PSYC 333
Fundamentals of Lifespan Development
Section EC
Fall 2026

This syllabus is subject to change, and any changes will be posted in the Announcements section of the eConcordia Moodle portal.

Disclaimer: In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Territorial Acknowledgement
Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtià:ke/Montréal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present, and future in our ongoing relationships with Indigenous and other peoples within the Montreal community.

About this Course

This is a course offered by the Department of Psychology.

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Office Hours: available by appointment via email.

TA Contact Information: available through the course website.

Course Description from the Undergraduate Calendar

This course is an introduction to developmental psychology. It provides a broad survey of psychological research and theories about human development across the lifespan. It emphasizes the interaction of physical, cognitive, and socio-emotional domains in development from infancy to old age. Although the main focus of the course is on normative development, aspects of abnormal development may be covered. Specific methodological challenges and procedures relevant to developmental research are also discussed. Prerequisite: PSYC 310 or NEUR 356, previously or concurrently. NOTE: Students who have received credit for PSYC 371 may not take this course for credit.

Course Learning Outcomes

A developmental systems framework will guide the review and discussion of research on biological, cognitive, and psychosocial development across the lifespan. At the end of the course, ***students will be able to:***

- Describe basic patterns of physical, cognitive, and psychosocial development across the lifespan;
- Describe how significant relationships and contexts interact with and impact physical, cognitive, and psychosocial patterns of development across the lifespan;
- Synthesize their understanding of these patterns and write about developmental change;
- Apply their understanding of developmental patterns to contemporary programming and policy issues at different stages of development.

Course Material

All course material is available on eConcordia Moodle, including online lectures, textbook, and assignments.

We will be using an open access textbook in this course, which means it is ***free***!

Title: Lifespan Development: A Psychological Perspective
Authors: *Martha Lally & Suzanne Valentine-French*
You can navigate through the book and read it online or you can download the PDF and print.

How to Approach the Course Material for Success:

To succeed in this online course, students should keep up with required readings, complete all lectures, and take notes.. Each week, for each lesson, it is recommended that students:

1. Watch the Lesson Introduction video;
2. Review the recorded lectures for an overview of topics covered in each lesson section;
3. Read the textbook chapter materials for each lesson section;
4. Create a set of notes that integrates across the lecture and textbook material for each lesson section;
5. Complete the “test your knowledge” questions at the end of the textbook chapter (not graded);
6. Complete the weekly lesson reflection (graded).

Completing this sequence for each lesson each week will ensure that you are caught up and prepared for the midterm and final exams. The exams will cover material from the lectures and details presented in the textbook.

Notes about Course Content & Expectations

Content belonging to instructors shared in courses, including, but not limited to, recorded lectures, slides, course notes, exam questions, and video recordings of classes remain the intellectual property of the faculty member. It may not be distributed, published or broadcast, in whole or in part, without the express permission of the faculty member. Students are also forbidden to use their own means of recording any elements of a class or lecture without express permission of the instructor. Any unauthorized sharing of course content may constitute a breach of the Academic Code of Conduct and/or the Code of Rights and Responsibilities. As specified in the Policy on Intellectual Property, the University does not claim any ownership of or interest in any student IP. All university members retain copyright over their work.

Generative AI tools may be used to support learning in this course; however, they should be used thoughtfully and critically. Students are responsible for evaluating the accuracy, relevance, and limitations of any AI-generated content they choose to use. Course assessments are designed to reward the application of developmental psychology concepts, critical analysis, and the integration of course material with real-world experiences. As a result, responses that primarily consist of uncritically adopted AI-generated content are unlikely to demonstrate the depth of understanding required for strong performance. Students are expected to contribute their own ideas, interpretations, observations, and analyses in all submitted work.

