

UNIVERSITY OF VICTORIA

PSYC 243 (A01)

Introduction to Lifespan Summer 2021

**Class Time:** Each day from 10:30am-12:20pm (MTWRF: July 5th to July 27th)

**Class Room:** Online using Zoom and Brightspace platforms

**Instructor:** Jamie Knight

Pronouns: she/her

**Phone:** 250-472-4863

**Email:** [jknight@uvic.ca](mailto:jknight@uvic.ca)

(Include **PSYC 243** in the subject line)

**Office:** Cornett B335c

**Office Hours:** on zoom, by appointment

**TA:** Carolyn Helps

Pronouns: she/her

**Email:** [chelps@uvic.ca](mailto:chelps@uvic.ca)

(Please include PSYC 243 in the subject line)

**Office Hours:** on zoom, by appointment

**COURSE DESCRIPTION:**

Many remarkable changes occur from before birth (prenatal) to death. This online course will cover a broad swath of foundational concepts of lifespan development psychology, such as sensitive periods, developmental stages and transitions, and trajectories of change across the lifespan.

**REQUIRED MATERIALS:**

- **Platform:** [zoom.us](https://zoom.us) will be used for class and interactions.
- **Perusall:** <https://app.perusall.com/> will be used for required article readings
  - ➔ Use this code when signing up on Perusall: **KNIGHT-38UZY**
- **Course Website:** On BrightSpace; <https://bright.uvic.ca/>

All course materials including lecture slides, assignments, announcements, and grades will be posted on BrightSpace (sign in in with your NetLink ID).

- **Equipment:** Computer with audio, video, and internet capabilities.

***Please note that there will be no textbook for this course and we will use journal articles***

**Prerequisites:** PSYC 100A and 100B.

Please check your registration status to ensure you are registered and have the required prerequisites before the drop deadline: **July 20** ([https://www.uvic.ca/students/undergraduate/course-registration/?utm\\_medium=redirect&utm\\_source=/current-students/home/course-registration/add-drop/index.php&utm\\_campaign=redirect-usage](https://www.uvic.ca/students/undergraduate/course-registration/?utm_medium=redirect&utm_source=/current-students/home/course-registration/add-drop/index.php&utm_campaign=redirect-usage)).

## **TERRITORY ACKNOWLEDGEMENT**

We acknowledge with respect the Lkwungen peoples on whose traditional territory the university stands and Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

## **COURSE FORMAT:**

This is a condensed and intensive online course that meets for 2-hours every weekday for a total of 17 classes. Each class will include lecture material, videos, demonstrations, quizzes, and questions designed to enhance and expand on course material. In addition to increasing your understanding of developmental psychology, I hope to foster a dynamic learning environment where we have the opportunity to exchange opinions and ideas with each other. In order to do that, I ask that each of you comes to the zoom classroom prepared to participate with video and audio enabled and adhere to classroom *netiquette* for all interactions (e.g., class, emails, chat etc. - more details in the netiquette section below). Classes will be recorded and Friday's will be delivered as seminar-type group discussions which will be evaluated and count towards your participation mark. On Friday's classes we will discuss the paper and, in break out groups, discuss course material and discussion questions.

This course outline provides you with general information on the objectives, evaluation, and schedule. It is your responsibility to check BrightSpace for current information.

## **Learning Outcomes:**

Upon completion of the course, my goal is for you to achieve the following learning outcomes:

1. Better understand the major characteristics and changes relevant to physical, cognitive, and socio-emotional changes across the lifespan and to be able to communicate this knowledge to professionals and members of the community.
2. Describe the different theoretical perspectives that guide research in developmental science, evaluate an issue from different perspectives, and identify limitations or confounding factors to topics related to development.
3. Further develop your writing, and in particular improve your ability to write about key topics in lifespan development

## **EVALUATION AND GRADING**

Evaluation of your progress toward the course objectives will be based upon several graded requirements including your: (a) Quizzes, (b) Perusal readings (journal articles), (c) participation, and (d) final paper. The expectations for each are briefly outlined below.

Evaluation	Percentage of Grade
Quizzes	25%
Perusall Readings	25%
Participation	15%
Life Review: Questions	5%
Life Review: Transcript	5%
Life Review Paper	25%

**Quizzes (17 quizzes; 25%).**

Each day there will be a quiz on the day’s lecture content in BrightSpace. Quizzes will be available after class time and you can begin the quiz at any time before the due date listed but will only have an allotted amount of time to complete the quiz once you have started it.

