

[↪ Get Started](#)[📄 Syllabus](#)

Welcome to PSY 3300: Lifespan Development

New to the course?

Be sure to familiarize yourself with the [Syllabus](#) and *review the information carefully*.

To succeed in this course, please fill out your [Course Pacing Schedule](#) and take no more than **7 days** from when you enroll to submit it via Modules.

Click [Get Started](#) to begin your course.

Returning to the course? Click **Modules** to the left and resume where you left off.

Important reminders:

- **This is a 9-month, online, correspondence self-paced course.**
- **All submissions, including exams, must be completed by the course expiration date.** When you registered for the course, you were sent an email to your Texas State account indicating registration and expiration dates.
- **You may not submit more than 2 assignments per week.**
- **You may not take an exam before** previously submitted assignments have been graded and returned.

Meet Your Instructor



Meet your Professor

Rachel Farley is a Lecturer in the Department of Psychology at Texas State University in San Marcos, Texas. She received her MA in Psychological Research at Texas State in 2019, and is currently working to obtain her Master of Social Work through University of Texas at Arlington, and is expected to graduate in August of 2022. Rachel worked as a Graduate Instructional Assistant and a Graduate Teaching Assistant during her time at Texas State as a student. Courses that she has taught on the Texas State campus include Introduction to Psychology, Psychopharmacology, and statistics labs for Psychology.

Rachel has collaborated with students and professors through Texas State University to publish in academic journals *The Clinical Neuropsychologist* and *Psychological Trauma: Theory, Research, Practice, and Policy*. Her research interests include PTSD, substance misuse and mental health, and social justice.

In addition to work at Texas State, Rachel currently works full time as a Behavioral Health Team Lead at Pathways Youth and Family Services in which she works with children who have behavioral and mental health difficulties. She has worked with children in the foster care system and children who have experienced trauma. She also supervises a team of Behavioral Health Specialists at Pathways and provides education and direction to caseworkers in their care of clients. Her past work experience includes working with victims of family violence and sexual assault, and individuals struggling with substance use disorders.

Rachel enjoys spending time with family and friends and her German shepherd, Maya. She is an avid collector of plants, vinyl records, and mini brands. Any questions or concerns related to research, professional work experience, or course work can be directed to Rachel at

rdf54@txstate.edu

Click Next to proceed to Correspondence Course Information.

PSY 3300 Lifespan Development

Instructor

Rachel Farley

rdf54@txstate.edu (<mailto:rdf54@txstate.edu>)

Office Hours

You are welcome to contact me at any time. I usually respond in 24 hours. If you wish to set up a time to talk, we can do that too. Again, the best way to contact me is by e-mail, rdf54@txstate.edu (<mailto:so01@txstate.edu>).

Course Description

Survey of the psychology of human development from the pre-natal period through adulthood. Emphasis placed on cognitive, motivational, and physiological processes of development in childhood and adolescence.

Scope & Nature of the Course

Who are you? How did you get to be the way you are today? Lifespan development can help you understand some of the influences that affect your thoughts, feelings, and behavior. This course covers development from conception to death.

In this course you will study areas such as hereditary transmission, prenatal development, and how the infant as well as the aging adult perceive the world around them. What is language, and how can we explain language acquisition? Another important topic is how cognition, our thought process, changes during the lifespan.

Social development includes changes in our concept of self and in our personality. Closely related concepts are the understanding of gender, being a male or female, and what we believe is right and wrong. How do members of a family influence each other, and how have families changed in recent years? The course ends with coverage of theories explaining biological aging and perspectives on death and dying.

Much of the material is organized by topics and covers the theory and research on each of these topics. Theories, while emphasizing different aspects of development, are complementary and help us build a picture of the developing person. Theories also stimulate more research to help us test the accuracy of the picture that we have. The information that you will be studying is the result of research to discover what you, I, and others were like during infancy and childhood and what we might expect as we continue to develop during adulthood years.