Constructive Behaviour

All individuals participating in courses are expected to be professional and constructive throughout the course, including in their communications. Concordia students are subject to the Code of Rights and Responsibilities which applies both when students are physically and virtually engaged in any University activity, including classes, seminars, meetings, etc. Students engaged in University activities must respect this Code when engaging with any members of the Concordia community, including faculty, staff, and students, whether such interactions are verbal or in writing, face to face or online/virtual. Failing to comply with the Code may result in charges and sanctions, as outlined in the Code.

Assessments

Graded Assessments

Weekly Lesson Reflections • 8 x 1.25%	10%
Development in the News Assignment • 4 x 5%	20%
Midterm	20%
Lifespan Interview Project	25%
Final Exam	25%

Weekly Lesson Reflections

Each week students will submit a reflection on eConcordia Moodle. Reflections must be submitted by 11:59pm on the Sunday at the end of the Lesson week to receive credit for that week. See the agenda for due dates. Each question submission is worth 1.25%. There are 10 lessons, but you only need to submit 8 questions to earn the full 10%. This means that you can miss/skip submitting reflections 2 times for any reason. Late submissions are not accepted for any reason. It is recommended that you not wait until the deadline to submit your Lesson Reflection, in case you are have an issue with your computer, internet connection, or logging in to Moodle. If you submit more than 8, scores on the top 8 will used in the final grade calculation. Reflections must demonstrate a connection between the chosen Lesson reflection material and some other aspect of the Lesson content from the course.

Development in the News

A central goal of developmental psychology is to understand how research can be applied to real-life issues affecting people across the lifespan. Throughout the semester, students will complete **four** short Development in the News assignments that connect course concepts to contemporary issues and experiences. Students will select and analyze real-world examples related to different stages of development (Early Childhood, Adolescence, Adulthood, Older Adulthood), drawing on developmental theories and research to better understand the issue and its practical implications. Examples may include news articles, podcasts, documentaries, policy initiatives, educational programs, or community-based issues related to human development. You are encouraged to apply developmental psychology to everyday life and think critically about developmental issues affecting individuals, families, communities, and society. Additional details and grading criteria will be available on the course website.

Lifespan Interview Project

Students will conduct an interview with an individual at a developmental stage different from their own and use concepts, theories, and research from the course to analyze the interview. The goal is to connect course material to the lived experiences of a real person and to examine how development is shaped by individual, social, cultural, and historical influences. Students will be expected to apply multiple developmental psychology concepts to interpret and explain the interviewee's experiences, perspectives, and life transitions. The final submission will consist of a written developmental analysis that integrates information from the interview with course material, along with the submission of the interview audio/video file (mp3 or mp4). Detailed instructions, interview guidelines, ethical considerations, grading criteria, and submission requirements will be provided on the course website.

Exams

The **Midterm Exam** will cover Lessons 1-5 and will consist of a combination of multiple-choice and short-answer questions. The exam is designed to assess both knowledge of course material and the ability to apply developmental concepts to relevant situations and examples. T**he midterm will be administered through eConcordia Moodle on Monday October 19, 2026, from 9:00am. The midterm submission will close at 9:00pm on October 19, 2026.. Students will have 120 minutes to complete the exam and may consult organized course notes during the assessment.** Additional details will be posted on the course website and course announcements.

The **Final Exam** is cumulative, with an emphasis on material covered in Lessons 6-10. The exam will consist of multiple-choice questions and several short-answer questions requiring students to demonstrate both their understanding and application of developmental psychology concepts. The final exam will be scheduled by the Examinations Office during the official final examination period. The exam will be held in person, and students will have 3 hours to complete it. Details regarding the date, time, and location will be available through the Student Hub. It is the student's responsibility to complete all examinations as scheduled. Students who anticipate missing an examination due to a religious observance or other approved reason should contact the instructor as soon as possible. Students who miss an examination must provide appropriate documentation in accordance with University policies. Otherwise, a **grade of zero** will be assigned.

