

PSYC 351 – LEC 1

Developmental Psychology

Fall 2019

| | | | |
|----------------------|-----------------------------|---------------------------|-----------------|
| Instructor: | Dr. Kathleen Hughes | Lecture Location: | ST 143 |
| Phone: | 403-210-7954 | Lecture Days/Time: | MWF 11:00-11:50 |
| Email: | Kathleen.hughes@ucalgary.ca | | |
| Office: | Administration 262 | | |
| Office Hours: | TBA | | |

Course Description

This course provides a general introduction to the field of developmental psychology, primarily focusing on prenatal development to early adolescence. Topics will include developmental methodology and theory relevant to biological, cognitive, emotional, and social development.

Course Format

This course will largely be lecture based, but class time will also consist of discussions, demonstrations, and activities. Students are responsible for *all* material covered in lectures and in the textbook. Classes will include *some* (but not all) aspects of the textbook, as well as some additional material that does not appear in the textbook. The midterm test and the final exam will draw on material presented in class (including class activities) and material presented in the textbook. The assessment of performance in this course will also contain a written assignment and a group video presentation involving a developmental and educational toy.

Class attendance is strongly advised. If you are not in class, you will still be held responsible for being aware of announcement made in class. **The instructor cannot respond to email asking to repeat information presented in class or on the syllabus.**

Prerequisites

Psyc 200 & 201 (Principles of Psychology I & II)

Optional Textbook

Siegler, R., Eisenberg, N., DeLoache, J., Saffran, J., & Graham, S. (2014). *How Children Develop* (5th Canadian Edition). New York: Worth Publishers. This book is available through the University of Calgary Bookstore.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

| Course Learning Outcomes | Assessment Methods | PLO(s) | Level(s) |
|---|---|------------------|----------|
| Identify, compare, and evaluate theories of developmental psychology | Multiple choice tests | 1, 2 | C |
| Evaluate, decide, and apply terminology in psychology to specific, concrete examples | Multiple choice tests; Written Assignments | 1, 2, 4, 5, 7 | C |
| Recall and recognize key developmental theories, experiments, and treatments | Multiple choice tests; written assignments; presentations | 1, 4, 7 | I, C |
| Reflect, organize, and apply developmental theories and concepts in psychology to everyday situations | Written Assignments, Presentation | 2, 4, 3, 7 | I, C |
| Judge, evaluate, and ask questions about psychological issues | Written Assignments, Presentation | 2, 4, 7 | C, A |
| Demonstrate positive classroom citizenship through participation and engagement | Multiple choice test: Class activity questions | 1, 7 | I |

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Assessment Methods

| Assessment Methods | % of Final Grade |
|--|------------------|
| Group Contract: September 23rd | 5% |
| Presentation Script: October 25th | 10% |
| Group Presentation: November 29th, December 2-4th | 10% |
| Written Essay: November 18th | 25% |
| Midterm 1: October 18th | 25% |
| Final Exam (Date TBA) | 25% |

Assignments

Students will be required to work in groups to design a developmental or educational toy for infants, children, or young adolescents. The toy must 1) offer educational and developmental benefits in each of the 6 domains which will be connected to developmental theories presented in class, 2) be considered safe and free from hazards, 3) be culturally sensitive (or culturally specific with a strong rationale). This large project consists of four smaller assignments.

Group Contract

Students will work together as a group of 6 to design an educational toy for a specific age range. Within each group, students will be assigned to focus on unique domains and aspects of the toys (cognitive, linguistic, motor, sensory, emotional, social, cultural). Student may be creative in defining the duties and roles of each group member. For the Group Contract, students are required to 1) select their group, 2)

propose a name for their toy, 3) select an age-range for their product, 4) assign group members to a developmental domain, and 5) assign group members to tasks related to the presentation and presentation script. All group members must sign the group contract with duties of each member identified. This will be a 2-page contract that is submitted in hardcopy at the start of class time. Students will be evaluated based on 1) their introduction to their group, 2) their brief outline of their product, and 3) their assigned duties.