Questions that developmental psychologists ask are often very relevant to decisions parents and others working with children make as they interact with them. What kind of discipline is the most effective in the long run? What are possible effects of maternal employment? How does parents' divorce impact a child? In what ways does television affect a child? Developmental issues can be just as important in considering questions relevant to the aging adult. Since perception capacities decline later in life, should an older adult have to take and pass driving tests? These are just some of the questions with practical applications that will be considered in this course. You probably have developmental questions of your own that you would like answered. In general, the purpose of this course is to provide a broad overview of human development from the prenatal period through adulthood. The human being is a complex, intricate system. While we have made much progress in understanding ourselves, much remains to be done. New information is being added all the time that contributes to our understanding of lifespan development.

Required Materials

You are required to use the following textbook in order to complete this course:

Sigelman, C. K. & Rider, E. A. (2012). *Life-Span Human Development* (7th ed.). Belmont, CA: Wadsworth/Cengage Learning. ISBN-13: 978-1-111-34273-9. (Note that the textbook is no longer available on the Cengage website, but you can find the 7th edition on [Chegg](#) and [Amazon](#)).

Prerequisite

A course in Introduction to Psychology or permission of the instructor is the prerequisite to this course.

Course Goals

After completing this course, you should be able to describe the following:

- the major theories and research methodology of lifespan development;
- hereditary transmission and genetic bases of behavior;
- development during the prenatal period, including the effects of harmful substances on development;

- how the sensory and perceptual capacities change over the lifespan;
 - the process of language acquisition and theories for explaining the acquisition;
 - Piagetian stages of cognition as well as Vygotsky's sociocultural approach to cognition;
 - how intelligence is defined and measured, as well as developmental implications;
 - the development of self-concept, and differing approaches towards personality development;
 - changes in sexuality and in understanding gender, and developmental influences on gender role acquisition;
 - the development of social cognition and moral reasoning;
 - how parenting behaviors relate to the development of attachment to the parent, and theories for explaining the attachment relationship;
 - changes in emotions from birth on;
 - how the family contributes to development, recent changes in family structure, and a systems perspective to understanding the family; and
 - developmental issues related to aging and dying.
-

Course Outline

Lesson 1: Conceptualizing Lifespan Development: Themes, Research, and Theories

What is lifespan development? You will be introduced to recurring issues/themes, as well as research methods that psychologists and other social scientists use. Psychological theories, with special emphasis on learning theory, will also be introduced in this lesson.

Lesson 2: Heredity, Prenatal Development, and Birth

This lesson includes the fundamentals of heredity, and describes prenatal development and birth.

Lesson 3: Perception and Language

What were you able to see, hear, think, smell, and taste as a newborn? The measurement and development of sensory and perceptual abilities is summarized. Language acquisition is also explored.

Complete the Midcourse Exam

Lesson 4: Cognitive Development

Three perspectives on lifespan cognition are included in this lesson. The Piagetian approach emphasizes different developmental stages in how children think, whereas the information processing approach focuses on gradual changes in memory and thought processes. The third approach, the intelligence testing approach, emphasizes measurement and comparison of people regarding cognitive capacities.

Lesson 5: Self, Personality, and Gender

This lesson includes the development of personality and a sense of self. The understanding of gender and sexuality is tied to how people perceive themselves.

Lesson 6: Social Cognition, Moral Development, and Attachment Relationships

Our understanding of the thoughts of others may be related to empathy and moral reasoning. Social relationships, including the first attachment relationship, as well as the development of emotions, are also considered.

Lesson 7: The Family and Issues Related to Aging and Death

Familial influences on development are considered, as well as adult perspectives on the family (marriage, grandparenting). In addition, theories of aging are covered, and developmental changes in our understanding of and reaction to death and dying are reviewed.

Complete the Final Exam

Course Procedure

You have 9 months from your date of enrollment to complete this course. The course material is divided into 7 lessons.

To help you plan out your progress throughout the course, complete the [Course Pacing Schedule](#) before you begin your first lesson.

Lessons: For each lesson, you will be expected to carefully read and review the assigned chapters from your text, as well as the material in this online course. The lessons in this course include a review of some of the major points in the text and additional material not included in your text. For each lesson in this course, after reading the chapters from your text and the online lesson, complete the self-assessment and assignment. Submit the self-assessment online and check your answers. If you miss more than one item in a self-assessment, you may want to review that lesson's material before proceeding to the assignment for that lesson.

