

**Psychology 243 (A01)**  
**Introduction to Lifespan Development**  
**Summer 2016**  
**MTWRF 2:30 - 4:20pm (Cornett B143)**

	<b>Instructor</b>	<b>Teaching Assistant</b>
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<b>Office hours</b>	By appointment	TR 1:00 - 2:30pm

**TEXTBOOK:** Boyd, D., Johnson, P., & Bee, H. (2014). *Lifespan Development* (5<sup>th</sup> Canadian Edition), Pearson.

**COURSE WEBSITE:** All course materials will be posted in [coursespaces.uvic.ca](https://coursespaces.uvic.ca). Having access to the PowerPoint slides allows you to focus on understanding the concepts discussed in lecture. However, taking notes to supplement these slides are both expected and encouraged.

**COURSE DESCRIPTION:** This course introduces principles of human development from birth to adulthood. We will examine a variety of concepts and research findings regarding lifespan development including sensitive periods, developmental stages and transitions, and trajectories across the lifespan using a chronological approach.

**PREREQUISITES:** PSYC 100A and 100B. Students who remain in courses for which they do not have the prerequisites do so at their own risk. Those who complete courses without prerequisites are not exempt from having to complete the prerequisite course(s) at some later date if such courses are required for the degree program. If a waitlist for this course develops, students who do not attend class in the first week (and do not provide prompt notification to the instructor if valid circumstances prevent attendance) will likely be dropped from class registration.

**GRADES:** Students will be graded on their participation, and performance on one assignment and 3 exams.

<b>Evaluation</b>	<b>Date</b>	<b>% of Grade</b>
Participation	Throughout	10%
Assignment	June 20 <sup>th</sup>	15%
Exam #1	June 9 <sup>th</sup>	25%
Exam #2	June 17 <sup>th</sup>	25%
Exam #3	June 24 <sup>th</sup>	25%

As per university policy, your final grade will be based on your total percent score. Grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number:

A+ = 90-100	B+ = 77-79	C+ = 65-69	
A = 85-89	B = 73-76	C = 60-64	F = 0-49
A- = 80-84	B- = 70-72	D = 50-59	N = Incomplete

## **COURSE EVALUATION:**

**Participation (10%):** You are expected to attend all classes and be prepared to participate in class discussion(s) when appropriate. A series of in-class activities will be given throughout the course that will be used to supplement course readings and serve as a ‘break’ from lectures. Individually or in small groups, students will be asked to explore important questions or controversial topics in development and submit a written response at the end of class. These tasks are designed to get you to think more critically about important aspects of lifespan development and apply your knowledge to the course materials. If you miss an in-class activity (with a legitimate reason) you must contact me as soon as possible to discuss possibilities for make-up.

**Assignment (15%):** To give you some practical experience with the course materials, you will be asked to raise a virtual child from birth through adolescence (age 18). My Virtual Life is an interactive and immersive simulation that allows you to ‘see’ how the decisions you make as a parent impacts your child’s physical, social, emotional and cognitive development. You are encouraged to answer the questions the way you think you would act as a real person. At the end of the simulation, you will be asked a series of questions that relate to your experience as a virtual parent. The assignment is due in class (e.g., a paper copy) on June 20<sup>th</sup> with no exceptions. Assignments submitted after the due date will receive a deduction of 10% per day.

**Exams (75%):** Knowledge of the readings and lectures will be assessed through 3, non-cumulative in-class exams. Exams will include multiple-choice, fill-in-the-blank, and short-answer questions.

It is the student’s responsibility to attend in-class exams as scheduled. Students who miss an in-class exam will receive a mark of ‘0’ unless they have a case of documented illness or family emergency. If you miss an exam due to illness, accident, or family affliction, you must notify me (via email) on or before the scheduled exam date. You must also provide written documentation justifying your absence (e.g., a doctor’s note) within one week. If I approve your documented justification for missing an exam, then your other exams will be weighted more heavily. *You must write the final exam (Exam #3) to pass the course. Failure to write Exam #3 will result in a failing grade for the course even when a grade of 50% or higher is achieved.* No accommodations will be made for those wanting to leave Victoria early to enjoy the summer!