Tasks can be divided amongst group members in many ways. One possibility is that all group members contribute equally to all group project elements. Another possibility is some members write the script, some deliver the oral presentation, some build the toy prototype, some draw or create visualizations, etc. **It is not necessary for all group members to do all tasks (draw, build, write, talk in class, video edit, etc.) but this must be agreed on in the group contract.**

Without approved documentation, late Written Assignments will be penalized **10% per day** including weekends and holidays).

Presentation Script

After selecting topics and groups, students will conduct individual research on their developmental domains and will meet regularly with their group to compare findings. Groups will prepare a Presentation Script, which will be a 5 page script of what will be spoken during their group presentation which will be submitted in hardcopy at the start of class time. As this is a script and not a research report, in-text citations are not necessary, but references should be attached at the end as an appendix. Sentences do not need to be complete or in APA style. Students will be evaluated based on content (depth & breadth), clarity of expression, creativity, and logical analyses of their projects. A grading rubric will be provided in advance during the semester. Feedback will be given on the script which should be taken into account before the final Group Presentation is prepared. **All group members should contribute research from their respective developmental domains, but depending on the group contract, different levels of commitment to writing the script are acceptable.**

Without approved documentation, late Written Assignments will be penalized **10% per day** including weekends and holidays).

Group Presentation

Students will review feedback from the presentation script and revise accordingly to prepare a 10-minute group presentation. Presentations may be done either live in class or via video presentation. Presentations must include visualizations such as Powerpoint slides, posters, charts, graphs, animations, images, drawings, and other design elements. At minimum, the presentation should contain a 3-D non-functional proto-type of the toy that was designed and built by the group. Excellent presentations will contain additional design elements, visualizations, and audio elements that help in representing the benefits of the toy. Presentations will be evaluated based on breadth and depth of research, clarity of expression, creativity, originality, and practicality of the product. **Depending on the group contract, duties and roles of individual students may vary. Some students may choose to not present/talk orally, but may contribute to the visualizations, video editing, etc. depending on the group contract.**

There will be multiple scheduled dates of student presentations. Students will be assigned to a certain date. Without approved documentation, any team member who misses their presentation will receive a grade of 0.

Written Essay

A 5-page written assignment concerning the developmental benefits of a newly designed developmental toy will be required for this course. As mentioned in the section on Student Video Presentation, groups of 5 students will work together to design a developmentally appropriate toy for their age of choice. Each group member will be assigned to focus on one domain of development (cognition, physical (motor & sensory), linguistic, emotional, and social). The purpose of this essay will be for each student to make a strong case for the developmental benefits of their toy in the domain they were assigned.

The written essay is expected to be written in APA style, using appropriate APA tone, formatting, and grammar. Each assignment will be submitted in hardcopy in class. Detailed instructions for assignments will be posted on D2L and discussed in class. Written assignments will be evaluated based on students' ability to 1) describe and summarize the toy's developmental benefits in their specific domain (cognitive, physical (motor & sensory), linguistic, emotional, and social), 2) describe and summarize developmental theories and studies in their domain 3) apply their toy's benefits to developmental science in their domain. Excellent assignments will display strong attention to detail, connect many concepts learned in class, and will write clearly, concisely, and with respect to APA standards.

Without approved documentation, late written assignments will be penalized 10% per day including weekends and holidays.

Midterms & Final Exam

This course will include 2 multiple choice tests. Each test will include multiple choice items and be worth 25% of the final grade. Content on tests will be based on lecture content and textbook readings. The Final Exam is non-cumulative and will be scheduled by the Registrar's Office at a later date. Calculators, cell phones, ipads, computers, books, and notes are not permitted during tests. Students must bring pencils, erasers, and their student ID card to each test date. Bottled water is also permitted.

Extra Research Participation Course Credit is Not Offered for this Course.