Self-Assessments: Self-assessments are objective assessments designed to help students gauge their readiness for the assignments. They are not graded, but I strongly encourage you to complete them, as some of the questions may appear on your exams.

Assignments: At the end of each lesson in Modules, you will be asked to submit a two-part assignment. Part 1 of each assignment is a quiz with 15 multiple-choice questions worth 1 point each. Part 2 of each assignment is an essay question worth 5 points. Each assignment, then, is worth 20 points; a total of 140 points (20 points X 7 assignments) of your grade is based on the assignments.

NOTES:

- **Both parts of the assignment are required.**
- **You may submit no more than 2 assignments per week.**
- **You may not resubmit an assignment after it has been graded.**

Exams: You will take 2 exams for this course: a midcourse exam and a comprehensive final exam. After you have submitted the first 3 assignments, you may apply to take the midcourse exam, and after you have submitted all 7 assignments, you may apply to take the final exam. These exams are in this course site and must be proctored at a testing center. **Go to the [Correspondence Course Testing Policies](#) page when you are ready to schedule your proctored midcourse or final exam.** You will not have access to the exams until a testing proctor enters the password. I strongly recommend that you wait until the first 3 assignments are graded and returned to you before you take the midcourse exam, and that you wait until all 7 assignments are graded and returned to you before you take the final exam. (You should do so because a percentage of the questions on the midcourse and final exams will come from the multiple-choice questions in the assignments; you need review the assignment questions and essay feedback to study for your exams.)

Your midcourse exam will contain 60 multiple-choice questions, with 12 of these coming from your previous self-assessments and assignments. The other questions will come from material covered in your text and the course content. Each question is worth 2 points, so the midcourse exam is worth a total of 120 points.

The final exam consists of 70 multiple-choice questions worth 2 points each, for a total of 140 points. Ten of these questions will come from material covered in Lessons 1 through 3; 60 of the questions will come from Lessons 4 through 7. Of these 60 questions, 12 will come from the multiple-choice questions included in self-assessments and assignments. As was the case with your midcourse exam, the remaining questions will come from text and course content.

You will be able to see correct and incorrect answers after you submit quizzes and self-assessments, but if you would like feedback on exams, please email me to set up an appointment.

Grading Criteria

Your grade is based on 400 points. Of these points, 140 (35%) are based on your 7 assignments, 120 (30%) are based on your midcourse exam, and 140 (35%) are based on your final exam.

<u>Assessment</u>	<u>Point Value</u>
Assignments	140 points total (20 points each)
Midcourse Exam	120 points
Comprehensive Final Exam	140 points
Total	400 points

Final course grades are computed as follows:

<u>Grade</u>	<u>Points</u>
A	360 - 400 points (90% or better)
B	320 - 359 points (80% - 89%)
C	280 - 319 points (70% - 79%)
D	240 - 279 points (60% - 69%)
F	Below 240 points (below 60%)

No pluses and minuses will be added to the final, reported grade.

NOTE:

- **You must submit all assignments and make a 60 percent or better on the final exam in order to pass the course.**
-

Free Tutoring Resources

A variety of free tutoring resources are available for students enrolled in correspondence courses. You may access tutoring through Tutor.com by clicking on Tutor.com: 24/7 Online Tutoring in the left menu of this course. Then just respond to the questions to start tutoring. If you need help with writing specifically, then choose Writing as your topic.

Free online tutoring for writing-related assignments is also available from the University Writing Center. For information on accessing these resources, please visit the Office of Distance and Extended Learning's [Free Tutoring](#) page. Currently-enrolled, degree-seeking students able to visit the Texas State campus are eligible for free in-person tutoring from the [Student Learning Assistance Center \(SLAC\)](#) on the fourth floor of Alkek Library

Students with Disabilities

The Office of Distance and Extended Learning is committed to helping students with disabilities achieve their education goals. A disability is not a barrier to correspondence study, and we strive to provide reasonable and appropriate accommodations to individuals in coursework and test taking. Students who require special accommodations (e.g., testing accommodations, information in alternative format, sign language interpreting services) need to provide verification of their disability to the Office of Disability Services (<http://www.ods.txstate.edu/>, Suite 5-5.1 LBJ Student Center, (512) 245-3451 (voice/TTY).

