

UNIVERSITY OF VICTORIA
Introduction to Lifespan
PSYC 243 (A01) CRN 31355
(202205) Summer Session July 4, 2022-July 26th, 2022

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.

Instructor: Dr. Sherrie Atwood Email: sherrieatwood@uvic.ca

Class Time: Each day from 10:30am-12:20pm (MTWRF: July 4th to July 26th)

Classroom: Synchronous Online using Zoom and Brightspace platforms

Office Hours: On zoom, by appointment

TA: Carolyn Helps

Email: chelps@uvic.ca

Office Hours: TBA on zoom, by appointment

COURSE DESCRIPTION:

This course will cover four stages of life: Infancy, childhood, adolescence, and adulthood. This online course will cover topics such as pregnancy and prenatal care, language development, attachment, family, gender, peers, identity, relationship patterns, and the aging process. Since this is an intensive course only selected pages of the textbook will be assigned.

REQUIRED MATERIALS:

Platform: zoom.us will be used for class and interactions.

Textbook: Santrock J.W., Mondloch, C. J., Mackenzie-Thompson A. (2020). Essentials of Life-Span Development (1st ed.). Toronto: McGraw. E-book available in the bookstore.

Course Website: On BrightSpace: <https://bright.uvic.ca/d2l/home/205310>

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

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

PRE-REQUISITES: PSYC 100A and 100B.

Please check your registration status to ensure you are registered and have the required prerequisites before the [drop deadline](#)

COURSE FORMAT:

This is a condensed and intensive online course that meets for 2-hours every weekday for a total of 17 classes. Classes will include discussions, lecture material, videos, and short quizzes. Since this is a condensed course, it is important that students come to class prepared to participate by having done their reading so that questions can be asked, and comments made. To create a classroom community, we should be able, as in a classroom, to see each other so please come to class prepared to participate with video and audio

enabled. Classes are recorded; however, condensed classes are very dynamic and fast-paced and thus to do well is to attend lecture fully prepared to participate. Friday's participation seminars will involve break-out groups which will not be recorded. Specific Friday seminar activities will be posted in more detail but generally involve working with that week's lecture material.

COURSE OVERVIEW

This course outline provides you with a general summary of the course objectives, evaluations, and schedule. **This content is subject to change.** Please check Brightspace or announcements regarding changes and other current information. 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.

LEARNING OUTCOMES

1. We tend to focus on our current status as far as development goes, but it is essential as an educated person to understand how the past has shaped one's development to this point and to have a sense of what lies ahead. Understanding human development through an academic lens carries the potential to widen our perspectives such that we can have greater understanding and empathy for others who are in different stages of their lives or who have different backgrounds.
2. Gain insight into what developmental researchers study and how they go about their research.
3. Develop writing skills, group collaboration skills, public speaking skills.

EVALUATION AND GRADING

1. **Quizzes: 11 quizzes X 2% each for a total of 22% of total grade. There are no makeup times for quizzes.** Students will complete a short multiple-choice quiz after each lectures, 11 in total. **Quizzes are closed book and no notes.** The quizzes are very basic in nature, designed to assess in-class learning. If you come to class, actively listen, and participate these quizzes should be very manageable. No statistics will be tested. The timing is one minute per question. Make sure your internet connection is stable.

2. **Two Friday Seminar Discussions: 2x 13% each = 26% of your total grade.** Your grade for participation will be comprised of attendance; contributing ideas and comments; and asking questions that your classmates might be able to answer. It is vital that all students do their reading to prepare for the Friday seminar. Do not social loaf!! All group members are expected to contribute. The TM and I will be visiting each group during the seminar. All group members will sign the summary to indicate their attendance and participation. The seminar content will involve discussing lecture material for the week, challenging your understanding of that material, and preparing for your interview project. All groups will write a summary which will involve answering instructor created questions (you will get a template sheet). Each group member will also produce their own short reflection statement (3-4 sentences) for the week. This work will be uploaded to Brightspace.