**Perusall Readings (5 articles; 25%).**

Perusall is an interactive and collaborative e-reading program designed by researchers at Harvard. It is free to use and the week’s readings will be made available on this platform. There will be no more than 25 students per reading group. This collaborative reading will allow you to ask questions, answer other students’ questions, and make comments, providing the opportunity to scaffold knowledge amongst yourselves. To get full marks you will need to start the readings early, provide thoughtful comments, and/or ask and answer questions.

Create an account and use this code to access the course: **KNIGHT-38UZY**

**Participation (15%).**

On Friday’s we will have discussions in small groups. I ask that each of you come to class prepared having thought about discussion points and questions for each week’s slides. Observations from the readings, questions about the readings, and related personal observations are all relevant. Each Friday, we will break out into small groups to discuss material and your group will post a summary of your discussion in the BrightSpace Forum. Your grade for participation will be comprised of attendance, active listening, being respectful and contributing to class discussion in comments or asking questions that facilitate learning, encouraging your peers in the discussion boards, being actively involved in creating the “take-home message” with your small group on Fridays, and completing reflections in the discussion board.

**Attendance.** Classes will be recorded. However, if you miss an announcement (information concerning corrections, assignment, etc.) because you did not attend class, you must accept the consequences of not having learned of the change. Attendance on Friday will count towards your participation marks.

**Life Review Paper (25%).**

A Life Review facilitates the reconstruction of a person’s life story, discussing important events and memories in that individuals life. For this assignment, you will first collaborate in our zoom breakout rooms to discuss potential interview questions with your class members. Then, you will individually interview an adult on the experiences they had over their life. This process can take several hours and you may want to schedule more than one meeting with the person. Try to aim

to interview someone over 50 (e.g., parent, family friend, grandparent) so that there is a range of developmental stages. Once the interview is complete, your paper will provide a summary of the information, an interpretation, and how the content relates to concepts we discussed in class.

**More details will be provided on BrightSpace.**

**Life Review Questions (5%).** You will discuss potential questions for your life review with your breakout groups and post your ideas in the forum. Then, each person will individually develop their own set of questions and hand them in on Brightspace.

**Life Review Transcript (5%).** Once your interview is complete you will type up a transcript of the interview to hand in on Brightspace.

## Grades

The final letter grade obtained in the course will be based on your total scores for all the assignments and exams. Rounding will occur only once: when calculating your final grade. This means that the total percent score will be rounded up only for values of 0.5 or greater (e.g., 89.5 will be rounded up to 90, but 89.4 will not). Grades are assigned using the following criteria from the University Calendar.

Undergraduate Grading Scale			
Passing Grades	Grade Point Value	Percentage For Instructor Use Only *	Description
A+	9	90 – 100	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
B	5	73 – 76	
B-	4	70 – 72	
C+	3	65 – 69	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60 – 64	
D	1	50 – 59	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
COM	Excluded Grade		Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.

## ADMINISTRATIVE NOTES:

It is your responsibility to: (a) check your registration status by the drop deadlines to ensure you are registered in the course; (b) familiarize yourself with the Department of Psychology's Course Policy information (attached below); and (c) understand the University's Policy on Academic Integrity ([www.web.uvic.ca/calendar2014/FACS/UnIn/UARe/PoAcI.html](http://www.web.uvic.ca/calendar2014/FACS/UnIn/UARe/PoAcI.html)).

**Netiquette** (adapted from Dr. Michael Stevenson, University of Southern Maine).

As this is an online course our interactions will primarily be through zoom or in writing. Please arrive to class and use your microphone and video so that we can engage. To speak at any time "raise your hand" using the button or un-mute and say something. Discussions and editing may lead to debate and disagreement, which is a great way to foster critical thinking but it is vital that you respect the ideas of others. Please be careful and considerate in all of your communications.

Consider tone and wording and remember that your readers (fellow students and instructor) might not infer your intent. These are a few suggestions:

- Ensure all communications have appropriate opening and closing (e.g., Hello and Sincerely)
- Take a moment to re-read everything you write. Assume that it will be taken in the worst possible context (re-reading will provide an opportunity to correct typos and other errors).
- Extend courtesy to others, assume positive intentions.
- Keep in mind that online mediums are poor at conveying tone. What was intended as a joke may not always be read as such (irony is especially difficult to convey via email).
- Avoid using abbreviations (e.g., lol, imo, tl;dr, etc.) and typing in all caps.
- If you aren't sure how something will come across, ask someone else to read it over and give you feedback.

