



Syllabus for Course 205-001
Lifespan Development
Department of Psychology
Fall 2023

Instructor:	Jeff Wallis (he/him)	Office Telephone:	618.655.6725
Office:	Alumni Hall 0311	Department Telephone:	618.650.2202
Office Hours:	Tuesdays, 5:00 p.m. – 5:45 p.m. or by appointment	e-mail:	jwallis@siue.edu
Class Time:	Thursdays, 6:00 p.m. – 8:50 p.m.	Class Location:	Alumni Hall 0302

About the Instructor

Welcome

For nearly 20 years, I have been teaching thousands of students like you - students with diverse college majors, future goals, interests, and needs. Some are affiliated with my own Department, but many come from other related fields like education, sociology, anthropology, family studies, social studies, nursing, and biology to name just a few. Each semester, my students' aspirations have proved to be as varied as their fields of study. Many look towards careers and applied work, like counseling, caregiving, nursing, social work, school psychology, and program administration. Some plan to teach, and a few want to do research. Most hope someday to become parents, whereas others are already parents who come with a desire to better understand and rear their adolescents. Almost all arrive with a deep curiosity about how they themselves developed into the complex human beings they are today.

My goal in preparing this course is to provide content that meets the instructional goals of the course as well as your personal interests and needs. To achieve these objectives, I have carefully selected content with a body of classic and current theory and research and practice. In addition, the content highlights the lifespan perspective on development and the interacting contributions of biology and environment to the developing person. It also illustrates commonalities and differences among ethnic groups and cultures and discusses the broader social context in which we develop. I selected course content that will assist you in mastering information, integrating various aspects of development, critically examining controversial issues, applying what you have learned, and relating the information to your own life.

I hope that learning about human development will be as rewarding for you as I have found it over the years. As you go through the lessons, please share your feedback with me. You can direct item-specific feedback to me via e-mail (jwallis@siue.edu) and general course feedback in the discussion forums or in the post-course survey when you complete the course.

Bio

While I may still feel young, I have nearly 20 years of experience teaching at the university level. I have taught graduate and undergraduate psychology and counseling courses at both private and public universities. I am a published researcher, school psychologist, and consultant. I have been a district-level school administrator, applied behavior analyst, and domestic violence counselor (among many other things!). For fun, I coach my kids' select basketball teams, do a fair bit of photography, and play guitar.

Teaching Philosophy

The content of the course will be derived from assigned readings, lectures, videos, and assigned activities. The course content will largely be addressed in an active learning format. This means that while some of the time we will follow a traditional lecture format, some will require something more than note-taking. You will be required to actively participate in a variety of course activities designed to increase both breadth and depth of knowledge.

Communicating with the instructor

The best way (by far) to get ahold of me is by e-mail (jwallis@siue.edu). Typically, my response time during the work week is less than 24 hours but no later than 48 hours. I am more than happy to schedule an office meeting with you by phone or via Zoom.

About the Course

Course description

This semester we will explore both classic and contemporary research and theory in developmental psychology, from conception through death.

Course goals and objectives

After completing the course, you should have a better understanding and comprehension of the multiple factors that affect and determine typical development. You should be able to:

1. Differentiate among the major developmental theories of adolescence.
2. Summarize the physical changes associated with puberty.
3. Discuss the qualitative and quantitative changes in adolescent cognition.
4. Synthesize the individual and contextual factors that influence moral reasoning.
5. Describe the role of self-esteem and self-concept in the identity development process.
6. Summarize the social contexts that influence the career development process for adolescents.
7. Analyze family dynamics and structures and their impacts on adolescents.
8. Describe the functions and significance of the peer group on adolescent development.
9. Summarize the sexual attitudes and behaviors of adolescents and the potential consequences of those behaviors.
10. Describe individual and contextual factors that contribute to academic success in adolescence.
11. Summarize the major categories of adolescent risk-taking behavior and the dangers of engaging in them.
12. Analyze the relevance of culture and gender to the study of adolescence.
13. Identify the features of a positive, effective youth development program.

Course textbooks

Santrock, J. W., *A topical approach to life-span development* (11th ed.). New York, NY: McGraw Hill LLC.

Undergraduate students can rent textbook from SIUE. Please visit the [Textbook Service website](#) for more information. For off-campus classes, the textbook may be shipped to you. Look for the option "Off-Campus Classes have special instructions, click here for these." Note: shipping time may take up to two weeks.