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; however, it is vital that you respect the ideas of others. Please be careful and considerate in all your communications

3. **Interview Questions: 13% of total grade, graded out of 20.** You will discuss your potential questions with your breakout groups. Then, each person will individually develop their own set of questions and upload the document on Brightspace.

4. Interview Transcript: 13% of total grade, graded out of 20. Once your interview is complete you will type up a transcript of the interview to hand in on Brightspace. Instructions will be provided on Brightspace on how to transcribe your interview. The interview must be electronically recorded (audio only) and you may be required to provide a copy of that recording to the instructor.

5. Interview Paper: 26% graded out of 40.

Students will interview someone (age 30 and over). The method of putting the paper together includes constructing interview questions that relate to course material salient to your project. You can focus on a specific area (for example, having a child, being a teenager, what it is like to be getting older). For this assignment, you will first collaborate in our zoom breakout rooms to discuss potential interview questions with your class members. When you are satisfied with your questions and clear on your purpose you will upload your questions to Brightspace. There should be at least 7 to 9 individual questions.

Then you will interview an adult on the experiences they had during one of the developmental time frames discussed in class (childhood, adolescence, teenage years, young adulthood, middle age, or older age). This process can be lengthy as you will have to arrange a time and you may need to schedule more than one meeting with the person. This person can be a parent, family friend, grandparent, or other close relative. It is also interesting, if possible, to interview someone outside of the immediate family circle. Remember that once you have chosen a ‘time in life’ that fits with your interviewee you should read through the textbook for issues that might come up at that particular age. You should also consider the biopsychosocial aspects of development and write your questions so that they reflect the issues that are relevant to your participant given their identity status. Once the interview is complete, your paper will provide a summary of the information, an interpretation, and an explanation of how the content relates to concepts we discussed in class. More details will be provided on BrightSpace including a checklist.

Summary of Assessments

11 Quizzes	12 questions each graded out of 12 = 22%
2 Seminar Discussions + one drop-in	26% of total grade
Interview Paper	Graded out of 40 points. 26% of total grade.
Interview Questions	Graded out of 20 points. 13% of total grade
Interview Transcript	Graded out of 20 points,13% of total grade

Administrative Notes

Students who have completed **the following essential elements** will be considered to have completed the course:

- 2 Seminars
- Interview Paper
- Interview Transcript
- Interview Questions
- 9/11 Weekly Quizzes (missed quizzes receive a zero). There are no make up times for quizzes.

In accordance with the University’s policy on academic concessions, “A student who completes all course requirements **is not eligible for an academic concession**”. Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.

Students **who do not** have deferred status and do not complete each of the required essential elements (9/11 quizzes, 2 Friday seminars ((the third is drop in)), interview questions, interview transcript, interview final paper) will receive a grade of N. No exceptions will be made. Failure to complete one or more of these elements will result in a grade of “N” regardless of the cumulative percentage of all other elements of the course. N is a failing grade and factors into GPA as a value of 0.

Grades

The final letter grade obtained in the course will be based on your total scores in the quizzes, discussions, and assignment elements. Rounding will only occur 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 89.49 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.

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 <https://www.uvic.ca/students/academics/academic-integrity/index.php>

ZOOM. The Zoom link will be available on Brightspace for each meeting. Remember, as it would be in class, all students must show their faces. Please make sure your attire is appropriate for a group meeting! 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. I have no late policy. This is a condensed course and hence all items must be handed in on time. The graded assessments must be uploaded on or before the due date. If you find this difficult consider (in your own mind) that the interview paper and its components are due the day before the actual date. Any late papers will not be able to be uploaded to Brightspace and will be awarded a grade of zero. Exceptions will only be made under exceptional circumstances (e.g., serious illness or accident).

MISSED QUIZZES: There are absolutely no make-up quizzes in this class. It is your responsibility to take quizzes as scheduled. Given that this course is extremely time-condensed, there is simply no way to hold make-up quizzes. If you miss a quiz, you will receive a mark of zero. You must complete 9/11 scheduled

quizzes to complete all essential elements of the course. There will be no exceptions to this policy.