Students should then notify the [Office of Distance and Extended Learning](#) at corrstudy@txstate.edu of any disability-related accommodation needs as soon as possible to avoid a delay in accommodations.

Scheduling Your Time

To some extent you can set your own pace in a correspondence course, but it is important that you schedule your time effectively. You should be able to complete each lesson, along with the assignment for each lesson, in two weeks, so completing the course in four to five months is quite possible if you carefully budget your time. Remember, you have a maximum of nine months to complete this course. **Use the [Course Pacing Schedule](#) to help you proceed through the course effectively.**

Texas State Academic Honor Code

The [Texas State Academic Honor Code](#) applies to all Texas State students, including correspondence students. The [Honor Code](#) serves as an affirmation that the University demands the highest standard of integrity in all actions related to the academic community. As stated in the [Texas State Student Handbook \(https://studenthandbook.txstate.edu\)](#), [Violation of the Honor Code](#) includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

As stated in the Texas State [Student Handbook](#),

"As members of a community dedicated to learning, inquiry and creation, the students, faculty and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor and shun mediocrity, special requests and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity...."

Academic work signifies outcomes and products such as essays, theses, reports, exams, tests, quizzes, problems, assignments, or other projects submitted for purposes of achieving learning outcomes. Violation of the Honor Code includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

Cheating in general means, but is not limited to, engaging or attempting to engage in any of the following activities:

- Copying from another student's test paper, laboratory report, other report, computer files, data listing, programs, or from any electronic device or equipment;
- Using, during a test, materials not authorized by the person giving the test;
- Collaborating, without authorization, with another person during an examination or in preparing academic work;
- Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the content of an unadministered test;
- Substituting for another student—or permitting another person to substitute for oneself—in taking an exam or preparing academic work;
- Bribing another person to obtain an unadministered test or information about an unadministered test;
- Purchasing, or otherwise acquiring and submitting as one's own work, any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough or final versions of an assignment by a professional typist;
- Submitting the same essay, thesis, report, or another project, without substantial revision or expansion of the work, in an attempt to obtain credit for work submitted in a previous course;
- Falsifying data.

Plagiarism in general means, but is not limited to, the appropriation of another's work and the inadequately or inappropriately acknowledged incorporation of that work in one's own written, oral, visual or the performance of an original act or routine that is offered for credit.

Collusion in general means, but is not limited to, the unauthorized collaboration with another person in preparing any work offered for credit.

Abuse of resource materials in general means, but is not limited to, the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course content.

Psychology Department Policy

The Texas State Psychology Department has also adopted a policy on academic honesty, which applies to correspondence students as well as to on-campus students. As the policy states,

The study of psychology is done best in an atmosphere of mutual trust and respect. Academic dishonesty, in any form, destroys this atmosphere. Academic dishonesty consists of any of a number of things that spoil a good student-teacher relationship. A list of academically dishonest behaviors includes:

- passing off others' work as one's own;
- copying off of another person during an examination;
- signing another person's name on an attendance sheet;
- in written papers, paraphrasing from an outside source while failing to credit the source or copying more than four words in sequence without quotation marks and appropriate citation.

The Psychology Department faculty believe that appropriate penalties for academic dishonesty include an "F" in the course and/or prosecution through the Student Justice System.

Correspondence Course Information

As a correspondence studies student, it is your responsibility to be familiar with correspondence-related policies and services. To this end, I encourage you to review the [Correspondence Course Information page \(http://www.distancelearning.txstate.edu/Correspondence-Course-Information.html\)](http://www.distancelearning.txstate.edu/Correspondence-Course-Information.html) as well as the [Correspondence Studies website \(http://www.correspondence.txstate.edu/students.html\)](http://www.correspondence.txstate.edu/students.html).