Optional Bonus Research Participation Credit = 1% bonus

The Department of Psychology has a voluntary research participation pool. Participation is a great way to learn about research because it will give you a chance to see how the concepts discussed in your courses are applied in actual research projects at Concordia University.

For each hour of participation (approximately), you can earn 1 participation credit. Each participation credit is worth 0.5 marks toward your final grade. You can earn up to 2 participation

credits in the course. That is, you can earn **up to 1% BONUS. Participation is voluntary**. Your final grade will not be affected if you chose not to participate.

To sign up for studies, see:
https://www.concordia.ca/artsci/psychology/facilities-services/participant-pool.html

Grades

It is your responsibility to ensure your work has been received (to be verified as outlined in your assignment instructions) and to contact your TA via e-mail for clarification if you have any questions concerning your grades.

Your final letter grade for the course will be posted in your Student Hub at the end of the term.

Grade Distributions

Letter Grade	Percentage	Grade Point Average	Descriptor
A+	93% or higher	4.30	Outstanding
A	89-92.99	4.00	
A-	85-88.99	3.70	
B+	81-84.99	3.30	Very Good
B	77-80.99	3.00	
B-	73-76.99	2.70	
C+	69-72.99	2.30	Satisfactory
C	65-68.99	2.00	
C-	61-64.99	1.70	
D+	57-60.99	1.30	Marginal Pass
D	53-56.99	1.00	
D-	50-52.99	0.70	
F	49% or lower	0.00	Failure

Important Information

Topic	Link
Academic Integrity	Academic Integrity
Educational Technology Guidelines	Concordia Educational Technology Guidelines for Faculty and Students (the “Guidelines”)
Access Centre for Students with Disabilities	ACSD
Concordia Library Citation & Style Guides	How to cite...
Course Communication Tools	Communication
eConcordia Policies	Policies
Final Exams Information	Final Exams
Helpdesk/Support	FAQ
Refunds	Refunds
Technical Requirements	Technical Requirements
Tips for Studying Online	Studying Tips
Tips on how to reach online learning goals (learning modules)	How to Succeed @ eConcordia
How to install and use Zoom	Zoom Information

Accessibility

I will strive to make learning experience as accessible and inclusive as possible. If you have accessibility needs that require academic accommodations, please meet with an advisor from the Access Centre for Students with Disabilities (ACSD) as soon as possible to set up an accommodation plan (see list of services below).

List of Student Services

1. Access Centre for Students with Disabilities 2. Student Success Centre 3. Counselling and Psychological Services 4. Concordia Library Citation and Style Guides 5. Health Services 6. Financial Aid and Awards 7. Academic Integrity 8. Dean of Students Office	9. International Students Office 10. Student Hub 11. Sexual Assault Resource Centre 12. As a Concordia student, you are a member of the Concordia Student Union and have many resources available to you including: a. HOJO (Off Campus Housing & Job Bank) b. CSU Advocacy Centre 13. Otsenhákta Student Centre 14. Birks Student Service Centre

Plagiarism

The most common offense under the Academic Code of Conduct is plagiarism, which the Code defines as:

"the presentation of the work of another person as one's own or without proper acknowledgement."

"presentation" = includes work/content/material that is:

- copied word for word
- paraphrased but closely resembles the original source
- written, created, or generated by someone or something other than the student, including anything additional to the student's own contribution, including AI generators.
- translated by another person

"work" = is not limited to written work; it covers all work

- it can refer to copying images, graphs, tables, and ideas
- it can occur in all types of work, including but not limited to, papers, reports, oral presentations, computer assignments, and artistic works, for example.

"another person" = refers to all sources that can be plagiarized including (but not limited to): • books, journals, internet sites, professor's course notes, the work of a fellow student, friend, or family member, an answer on a quiz, data, etc.

- any content completed by or derived from a source other than the student, including content purchased or freely obtained or generated, for example by AI.

"proper acknowledgement" = you must cite your sources

- if you did not create, generate, and/or produce the content, you must indicate where you obtained it.