Other course materials

References, websites, videos, and other supplementary documents will be available under the Blackboard Course Content.

Online behavior

- **Reflect** before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.
- **Communicate** effectively.
 - Do not use all caps or multiple punctuation marks (!!!, ???, etc.).
 - Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.
- **Sign your name.** Take responsibility for your comments in order to build a strong classroom community.

- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- **Be constructive.** Challenge ideas and the course content, but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.
- **Keep the conversation on topic.** Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

Technology requirements

Technical requirements for students can be found in this [ITS Knowledge Base article](#).

Technology capabilities

Students in an online course should be able to:

- Use a word processor, such as MS Word, to compose assignments and communicate with others in class
- Attach files to emails or course areas
- Navigate websites and course materials
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Additional guidance for taking online courses can be found on the [Online at SIUE site](#).

Course and University policies

Academic integrity/plagiarism

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

Grading

Final letter grades will be assigned on the basis of total points earned during the semester. This total will include the points earned on quizzes, exams, and forum discussion.

Quizzes (100 points)

Five (5) quizzes will be administered in the weekly modules on Blackboard. Each quiz will cover one chapter. The quiz will be available at 12:01am on Monday morning and must be completed that Sunday night by midnight. Each quiz will have 20 questions and will be worth 20 points. Quiz questions can be a mix of multiple-choice, fill in the blank, short answer, and matching. **There are no make-up quizzes for any reason.** If a student misses a quiz, she/he/they will receive a zero on that quiz.

Online discussions (130 possible points)

You are required to submit weekly contributions to the discussion forum on Blackboard. Your posts in the forum area should exhibit careful thought and logical reasoning and provide evidence for your position. Each post should be at least one well-developed paragraph (approximately 4-6 sentences or more, unless otherwise indicated). Use correct spelling, punctuation, and grammar. The discussions must be completed by the due dates specified on the assignment itself and also specified in the Course Schedule. You are also required to read and reply to other students, as indicated in each discussion assignment. Your replies should offer new substantiated ideas or thoughtful questions.

I encourage friendly debate and disagreement, but ask that it be courteous and respectful. Do not be afraid to speak your mind, but remember that yours is only one opinion.

The grading rubric for the weekly discussion forum posts can be found on Blackboard Course Menu.

Examinations (300 points)

Three (3) examinations will be administered. Each examination will have 100 multiple-choice items and will be worth 100 points. The multiple-choice items contained on the examinations will sample material presented in the assigned readings as well as material presented in lecture. Exam dates are listed below in the Course Schedule. There are no make-up exams for any reason. If you miss the deadline in completing an exam, will receive a zero on that exam.

Participation Exercises (70 points)

Additional activities, known as participation exercises, will be conducted over the course of the semester. These activities, which may or may not be announced in advance, will be evaluated largely on a completion basis (did the student complete these tasks on time or not). These exercises may include such things as evaluating class activities, completing self-assessments, completing an online survey, or providing data for a research simulation. Together, the participation exercises will be worth 70 points. The point value assigned to individual participation exercises will depend on the number of such exercises conducted over the course of the semester. Late participation exercises will not be accepted.

***YOUR INSTRUCTOR MAY PROVIDE OPPORTUNITIES TO EARN ADDITIONAL POINTS AT HIS DISCRETION.**

Final Course Grades Final letter grades will be assigned on the basis of total points earned during the semester. This total will include the points earned on course examinations, quizzes, presentations, and participation.

A = 540 – 600 pts.

B = 480 – 539 pts.

C = 420 – 479 pts.

D = 360 – 419 pts.

F = 0 – 360 pts.

Grading rubric[s]

The grading rubric for discussion/interaction can be found on Blackboard under Week 1 in the Course Content section.

Feedback and grading timeline

Discussion forum grades will be posted within 48 hours after the discussion due date. Other assignments may take longer to grade. You can find your grade by clicking the Grades link on the left menu of the Blackboard course. If there is a rubric attached to the assignment, you can click your score to see my personal feedback on the rubric.

Late or Missed Assignments

While some course content across chapters will be available to view/download at the start of this course, most of the learning module content will be added on Monday by 5:00pm at the start of each week. You will have the entire week to work on activities and assignments for that week.