Tentative Lecture Schedule

| Date | Topic | Notes |
|----------|-------------------------------|--|
| F Sep 6 | Introduction | University Lectures begin. |
| M Sep 9 | Unit 1: Developmental Methods | Readings: Chapter 1, Pages 1-42 |
| W Sep 11 | Unit 1: Developmental Methods | |
| R Sep 12 | | Last day to drop a class without a penalty |
| F Sep 13 | Unit 1: Developmental Methods | Last day to add or swap a course |
| M Sep 16 | Unit 2: Genetics & Prenatal | Readings: Chapter 2 Pages 43-90; Chapter 3: Pages 92-112 |
| W Sep 18 | Unit 2: Genetics & Prenatal | Group Project Selection Day |
| F Sep 20 | Unit 2: Genetics & Prenatal | Fee payment deadline for Fall Term full and half courses. |
| M Sep 23 | Unit 2: Genetics & Prenatal | Group Contract Due (Worth 5%) |
| W Sep 25 | Unit 2: Genetics & Prenatal | |
| F Sep 27 | Unit 3: Sensory & Motor | Readings: Chapter 3: Pages 113-140; Chapter 5: Pages 191-238 |
| M Sep 30 | Unit 3: Sensory & Motor | |
| W Oct 2 | Unit 3: Sensory & Motor | |

| | | |
|-----------|---|--|
| F Oct 4 | Unit 4: Cognitive Development | Readings: Chapter 4: Pages 141-156; 173-175; Chapter 7: Pages 287-324) |
| M Oct 7 | Unit 4: Cognitive Development | |
| W Oct 9 | Unit 4: Cognitive Development | |
| F Oct 11 | Unit 4: Cognitive Development | |
| M Oct 14 | | Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures. |
| W Oct 16 | Unit 5: Language Development | Readings: Chapter 6: Pages 239-286 |
| F Oct 18 | Midterm (Units 1, 2, 3, 4) Worth 25% | |
| M Oct 21 | Unit 5: Language Development | |
| W Oct 23 | Unit 5: Language Development | |
| F Oct 25 | Unit 6: Emotional Development | Presentation Script (Worth 10%) |
| M Oct 28 | Unit 6: Emotional Development | Readings: Chapter 10: Pages 417-464; Chapter 11: Pages 465-481 |
| W Oct 30 | Unit 6: Emotional Development | |
| F Nov 1 | Unit 7: Family Factors | Readings: Chapter 12: Pages 509-548 |
| M Nov 4 | Unit 7: Family Factors | |
| W Nov 6 | Unit 7: Family Factors | |
| F Nov 8 | Unit 8: Sex & Gender | Readings: Chapter 15: Pages 633-678 |
| Nov 10-16 | | Term Break No Classes |
| M Nov 11 | | Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures. |
| M Nov 18 | Unit 8: Sex & Gender | Written Essay Due (Worth 25%) |
| W Nov 20 | Unit 8: Sex & Gender | |
| F Nov 22 | Unit 9: Peer Relationships | Readings: Chapter 13: Pages 549-588; Chapter 14: Pages 605-632 |
| M Nov 25 | Unit 9: Peer Relationships | |
| W Nov 27 | Unit 9: Peer Relationships | |
| F Nov 29 | Student Presentations (Worth 10%) | |
| M Dec 2 | Student Presentations (Worth 10%) | |
| W Dec 4 | Student Presentations (Worth 10%) | |
| F Dec 6 | Student Presentations (Worth 10%) | Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses. |
| Dec 9-19 | Final Exam (Units 5, 6, 7, 8 & 9) Worth 25%) | Fall Final Exam Period |

Dr. Hughes' Class Policies

Class Attendance: Class attendance is strongly advised. Students should always plan to attend class unless for documented medical, compassionate, and extra-curricular reasons. All tests are dependent upon attending the lectures.