**Extra Credit (2%):** Students in this course may earn up to 2% extra credit toward their final grade by participating in research studies conducted in the Department of Psychology. Each 15 minutes of participation will earn 0.5 credit and up to 4 credits may be counted toward this course (e.g., 2 hours = 2%). Visit [http://web.uvic.ca/psyc/research/participant\\_pool.php](http://web.uvic.ca/psyc/research/participant_pool.php) for more information. You must be sure to assign your credits to this course (and this section of the course) no later than the last day of class, otherwise you will not receive extra credit in this course.

**TENATIVE COURSE SCHEDULE:**

Week	Date	Topic	Chapter
1	June 2 <sup>nd</sup>	Introduction to the Course Foundations: Basic Concepts and Methods	1
	June 3 <sup>rd</sup>	Foundations: Theories of Development Foundations: Prenatal Development and Birth	2 (pgs 35-39, 43-59) 3 (pgs 60-74, 86-98)
2	June 6 <sup>th</sup>	Infancy: Physical, Sensory, and Perceptual Development	4
	June 7 <sup>th</sup>	Infancy: Cognitive Development	5
	June 8 <sup>th</sup>	Infancy: Social and Personality Development <i>Review for Exam #1</i>	6
	June 9 <sup>th</sup>	<b>EXAM #1 (Chapters 1-6)</b> Early Childhood: Physical and Cognitive Development	7
	June 10 <sup>th</sup>	Early Childhood: Social and Personality Development	8
3	June 13 <sup>th</sup>	Middle Childhood: Physical and Cognitive Development	9
	June 14 <sup>th</sup>	Middle Childhood: Social and Personality Development	10
	June 15 <sup>th</sup>	Adolescence: Physical and Cognitive Development	11
	June 16 <sup>th</sup>	Adolescence: Social and Personality Development <i>Review for Exam #2</i>	12
	June 17 <sup>th</sup>	<b>EXAM #2 (Chapters 7-12)</b> Early Adulthood: Physical and Cognitive Development	13
4	June 20 <sup>th</sup>	Early Adulthood: Social and Personality Development <b>ASSIGNMENT DUE</b>	14
	June 21 <sup>st</sup>	Middle Adulthood: Physical and Cognitive Development Middle Adulthood: Social and Personality Development	15 16
	June 22 <sup>nd</sup>	Late Adulthood: Physical and Cognitive Development <i>Course Evaluations</i>	17
	June 23 <sup>rd</sup>	Late Adulthood: Social and Personality Development <i>Review for Exam #3</i>	18
	June 24 <sup>th</sup>	<b>EXAM #3 (Chapters 13-18)</b>	

**UNIVERSITY OF VICTORIA**  
**Department of Psychology**

**Important Course Policy Information**  
**Summer 2016**

***Prerequisites***

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

***Program Requirements***

For more information see pages 378-382 of the UVic Calendar 2015-2016.

***Registration Status***

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

***Commitment to Inclusivity and Diversity***

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

***In the Event of Illness, Accident or Family Affliction (See UVic Calendar, 2015-16, p. 59)***

- ***What to do if you miss the final exam scheduled on the last day of classes***

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- ***What to do if you miss an exam other than one scheduled on the last day of classes***

Do not apply at Records Services for a "Request for Academic Concession". Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- ***What to do if you require additional time to complete course requirements***

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

### ***Policy on Academic Integrity including Plagiarism and Cheating***

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity (<http://web.uvic.ca/calendar2016-01/undergrad/info/regulations/academic-integrity.html> , p. 54-57, UVic Calendar 2015-16). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
3. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
4. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
5. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 54-57 in 2015-2016).

**The definitive source** for information on Academic Integrity is the University Calendar (p. 54-57 in 2015-2016) (<http://web.uvic.ca/calendar2016-01/undergrad/info/regulations/academic-integrity.html>)

**Other useful resources on Plagiarism and Cheating include:**

1. The Study Solutions Office: <https://www.uvic.ca/services/counselling/success/study/index.php>
2. The Ombudsperson's office: <http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf>
3. The English Department: <http://web.uvic.ca/wguide/Pages/CitPlagiarism.html>