Participation

It is vitally important that our classroom environment promotes the respectful exchange of ideas, including being sensitive to the views and beliefs expressed during online discussions. Your success in this course will depend on your communication, consistent engagement, and active participation in all course activities. Success in this course requires that adhere to the deadlines given below as you complete assignments, discussions, and other course activities. Timely participation in online discussions is very important and is not optional. You are expected to post and reply to discussions in a timely manner consistent with the requirements contained within the course syllabus and discussion rubric.

Regular and Substantive Interaction

Regular and substantive interaction (RSI) is required as part of new U.S. Department of Education regulations for distance (online) education and it supports student learning in all learning environments (online, face-to-face, hybrid, hyflex, etc.). SIUE faculty participate in RSI by initiating frequent and timely opportunities to engage with students. Because there are several ways to implement RSI, such as facilitating online discussions, scheduling a Zoom conference with a student, or holding regularly scheduled review sessions before tests, RSI may look different in every class. To learn more about RSI, use the Online Tips links for Faculty and Students in your Blackboard course websites or visit the [Faculty Resources for Regular and Substantive Interaction webpage](#).

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

Diversity and Inclusion

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated.

The [Inclusive Excellence, Education, and Development Hub](#) is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact the Office of EOA/Title IX Coordination (618) 650-2333 or eoatitleix@siue.edu.

Pregnancy and Newly Parenting Policy

This policy and procedure are established to ensure the protection and equal treatment of pregnant students, students with pregnancy-related medical conditions including as a result of the termination of pregnancy, and students who become new parents including parents adopting or fostering to adopt for the first 12 weeks a child is in the home, in accordance with Federal and State guidelines and regulations. "New Parents" refers to a parent who has recently welcomed a newborn or adopted a child or is fostering to adopt a child and needs support to mitigate the disruption in academic progress within the first 12 weeks of parenting or a parent that needs support due to medical necessity attributed to pregnancy or delivery of a child; care of newborn; or lactation within the first year of child's life or legal adoption/fostering. Visit [Policies & Procedures - Student Rights and Conduct - Newly Parenting Policy - 3C15](#) to view the full policy and learn how to request accommodations through the Office of Equal Opportunity, Access, and Title IX Coordination (EOA).

Technology Privacy Information

We will be using Blackboard in this course. View the [Anthology Blackboard Privacy Statement](#) to review how your data is being used and stored.

Additional Support

Services for Students Needing Accommodations

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should

contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling [618-650-3726](tel:618-650-3726).

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out to me and let me know.

Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siue.edu or by calling [618-650-2842](tel:618-650-2842).

Student Success Coaches

[Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

Technical Support

Since assignments and assessments for this course are online, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at [618-650-5500](tel:618-650-5500) or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS KnowledgeBase](#) for various how-to and troubleshooting guides.

Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Course Schedule:

	Topics	Required Readings	Exams and Coursework Due Dates
Week 1	The Life-Span Perspective	Chapter 1	Forum posts due by Sunday at 11:59pm
Week 2	Physical Development & Biological Aging	Chapters 2 & 3	Quiz #1 and forum posts due by Sunday at 11:59pm
Week 3	Health	Chapter 3	Forum posts due by Sunday at 11:59pm
Week 4	Motor, Sensory, & Perceptual Development	Chapter 5	Quiz #2 and forum posts due by Sunday at 11:59pm
Week 5	Exam #1	N/A	Exam #1 due by Sunday at 11:59pm
Week 6	Cognitive Development	Chapter 6	Forum posts due by Sunday at 11:59pm
Week 7	Information Processing	Chapter 7	Quiz #3 and forum posts due by Sunday at 11:59pm
Week 8	Intelligence	Chapter 8	Forum posts due by Sunday at 11:59pm
Week 9	Language Development	Chapter 9	Quiz #4 and forum posts due by Sunday at 11:59pm
Week 10	Exam #2	N/A	Exam #2 due by Sunday at 11:59pm
Week 11	Emotional Development	Chapter 10	Forum posts due by Sunday at 11:59pm
Week 12	The Self, Identity, & Personality	Chapter 11	Forum posts due by Sunday at 11:59pm
Week 13	Gender & Sexuality	Chapter 12	Quiz #5 over Chapter 11 Forum posts due by Sunday at 11:59pm
Week 14	Moral Development	Chapter 13	Forum posts due by Sunday at 11:59pm
Week 15	Death, Dying, & Grieving	Chapter 17	Forum posts due by Sunday at 11:59pm
Week 16	Final Exam	N/A	Non-cumulative final exam due by Sunday at 11:59pm