TENTATIVE SCHEDULE SUBJECT TO CHANGE

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

17	Date	Topic	Reading	Assignments
Week 1	M July 4	Introduction	Going over the textbook and assignments	Consider who your participant will be for your research. This will be part of your discussion on Friday.
	T July 5	Chapter 1: Research Methods and Lifespan Perspective	Read pages 1 to the top of page 8. Then read about Brofenbrenner’s Theory, Positive Psychology, and Dynamic Systems.	Quiz 1.
	W July 6	Chapter 2: Biological Beginnings	Read Birth and Postpartum Period p. 71-81	Quiz 2. Consider your questions for your interview.
	R July 7	Chapter 3: Prelinguistic Development/Early Language Development	p. 110-116.	Quiz 3. Come prepared for participation seminar tomorrow with interviewee ideas.
	F July 8	Meeting members of your group. Participation discussion: interviewee/interview questions. Summary and participation questions uploaded. Make sure all names are on the form. Attendance is mandatory.		Part 1: Lectures for this week. Part 2: Debriefing the assignment
Week 2	M July 11	Chapter 4: Social Orientation and Attachment. Includes Social Communication Disorder (not in textbook).	p. 129-135 up to but not including Social Contexts. Social Cognitive	Quiz 4. Work on your questions. Seminar this week will be on peer-reviewing interview questions
	T July 12	Chapter 5: Physical Changes and Cognitive Development	p. 144 up to Sleep (p. 147). Social Cognition p. 163-164. Language p. 176-182.	Quiz 5. Keep in mind that quiz questions can include class discussions.
	W July 13	Chapter 6: Socioemotional Development	Gender p. 198-201. Moral Development p. 206-207. Media and screen time p. 227	Quiz 6. Work on interview questions. Due Friday in-class by end of class.

	R July 14	Chapter 9: Physical and Cognitive Development in Adolescence	p. 235-236 Developing a Sexual Identity/The Timing of Adolescent Sexual Behaviours. P. 245 Executive Function. Chapter 8 What is Identity p. 252. Adolescent Problems p. 267 up to Depression.	Quiz 7 Preparation for Seminar. Peer feedback on questions, interviewee choice, making sure your questions pertain to course material.
	F July 15	Attendance Mandatory.		Part 1: Lectures for this week. Part 2: Group Discussion of Interview Questions. This is the time to review and edit your questions, due at the end of class at 12:20.
Week 3	M July 18	Chapter 9: Emerging Adulthood	p. 277-278. Sexuality in Emerging Adulthood, p. 285-289. p. 294 Finding a path and Purpose. Going over transcript format and instructions	Quiz 7. Students should be doing their interviews this week.
	T July 19	Chapter 10: Socioemotional Development	p. 307-314 up to Challenges in Marriage, Parenting, and Divorce	Quiz 8
	W July 20	Chapter 12: Socioemotional Development	p. 361 Life-Events Approach up to but not including Policy Issues p. 367	Quiz 9
	R July 21	Chapter 12, continued	p. 368 Families and Close Relationships up to Social Support and Social Integration. P. 375 Successful Aging p. 379-80.	Quiz 10
	F July 22	Participation Seminar Writing Your Paper Questions and Answers Drop in Seminar		
	Week 4	M July 25	Chapter 13: Death and Dying	p. 385-396
	T July 26	Last minute questions about paper and transcript		Transcript and Paper Due by 11:00pm

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Summer 2022

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 the UVic Calendar May 2022

<https://www.uvic.ca/calendar/future/undergrad/index.php#/programs?expanded=>

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

- ***What to do if you miss the final exam scheduled during 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 during 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 (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>

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

https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies. 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. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **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.
4. **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.
5. **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.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

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 May 2022.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca Web: uvicombudsperson.ca.
2. UVic Library Resources <https://www.uvic.ca/library/help/citation/plagiarism/index.php>
3. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf

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. 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

Web: www.uvic.ca/svp

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.

Social Life, Friends, & Community at UVic:

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/mentalhealth/undergraduate/connecting/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/

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/

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/. 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/

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/undergraduate/