain not wanting to, you start the semester with 3 “Uh-Oh” opportunities, useable for any graded item in any category except quizzes and exams. Uh-ohs can be used to ask for an extension or to revise an unsatisfactory assignment except quizzes and exams. To use one of your uh-ohs, you must contact the instructor within 2 business days of missing a due date or posting of a grade you’d like to revise.

- **Grading scale = University standard**

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<th>Grade</th>
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<tr>
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<td>93-100</td>
<td>B+</td>
<td>87-89.9</td>
<td>C+</td>
<td>77-79.9</td>
<td>D+</td>
<td>67-69.9</td>
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<td>90-92.9</td>
<td>B</td>
<td>83-86.9</td>
<td>C</td>
<td>73-76.9</td>
<td>D</td>
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<td>B-</td>
<td>80-82.9</td>
<td>C-</td>
<td>70-72.9</td>
<td>E</td>
<td>Below 60</td>
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</table>

You Can Expect from Me…

- **Respect** for you and your contributions to this course & help mastering material
- **Thoughtful consideration** of your ideas & sincere effort to answer your questions
- **Consistent access** through email and appointments
- **Fairness:** I will not offer any one student an opportunity to earn points that I do not offer the entire class; I will not alter or award points to any student any points they did not directly earn – please do not ask me to violate this ethical code
- **Prompt responses**, including returning emails within 48 hours and posting scores for graded work in a timely fashion
- **Trust** that you are a capable individual and will therefore complete the responsibilities associated with this class and accept responsibility for any failure to do so
- **Mindful Focus During Class Meetings** - I do leave my cell phone on vibrate during class in case of emergency, I will NOT answer the phone during class if it is not an emergency; I will not check my email, social media, texts, phone messages, interesting internet sites that are not course-related during class meetings.

I Will Expect from You…

- **Respect** - for the views & backgrounds of everyone in the class & use of appropriate speech and behavior (APA 3.2, 4.1)
- **Openness** - to new ideas & ways of looking at the topics
- **Mindful Focus During Class Meetings** - please do not check email, social media, texts, phone messages, interesting internet sites that are not course-related during class meetings. If you have
an emergency, please leave the room to handle it & plan to stay home that day if you would rather interact with material that is not course-related.

**Timely arrival** for class & attendance for the entire class period. If you cannot avoid being late (or know that you have to leave class early), please sit in the back to avoid disturbing the rest of the class during lecture.

**Preparedness** - Completion of readings BEFORE class

**Honesty** - DO NOT CHEAT IN MY CLASS! It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentlife.osu.edu/csc/)

### Student Stress

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the term are encouraged to contact the OSU Counseling and Consultation Service (614-292-5766; http://ccs.osu.edu/default.aspx) for assistance, support and advocacy. This service is free and confidential.

### Disability Accommodations

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu/

### Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu/ or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

### Student Behaviors

BEFORE CLASS:
“A” students
Complete assigned readings BEFORE CLASS with thoughtfulness and attention
Integrate material from readings with other knowledge, including
identifying consistencies and inconsistencies
considering various explanations for the inconsistencies
Think about the empiricism behind the information presented in the readings
Consider alternative methodologies or analyses that could address key issues related to the topic

“B” students
Complete assigned readings, most of them before class
Identify important themes and consider how they relate to other knowledge
Understand research methods described in the readings

“C” students
Complete part/some/most of the assigned readings at some point in the semester

“D” students
Do not complete the assigned readings

DURING CLASS:
“A” students
Arrive on time, able, ready, & willing to focus on class content and activities
Are prepared with thoughts/ideas/questions to share with the class
Share on-topic, thoughtful, helpful, interesting comments/observations/questions with the class
Do not monopolize class discussion time
Show leadership skills during small group discussions and activities
Are 100% successful at resisting the urge to misuse technology during class

“B” students
Arrive on time, ready to focus on class content and activities
Consider thoughts/ideas/questions posed by others in class
Willingly share thoughts/ideas/questions in small groups, occasionally with the entire class
Are 75% successful at resisting the urge to misuse technology during class

“C” students
Arrive on time, are somewhat distracted but make an honest effort to engage during class
Listen carefully to comments, observations and questions shared by others in class
Occasionally share ideas with small groups, rarely with the entire class
Are about 50% successful at resisting the urge to misuse technology

“D” students
Arrive on time but are too distracted, sleepy, hungry or otherwise not ready to be fully engaged in class
Spend class time studying for another class, sleeping or engaged in misuse of technology
Week One:
Not a journal article, but a critical concept to remember

Week Two:

Week Three:

Week Four:

Week Five:

Week Six:

Week Seven:
No journal article assigned this week.

Week Eight:
No journal article assigned this week.

Week Nine:

Week Ten:

Week Eleven:
No journal article assigned this week.
**Week Twelve:**

**Week Thirteen:**
No journal article assigned this week.

**Week Fourteen:**
No journal readings this week. Have a Happy Thanksgiving!

**Week Fifteen:**
No journal article assigned this week.
<table>
<thead>
<tr>
<th>week</th>
<th>day</th>
<th>Topic</th>
<th>Readings</th>
<th>Event</th>
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<tbody>
<tr>
<td>1</td>
<td>T – 8/25</td>
<td>Course Info &amp; Get to Know Each Other</td>
<td>Syllabus</td>
<td>SYNCHRONOUS TUESDAY 2:20-3:40</td>
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<td>Science v Pseudoscience v Quackery</td>
<td>Psychology Today article</td>
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<td>The Life-Span Perspective</td>
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<td>R – 9/3</td>
<td>Prenatal Development</td>
<td>Chapter 3</td>
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<td>Infant Physical</td>
<td>Chapter 4 Charles &amp; Rivera, 2009</td>
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<td>Chapter 5</td>
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<td>Chapter 6 Smith et al 2017</td>
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<td>Early Childhood: Physical</td>
<td>Chapter 7</td>
<td>SYNCHRONOUS CLASS 2:20-3:40 QUIZ 1 Journal Article Worksheet due by 4:30 pm</td>
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<td>Early Childhood: Cognitive</td>
<td>Chapter 7 Kang et al 2014</td>
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<td>Early Childhood: Socioemotional</td>
<td>Chapter 8</td>
<td>SYNCHRONOUS CLASS 2:20-3:40 Journal Article Worksheet due by 4:30 am</td>
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<td>T – 9/29</td>
<td>Middle/Late Childhood: Physical</td>
<td>Chapter 9 Loman et al 2013</td>
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<td>Middle/Late Childhood: Socioemotional</td>
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<td>R – 10/8</td>
<td>Catch up and Review</td>
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<td>Death, Dying &amp; Grieving</td>
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<td>Review for Final Exam</td>
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Comprehensive Final Exam will open Mon Dec 7 at 4:00pm. Exam will be available for 24 hours.