Orientation Video

Please view [this orientation video \(https://mediaflo.txstate.edu/Watch/z8B5Pgb2\)](https://mediaflo.txstate.edu/Watch/z8B5Pgb2) to help you get started in this correspondence course. This video addresses many topics such as Bobcat Mail, navigating this course site, test requests, and more.

Online Student Resources

[This webpage \(https://www.distancelearning.txstate.edu/students/student-support0.html\)](https://www.distancelearning.txstate.edu/students/student-support0.html) contains multiple resources for online students at Texas State University. Note: Some resources are only available to students who pay a student service fee.

Click Next to proceed to Technical Requirements and Support.

Students Requiring Accommodation Through the Office of Disability Services

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Students should then notify the [Office of Distance and Extended Learning \(http://www.correspondence.txstate.edu/\)](http://www.correspondence.txstate.edu/) at [corrstudy@txstate.edu \(mailto:corrstudy@txstate.edu\)](mailto:corrstudy@txstate.edu) of any disability-related accommodation needs as soon as possible to avoid a delay in accommodations.

Click Next to proceed to Tips for Success.

Free Tutoring Resources

A variety of [free tutoring resources](#) are available for students enrolled in Texas State correspondence courses.



FREE TUTORING



University Writing Center

The Texas State University Writing Center's online tutoring service allows Texas State correspondence, self-paced study students, to work with a writing tutor in real time in an online environment. During the online tutorial, both the student and the tutor are

Academic Integrity

Texas State Academic Honor Code

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Definitions

As stated per [Texas State Honor Code, UPPS No. 07.10.01, Issue no. 8](#).

*Please note that not all activities that constitute academic misconduct are listed in specific detail in [UPPS No. 07.10.10, Honor Code](#). It is expected that students will honor the *spirit* of academic integrity and will not place themselves in the position of being charged with academic misconduct.

Please cite all unoriginal material through the use of [standard bibliographical practice](#) explained through the [Alkek library site](#).

Incidents of [academic dishonesty as outlined by the University](#) will be reported to the administration for disciplinary action. In addition, students will receive a 0 for the assignment or assignments without the opportunity to redo the work.

Academic work signifies outcomes and products such as essays, theses, reports, exams, tests, quizzes, problems, assignments, or other projects submitted for purposes of achieving learning outcomes.

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- Copying from another student's test paper, laboratory report, other report, computer files, data listing, programs, or from any electronic device or equipment;

- Using, during a test, materials not authorized by the person giving the test;
- Collaborating, without authorization, with another person during an examination or in preparing academic work;
- Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the content of an unadministered test;
- Substituting for another student—or permitting another person to substitute for oneself—in taking an exam or preparing academic work;
- Bribing another person to obtain an unadministered test or information about an unadministered test;
- Purchasing, or otherwise acquiring and submitting as one's own work, any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough or final versions of an assignment by a professional typist;
- Submitting the same essay, thesis, report, or another project, without substantial revision or expansion of the work, in an attempt to obtain credit for work submitted in a previous course;
- Falsifying data.

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Notice of Intellectual Property Rights

The text and images on this page and pages linked to it are protected by **copyright**. Lectures and examination questions are also protected by copyright law. You are authorized to take notes in class and to use the online

materials provided, thereby creating derivative works from my lectures and other materials. However, this authorization extends only to making one set of notes or answers for your own personal use and no other use. You are not authorized to provide copies, notes or examination questions to anyone else, or to make any commercial use of them without prior written consent.

As stated per [Texas State Honor Code, UPPS No. 07.10.01, Issue no. 8](#).

Click Next to proceed to Students Requiring Accommodation Through the Office of Disability Services.

Submission 1: Course Pacing Schedule

Start Assignment

Due No Due Date **Points** 0 **Submitting** a file upload

Download and add target dates to this [Course Pacing Schedule](#) .

Then click Submit Assignment and attach and submit your completed document.

After you upload your document, click Next to proceed with the course.

