



**Lifespan Developmental Psychology**  
College of Arts and Letters

6. Assess and critically analyze theories, research methodology and findings (outcomes), and applications developed by developmental psychologists and made available through diverse media (e.g., our required textbook, newspapers, professional and lay periodicals, and the Internet).
7. Seize opportunities to engage in clear thinking and clear writing without the use of electronic devices.
8. Demonstrate ability to engage in class discussions and efficiently complete exams/other assignments.

### **MY TEACHING PHILOSOPHY**

I am committed to facilitating students' understanding of the lived experiences of various groups in western and non-western societies from multiple perspectives. Thus, in sharing my understanding of the lived experiences of these groups with my students, the issue of diversity (as defined in its broadest sense), is always emphasized. I began teaching in a Nigerian university 33 years ago (this is the beginning of my 21<sup>st</sup>. year at UT), and having pursued my undergraduate studies in Nigeria and my graduate studies in Canada, I have firsthand experience of the challenges we all face because of our multiple roles in society. Juggling academic schedules, work and family commitments build character and resilience. I expect students to take responsibility for their learning by reading the required textbook, engaging in outside the classroom reading related to the course, completing and submitting assignments by the due date and time, and always attending class, ready to participate actively in discussions and activities. These are indications of a positive attitude, which is a key ingredient to realizing our goals in this course. The classroom experience should be interactive and cooperative in nature. It should also be an "AHA!" experience (i.e., insightful). I am also committed to creating a positive learning environment where learning is not a "spectator" sport. In class, students are encouraged to talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives and to real life problems / issues. In summary, my teaching philosophy guides my expectations of students.

**P.S.**



419.530.2497 during regular business hours and 419.530.3431 for 24 hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty and staff. The YWCA H.O.P.E. Center also can be accessed as an off-campus confidential resource at 419.241.7273. Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. You may call 419.530.3152 to file a complaint or visit the following website for more information and resources:







**P.S.:** There is no cumulative final exam; however, ALL of the above course requirements should be met, otherwise a student



**FLEXIBILITY CLAUSE:** The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject

**COURSE SCHEDULE**  
(Subject to modification)

WEEK	DATES	TOPIC AND ASSESSMENT MEASURE
1	Tues., Jan. 16, 2018	<p>First Day of the Course:</p> <ul style="list-style-type: none"> <li>-- Review Blackboard course Web site</li> <li>-- Carefully read and understand our Syllabus</li> <li>-- Fully complete Student-Intro Form [e.g., name, telephone number, career goals, and include passport size (or any other appropriate) digital photo of yourself, if available] – <b>upload saved completed form via our Blackboard course Web site (<i>Student-Intro Link</i>, toward the left side of site).</b></li> <li>-- <b>Syllabus Quiz:</b> Will be available for completion <b>via our Blackboard course Web site (<i>Exam Room Link</i>, toward the left side of site)</b> as from <b>12:00 PM today (01/16/18).</b></li> </ul>
1	Thurs., Jan. 18, 2018	<p>Chapter 1: Basic Concepts and Methods</p> <ul style="list-style-type: none"> <li>-- In-class Activities (IA1)</li> <li><b>P.S. Chapter 2: Theories of Development is not discussed in class nor tested, because the theories considered therein are touched upon in later chapters of the textbook. Students who however wish to obtain in-depth background information about theories of development may read this chapter at their earliest convenience.</b></li> </ul> <p style="text-align: center;">*****</p> <p><b>Student-Intro Form:</b> Due before 11:59 PM (01/21/18) to earn full points; no points thereafter.</p> <p><b>Syllabus Quiz:</b> Due before 11:59 PM (01/21/18) to be credited with the earned points; no points thereafter.</p>
2	Tues., Jan. 23, 2018	<p>Chapter 3: Prenatal Development and Birth</p> <ul style="list-style-type: none"> <li>-- In-class Activities (IA2)</li> </ul>
2	<b>11:59 PM Tues., Jan. 23, 2018</b>	<b>Quiz 1 (Chapters 1 &amp; 3) Available on course Web site (<i>Exam Room</i>)</b>
2	Thurs., Jan. 25, 2018	