Email Policy: Dr. Hughes will make every effort to respond to student emails within 48 hours. If an email does not receive a response within 48 hours, please send it again. Do not email the Instructor concerning assignments or exams within 12 hours of the deadline for said assignment or exam. Please include the course number somewhere in the email (subject header, your signature, etc.). **The instructor cannot respond to emails asking to repeat information presented in class or on the syllabus.**

PowerPoint Policy: The PowerPoint slides will be posted within 24 of the completion of each Unit. PowerPoint slides will be posted in full, with the exception of any personal photos or videos. External links used in class will be embedded in the PowerPoint file.

Laptop/Cell Phone Policy: Student may bring laptops, cell phones, and electronics to class for the purpose of taking notes and recording lectures. Please sit in the back of the classroom if you will be multi-tasking with a large screen which may distract those behind you.

Audio Recordings: Students are permitted to make audio recordings of the lectures with their personal devices. However, students are not permitted to post recordings of class online or share publicly.

Exam Questions: Exam questions will be designed to be fair, clear, and valid measures of your knowledge of the course material. Exams will be designed to distinguish between students who actively "took" the course, and students who did not attend or study. Questions on the exam will NOT include "all of the above," "none of the above," or obvious trick questions. After completion of the final exam, Dr. Hughes will conduct a critical item-analysis of each exam question. Any questions that were deemed unclear or unfair will be dropped or considered bonus items.

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance*. Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards*. Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met*. Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

| | | | | | | | |
|----|---------|----|--------|----|--------|----|--------|
| A+ | 96-100% | B+ | 80-84% | C+ | 67-71% | D+ | 54-58% |
| A | 90-95% | B | 76-79% | C | 63-66% | D | 50-53% |
| A- | 85-89% | B- | 72-75% | C- | 59-62% | F | 0-49% |

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected. Students in faculties without a departmental structure should take the matter to the dean, or designate, of the faculty offering the course. The result of that reappraisal will be given to the student in writing along with information about appealing the reappraisal.

The reappraisal of graded term work may cause the grade to be raised, lowered or to remain the same. There is no limit to the number of pieces of graded work that a student may request be reappraised, however a single piece of work may only be reappraised once.

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

In the reappraisal of a final grade, the only element that will be considered is the grading of the final assessment that makes up the final mark (e.g., final examination, final project, final paper). An exception may occur when the Instructor of Record evaluates a piece of graded term work at the end of the term; that grade may also be considered in a reappraisal of final grade.

A student seeking a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which, the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). The student must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.

Students requesting a reappraisal of a final grade must submit their request by the following dates:

Fall Term – March 1

Winter Term – June 30

Spring Intersession – August 15

Summer Term – October 15

Supplemental Examinations: 30 calendar days from the date the examination was written

For information relating to Law, Veterinary Medicine and the Cumming School of Medicine (MD) courses, please refer to the faculty section.

The reappraisal form shall be submitted to Enrolment Services who will forward it to the department head or dean of the faculty offering the course. Reappraisals of final grades are dealt with by the head of the academic unit in consultation with members of academic staff. Normally, the department/faculty will respond to a reappraisal request within thirty calendar days of its initiation. After the reappraisal is completed, the department shall return the form to the Registrar's Office who shall inform the student in writing of the decision.

Students should be aware that the grade being reappraised may be raised, lowered or remain the same. A student may request a reappraisal of final for a maximum of two courses in one academic year (September 1 – August 31).

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodations

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Seating During Exams

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. . Students who miss a test/exam have up to **48 hours** to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. **Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam.** At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>.

If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. **If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam** <https://www.ucalgary.ca/registrar/exams/deferred-exams>. **Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).**

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the

Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>
Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suypaca@ucalgary.ca

Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca
(<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.
Call 403-220-5333.

Important Dates

The last day to drop this course with no “W” notation and **still receive a tuition fee refund** is **Thursday, September 12, 2019**. Last day add/swap a course is **Friday, September 13, 2019**. The last day to withdraw from this course is **Friday, December 6, 2019**.