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You are currently logged into Student View

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

Leave Student View

Objectives and Assignments

Objectives

After completing this lesson, you should be able to do the following:

- define what is meant by developmental psychology, differentiating among the three broad domains, as well as explaining concepts like growth and aging;
- contrast and compare age grade, rites of passage, age norms, and the social clock;
- discuss the nature-nurture issue;
- describe historical and sub-cultural changes related to how individuals vie lifespan development;
- explain seven themes of the lifespan perspective;
- describe the work of development pioneers such as G. Stanley Hall and Charles Darwin;
- demonstrate understanding of the scientific method; issues of sample selection; and methods of data collection, including verbal reports, behavioral observations, and physiological measurements;
- contrast and compare the experimental and correlational methods;
- explain how psychologists assess developmental changes using longitudinal, cross-sectional, and sequential studies, discussing strengths and weaknesses of each method;
- describe ethical considerations in developmental research and how participants' rights are protected;
- discuss Bronfenbrenner's bioecological model for explaining a system's approach to development;
- define criteria on which developmental theories are evaluated;
- explain five issues on which developmental theories differ;
- describe the five stages of Freud's psychosexual theory, and explain several ways that Erikson's psychosocial theory is different from Freud's;
- explain the kinds of learning, including classical conditioning, operant conditioning, and observational learning;
- discuss how Bandura's social cognitive theory differs from behavioral theories of Watson and Skinner;
- describe Piaget's cognitive developmental theory as well as challenges to his theory; and
- discuss systems theories from the perspective of Gottlieb's epigenetic psychobiological perspective.

Assignments

In *Life-Span Human Development*, you must read:

- Chapter 1, "Understanding Life-Span Human Development"

- Chapter 2, “Theories of Human Development”

Then, you should do the following:

- Introduce yourself to your classmates using the Discussion tool
 - Complete Self-Assessment 1
 - Complete Assignment 1
-

Click Next to proceed to How Should We Think About Development?

How Should We Think About Development?

How Should We Think About Development?

Chapter 1 defines development and discusses issues related to development. Development takes place because of both genetic (**nature**) and environmental (**nurture**) determinants. **Maturation** refers to “biological unfolding” that primarily occurs due to one’s genes; other developmental changes may be more influenced by environmental events. Cross-cultural and historical perspectives help us consider the relative influence of genes and the environment on specific traits and behaviors.



Development is influenced by genetic and environmental factors.

Development needs to be understood in context. One approach is Bronfenbrenner’s **bioecological** model that has bidirectional influences at many levels, including the **microsystem** (immediate environment of the individual) level and the **macrosystem** (cultural context) level.

Seven themes are introduced in this chapter. These themes will occur throughout the course and emphasize that development continues throughout life, is multidirectional, involves losses as well as gains, is characterized by the ability to change due to experience (plasticity), is influenced by historical and cultural contexts, is a function of multiple influences, and is best understood from multiple disciplines.

Click Next to proceed to How is Development Studied?

Assignment 1: Part 1 Quiz

Due No due date

Points 15

Questions 15

Time Limit None

Instructions

Assignment Submission Restriction: Please recall, as stated in the course syllabus, that *you may submit no more than two assignments per week for this course.*

Complete this quiz, submit it for grading, and then carefully review the feedback provided. Remember that 12 of the questions on your midcourse exam will come from the quizzes and self-assessments in Lessons 1-3.

[Take the Quiz](#)

63 **You are currently logged into Student View**

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

[Reset Student](#)

[Leave Student View](#)

Technical Requirements and Support

This online course requires technical skills and access to certain technology and software that face-to-face courses may not require.

- Learn about [skills and technology](#) you need to be successful in this course.
Also review these [tips](#) and [interaction guidelines](#) to be a successful online learner.
-

Many users encounter fewer problems when they use **Chrome** to access **Canvas courses**.

Here's how to **get help with Canvas**:

- 24/7 [Live chat](#)
- 24/7 Phone support: 245.ITAC (4822)
- [Tool-specific help](#)
Click Help in the left navigation of any Canvas course
-

If you are new to Canvas, click Student Guide in the left navigation of any course site to learn the basics.

Click Next to proceed to Free Tutoring Resources.