***** Do not copy, paraphrase, use, or translate anything from anywhere that you did not generate without saying where you obtained it. *****

(Modified from source: The Academic Integrity Website)

PSYC 333 - Fundamentals of Lifespan Development
Agenda
Fall 2026

All deadlines indicated are on the due date listed by 11:59 pm unless otherwise indicated.

Week 1: September 7 - September 13	
September 07	**Labour Day, university closed**
September 08	**Classes begin**
September 08	**Discussion Board opens**
	Review the Course Outline and Agenda
	Lesson 1: Introduction to Lifespan Development
September 13	**Weekly Reflection due by 11:59PM Sunday, September 13**
Week 2: September 14 - September 20	
	Lesson 2: Heredity, Prenatal Development, and Birth
September 20	**Weekly Reflection due by 11:59PM Sunday, September 20**
Week 3: September 21 - September 27	
September 21	**Deadline to add fall-term courses**
September 21	**Deadline for withdrawal with tuition refund (DNE) from fall-term courses**
	Lesson 3: Infancy and Toddlerhood
September 27	**Development in the News #1 due by 11:59PM, September 27**
September 27	**Weekly Reflection due by 11:59PM Sunday, September 27**
Week 4: September 28 - October 4	
	Lesson 4: Early Childhood
October 4	**Weekly Reflection due by 11:59PM Sunday, October 4**
Week 5: October 5 - October 11	
October 9	**Q&A sessions for Midterm at 12:00pm, Friday October 9 via Zoom (link available on course website)**
October 10	**Reading week begins**

	Lesson 5: Middle and Late Childhood
October 11	**Weekly Reflection due by 11:59PM Sunday, October 11**
Mid-term break: October 12 - October 16	
October 12	**Thanksgiving Day, university closed**
October 16	**Reading week ends**
Week 6: October 19 - October 25	
October 19	**Online Midterm Exam: Covers Lessons 1-5.** Accessible on eConcordia Moodle between 9:00 AM to 9:00 PM. **You can take it anytime throughout the day. Please note that all open exams will be automatically submitted at 9:00 PM.**
October 23	**Last day to submit required documentation to register with the Access Centre for Students with Disabilities and request exam accommodations for the fall 2026 final examination period**
Week 7: October 26 - November 1	
	Lesson 6: Adolescence
November 1	**Development in the News #2 due by 11:59PM, November 1**
November 1	**Weekly Reflection due by 11:59PM Sunday, November 1**
Week 8: November 2 - November 8	
	Lesson 7: Emerging and Early Adulthood
November 8	**Weekly Reflection due by 11:59PM Sunday, November 8**
Week 9: November 9 - November 15	
	Lesson 8: Middle Adulthood
November 15	**Development in the News #3 due by 11:59PM, November 15**
November 15	**Weekly Reflection due by 11:59PM Sunday, November 15**
Week 10: November 16 - November 22	
November 16	**Deadline for academic withdrawal (DISC) from fall-term courses**
	Lesson 9: Late Adulthood
November 22	**Weekly Reflection due by 11:59PM Sunday, November 22**
Week 11: November 23 - November 29	
	Lesson 10: Death and Dying
November 29	**Development in the News #4 due by 11:59PM, November 29**
November 29	**Weekly Reflection due by 11:59PM Sunday, November 29**
Week 12: November 30 - December 7	

	No lesson, self-work period for final exam and lifespan interview project
November 30	**Last day for instructor-scheduled tests or examinations**
December 04	**Q&A session for Lifespan Interview Project & Final Exam at 12:00PM Friday, December 4 via Zoom (link available on course website)**
December 07	**Last day of classes, fall term**
Examinations Period: December 9 - December 22	
	Final Exam date and time is posted on your Student Hub
	In-Person Final Exam
December 09	**Lifespan Interview Project due by 11:59PM Wednesday, December 9**