**Zoom.** For this course we will be using Zoom. You will need to sign in using your UVic Netlink ID. Zoom is a US-based company and the following information may be stored on servers outside of Canada:

- Name, user name, email address
- UVic departmental affiliation, course affiliation, course enrolment
- General information about your Zoom preferences
- Information about your device, network, and internet connection, such as your IP address(es), MAC address, other device ID (UDID), device type, operating system type and version, and client version
- Information about your usage of or other interaction with the service
- Other information you upload, provide, or create while using the service

**If you have any questions or concerns regarding the methods we will be using during class please contact me as soon as possible.**

***Late assignments.*** For each half-day (12 hours) that the assignment is late, 10% of your grade on the assignment will be deducted. Assignments will not be accepted after 3 full days past the deadline and a grade of zero will be assigned. Exceptions will only be made under exceptional circumstances (e.g., serious illness or accident), and when appropriate documentation is presented within 3 days of the due date.

***Missed Quizzes.*** There are no make-up quizzes in this class. It is your responsibility to take quizzes as scheduled. If you miss a quiz, you will receive a mark of zero unless you provide documentation of illness or family emergency within 2 days of the quiz. Although each case will be considered on a case-by-case basis, there will be no exceptions to this policy.

Students who do not have deferred status and do not complete each of the required assessment criteria will receive a grade of N.

## TENTATIVE SCHEDULE

*This is a TENTATIVE Outline—the most current information will be on BrightSpace*

17	Date	Topic	Reading	Assignments
<b>Week 1</b>	M July 5	Introduction		
	T July 6	Research Methods and Lifespan Perspective		
	W July 7	Development Theories	Perusall Reading Due.	
	R July 8	Hereditary Influences		
	F July 9	Infants: Attachment and Emotional Development	Perusall Reading Due.	Group Reflection: What do I want to contribute to the class?
<b>Week 2</b>	M July 12	Infants: Cognitive Development		
	T July 13	Life Review Instructions.	Perusall Reading Due.	Find your Life Review Person
	W July 14	Adolescents: Cognition		
	R July 15	Adolescents: Parent/Adult Conflict		
	F July 16	Adolescents: Emotional Development		Group Discussion of Life Review Questions
<b>Week 3</b>	M July 19	Emerging Adulthood	Perusall Reading Due.	
	T July 20	Emerging Adulthood		Life Review Questions Due
	W July 21	Adults: Attachment and Adult Relationships		
	R July 22	Adults: Cognition		
	F July 23	Adults: Dementia	Perusall Reading Due.	Group Reflection: How did I contribute and what topics were most meaningful
<b>Week 4</b>	M July 26	Adults: Death and Dying		
	T July 27	Course wrap up		Life Review and Transcript Due

# BE WELL



A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

## ***Discovering Victoria, UVic and your Community:***

Grad school can involve a lot of time studying and researching on your own – but it does not have to be an isolating experience. There are a lot of other grad students out there like you who are looking to connect outside of academics.

[www.uvic.ca/mentalhealth/graduate/connect/index.php](http://www.uvic.ca/mentalhealth/graduate/connect/index.php)

## ***Counselling Services:***

Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. [www.uvic.ca/services/counselling/](http://www.uvic.ca/services/counselling/)

## ***Health Services:***

University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.

[www.uvic.ca/services/health/](http://www.uvic.ca/services/health/)

## ***Centre for Accessible Learning:***

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations [www.uvic.ca/services/cal/](http://www.uvic.ca/services/cal/). The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

## ***Elders' Voices:***

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

[www.uvic.ca/services/indigenous/students/programming/elders/](http://www.uvic.ca/services/indigenous/students/programming/elders/)

## ***Mental Health Supports and Services:***

Mental health supports and services are available to students from all areas of the UVic community: [www.uvic.ca/mentalhealth/graduate/](http://www.uvic.ca/mentalhealth/graduate/)

## Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting [www.uvic.ca/svp](http://www.uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca)

Web: [www.uvic.ca/svp](http://www.uvic.ca/svp)