

Upon completion of this course, students will be able to:

1. Assess the biological, cognitive, social, and cultural influences on 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 diverse media (e.g., textbooks, newspapers, professional and lay periodicals, and the Internet).
7. Demonstrate ability to follow directions related to all course requirements/expectations.

I (the course instructor) am committed to facilitating students' understanding of the lived experiences of various groups in western and non-western societies from multiple perspectives. Thus, in sharing my understanding of the lived experiences of these groups with my students, the issue of diversity (as defined in its broadest sense), is always emphasized. I began teaching in a Nigerian university 36 years ago (this is my 24th year at UToledo), and having pursued my undergraduate studies in Nigeria and my graduate studies in Canada, I have firsthand experience of the challenges we all face because of our multiple roles in society. Juggling academic schedules, work, and family commitments build character and resilience. I expect students to take responsibility for their learning by reading the required e-Book and other readings related to the course, completing and submitting assignments by their due dates and times, and being ready to participate actively in discussions and any course-related activities. These are indications of a positive attitude, which is a key ingredient to realizing our goals in this course. The course experience should be an "AHA!" one (i.e., insightful). I am also committed to creating a positive learning environment where learning is not a "spectator" sport. Students are encouraged to think about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives and real-life problems/issues. In summary, my teaching philosophy guides my high expectations of students.

I (the course instructor) have designed this course to stimulate student learning through several types of learning experiences.

Readings: I have organized our Readings according to the course schedule provided towards the end of this syllabus, and I will announce any necessary changes ahead of time. Each student is responsible for completing the assigned readings.

PowerPoint Slides: I will use PowerPoint slides, as a mode of teaching, to highlight and/or amplify information relevant to the topics we will discuss in class. I will make my notes interactive by including relevant concepts/questions/activities for us to address in class and/or for students to ponder upon (i.e., serve as Food For Thought) inside and outside class. Outside class, I encourage students to discuss/continue discussing concepts/questions/activities in the peer-to-peer interactions discussion board/space.

Lecture and Discussion Facilitation: I will lecture and facilitate class discussions, and will use these modes of teaching and learning to highlight and/or amplify information relevant to the chapter0912 0 612 792 reW* nBT/F4 9.96 Tf1 0 0 1 362.35 205.8

Syllabus Quiz: Students will be taking a short online quiz via the *Exam Room* on our Blackboard course website to assess their understanding of the syllabus content. The link to the quiz will be available the first week of classes (refer to Course Schedule towards the end of Syllabus for availability period). Students will not be able to see their quiz scores until after the quiz due date when all students must have completed this assignment.

I will credit students with their earned points for completing the quiz by its due date -- no points thereafter.

Tests/Exams:

Students will be taking _____ via the *Exam Room* on our Blackboard course website (see Course Schedule for chapters or topics of focus for each test). For all tests, you will have just ONE attempt. Each test must be *individually* _____ (not started) by the due date and time (see Course Schedule for test due dates – the due date and time are also listed with the exam). Each Test will be available for completion for about 48 hours. Please plan to complete a test ONLY when you think you are ready to take it BUT before the due date. The latter is important so that if you have technical issues that have to be resolved by our IT Help Desk staff, the staff can do so and you can complete the test by the due time.

I will make an announcement informing students as to when scores are available on our Blackboard course website (*My Grades*). Thereafter, I will not be permitting any student to complete the exam.

Blackboard servers are unavailable from 4:00 to 4:30 A.M. daily for maintenance operations.

Joining the class after the term has officially started and a Quiz/Test due date is passed, are not acceptable excuses for making up the Quiz/Test/other assignments.

: I expect students to read ALL of the assigned chapters in our required REVEL e-book. In preparing for a specific test, I encourage students to complete also the relevant chapter quizzes of the e-book, which I will make available ahead of when students will be taking the particular COURSE TEST.

: Because students have a 48-hour window to take a Test, and because it is unfair to other students when somebody receives additional study days, I do not give makeup exams either before or after the exam date (see exceptions in next paragraph).

Taking a Test/Quiz after the due date

Occasionally students become ill during the period that I have made available an exam (i.e., Test/Syllabus Quiz) on Blackboard. I will allow the taking of an exam after the due date/time for legitimate health _____ personal reasons (



two weeks. Please contact me as soon as possible to discuss options and/or possible accommodations if you have any difficulty completing assignments within the first two weeks.

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination Based on Disability – Americans with Disabilities Act Compliance](#).

The University of Toledo embraces the inclusion of students with disabilities. We are committed to ensuring equal opportunity and seamless access for full participation in all courses. For students who have an Accommodations Memo from the Office of Accessibility and Disability Resources, I invite you to correspond with me as soon as possible so that we can communicate confidentially about implementing accommodations in this course.

For students who have not established accommodations with the Office of Accessibility and Disability Resources

(Subject to modification)

1	Mon., Aug. 30, 2021	 
		<p>First Day of the Course: – Complete <i>Assignments Below.</i></p> <ul style="list-style-type: none">-- Review Blackboard course website-- Carefully read and understand our Syllabus-- to fully complete a Student-Intro Form [i.e., name, telephone number, career goals, passion, interests/hobbies, etc.] –
		<p>earn up to the maximum allotted points the first week of classes; partial allotted points () thereafter until the end of the second week of classes; no point thereafter Information is for me alone, as the course professor.</p>

