

PSYCHOLOGY 243 (A01)—Introduction to Lifespan Development—Spring 2021 (CRN 22556)

Time & Location:	All lectures and exams will be held online — details below		
Instructor:	Dr. Chris Lalonde (lalonde@uvic.ca)	Office:	COR A267
Office Hours:	By appointment & online (details TBA)	Phone:	250 721-7535
Teaching Assistant:	Jessi Lewis (jessilew@uvic.ca)	Office:	TBA
Office Hours:	TBA	Phone:	TBA

This is a TENTATIVE Outline—the most current version of this document will be on BrightSpace

General Notes: Due to the ongoing pandemic, this course will be presented entirely online. There will be no in-person meetings on campus. Because the class is so large (250 students), and because students may be connecting from time zones across the globe, the lectures, exams, etc. will be delivered “asynchronously”—meaning they will be made available on a weekly basis (Jan 11–Apr 12). Exams will also be held online on the dates specified below.

Course Description: Surveys foundational concepts of lifespan development psychology, such as sensitive periods, developmental stages and transitions, and trajectories of change across the lifespan.

Required Text:

Santrock, J., Mondlach, C., & MacKenzie-Thompson, A. (2020). *Essentials of Life-Span Development* (First Canadian Edition), McGraw-Hill Ryerson Limited.

Note: The textbook

Your final letter grade in the course will be determined by your total percent score according to the standard UVic grading scale (see the UVic Calendar for details). Final grades ending with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades ending with a decimal point below 0.5 will be rounded to the next lower whole number. The minimum percentage necessary for each grade is as follows:

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

Participation: In order to encourage engagement with the course materials and with other class members, we will be creating different ways to evaluate 'student participation.' These measures are still under development,

		<ul style="list-style-type: none"> ! How Do We Know This? How do genes work? ! Prenatal Development ! The Course of Prenatal Development ! Prenatal Tests + Infertility and Reproductive Technology ! Hazards to Prenatal Development ! Prenatal Care 	
4	Feb 1	Physical & Cognitive Development in Infancy <ul style="list-style-type: none"> ! Sensory and Perceptual Development ! Exploring Sensory and Perceptual Development ! How Do We Know This? What can babies see? Using the visual preference method ! Visual Perception ! Other Senses ! Intermodal Perception ! Nature, Nurture, and Perceptual Development ! Cognitive Development ! Piaget's Theory ! Contemporary Approaches ! How Do We Know This? Do infants have a basic sense of morality? Using innovative methodologies ! Learning, Remembering, and Conceptualizing Socioemotional Development in Infancy <ul style="list-style-type: none"> ! Stories of Life-Span Development ! Emotional and Personality Development ! Emotional Development ! Temperament ! Personality Development ! Social Orientation and Attachment ! Social Orientation and Understanding ! How Do We Know This? Do infants understand intentions and desires? ! Attachment 	Ch 3: 97-110 Ch 4: 119-135
5	Feb 8	Physical & Cognitive Development in Childhood <ul style="list-style-type: none"> ! Cognitive Changes ! Piaget's Theory: The Preoperational Child ! Piaget's Theory: The Concrete Operational Child ! Vygotsky's Theory ! Information Processing ! Cognitive Development: Applications in Everyday Life ! How Do We Know This? How do we know that lie-telling is a cognitive milestone? ! Other Aspects of Cognitive Development ! Intelligence 	Ch 5: 149-172
	Feb 11	Exam 1 (8)	

- ! Families
- ! Parenting
- ! Sibling Relationships
- ! Play

		! Careers in Life-Span Development	
		! Information Processing	
9	Mar 15	Exam 2 (90 minutes)	Details TBA
	Mar 16	Socioemotional Development in Early Adulthood	
		! Stories of Life-Span Development	
		! Stability and Change from Childhood to Adulthood	
		!	

- ! The Life-Events Approach
- ! Stress and Personal Control in Midlife
- ! Activity Theory
- ! Socioemotional Selectivity Theory
- ! Stability and Change
- ! Longitudinal Studies
- ! Older Adults in Society
- ! Conclusions

Death, Dying, & Grieving

- ! Stories of Life-Span Development
- ! Defining Death and Life/Death Issues
- ! Determining Death
- ! Decisions Regarding Life, Death, and Health Care
- ! How Do We Know This? How do cultural shifts in beliefs and practices shape our policies?
- ! Careers in Life-Span Development
- ! Death in Sociohistorical and Cultural Contexts
- ! Changing Historical Circumstances
- ! Death in Different Cultures
- ! Facing One's Own Death
- ! Kubler-Ross's Stages of Dying
- ! Perceived Control and Denial
- ! Coping with the Death of Someone Else
- ! Communicating with a Dying Person
- ! Death by Accident, Overdose, Suicide, or Homicide
- ! Grieving
- ! Making Sense of the World
- ! Losing a Life Partner
- ! Forms of Mourning
- ! Dear Students

Ch 13:
384-397 (all)

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TBA

Exam 3 (80 minutes)

Details TBA

Notes from your instructor and teaching assistant

Respect for Diversity: It is our intent that students from all diverse backgrounds and perspectives are

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