



Psychology 351

Developmental Psychology

Winter 2014

Instructor:	Michele Wellsby	Lecture Location:	MFH 164
Phone:	403-220-5658	Lecture Days/Time:	M/W/F 10-10:50am
Email:	mbwellsb@ucalgary.ca	TA	Zorry Belchev
		TA Email:	zbelchev@ucalgary.ca
Office:	Admin 63		
Office Hours:	Wednesdays 11am-12pm, or by appointment		

Course Description and Goals

In this course we will explore developmental psychology, focusing on the period from birth until early adolescence. This course will provide students with exposure to theories on many of the primary areas within developmental psychology, focusing on biological, perceptual, conceptual, language, emotional, and social development. The course will also introduce students to research methods in developmental psychology. When appropriate, the instructor will tie in examples of developmental psychology in current empirical research and relate them to previously learned theories. In order to successfully survey research and theory across the diverse areas of development, this course makes heavy use of textbook readings, but lectures will also include in-class group discussions as well as viewings of videos to demonstrate developmental concepts.

By the end of this course, students will be able to:

1. Illustrate the multiple factors that influence child development across the lifespan.
2. Describe key components of a diverse set of theoretical and research topics spanning development, including, (but not limited to), biological, cognitive, language, and emotional development.
3. Interpret the bidirectional relationship between parents and children with regards to child development.
4. Provide examples of research methods used to study different aspects of development.
5. Demonstrate how the '7 Major Themes in Development' can be applied all aspects of child development.
6. Critique empirical research findings and theories in developmental psychology.
7. Hypothesize a future research project that could be conducted to examine a particular area of developmental psychology.

Prerequisites

Psyc 200 – Principles of Psychology I & Psyc 201 – Principles of Psychology II

Required Text & Materials

Siegler, R., Deloache, J., & Eisenberg, N. (2011). *How Children Develop* (3rd Ed). New York: Worth Publishers. Available for purchase at the University of Calgary Bookstore.

Lectures are intended to highlight and extend, rather than summarize, assigned text readings. You will benefit most from lectures if you read the assigned material prior to the corresponding lecture, and then read the material again after we have discussed it in class.

Copies of the powerpoint notes to be used in class (as well as this outline) will be available through the course Blackboard site <http://blackboard.ucalgary.ca> These notes are provided to assist you in organizing the material and are not a substitute for class attendance.

In this course we will be using the online program **Top-Hat** to complete review questions and activities in class. This program functions similar to clicker technology. You can sign up for an account by visiting www.tophat.com and clicking on 'student sign-up'. The course code is **487107**. To make use of this activity, please bring a device with a web browser (laptop, tablet, smartphone) to class with you.

Evaluation

First exam (in-class):	20% of final grade (Monday January 27 th)
Second exam (in-class):	20% of final grade (Friday February 28 th)
Third exam (in-class):	20% of final grade (Monday March 24 th)
Written assignment:	15% of final grade (Refer to class schedule for due dates)
Final exam:	25% of final grade (To be scheduled by the Registrar)

Exams

Three term exams and a final exam are scheduled. The three in-class exams will all be 50 minutes long. The final exam will be 90 minutes long. All exams are **non-cumulative** tests based on lecture materials, readings in the textbook, group discussions, and in-class videos and demonstrations. Exams will consist of **multiple-choice questions and short answer questions**. Some test material will be covered in class but will not be present in the text, so regular attendance is critical for success in this course. For all exams, you are responsible for **the lecture material as well as all assigned readings from the text**. No external study aids will be permitted during exams. A failing grade on an exam will *not* automatically result in failing the course; however, a student with a failing mark is strongly encouraged to contact the instructor to discuss strategies for success throughout the remainder of the course.

Written Assignment

The goal of the written assignment is to give students an opportunity to read, synthesize, and critique current research findings that relate to course content. During the first week of class you will be assigned to a topic area that aligns with a textbook chapter (e.g., Chapter 10-Emotional Development); each chapter has a corresponding due date (see lecture schedule below for due dates). A list assigning students to chapters will be posted by UCID on Blackboard. You must select a research topic from the assigned chapter in the textbook, and then find an empirical journal article (i.e., one that reports one or more original experiments) that examines this research topic. You can use PsycInfo, Web of Science,

Google Scholar or other means to select and obtain the article. The article you choose cannot be referenced in the text. You must be the first to post the article reference in APA format on Blackboard within the appropriate textbook chapter forum to lay claim to your article. **No two students can use the same article** (note: doing so will result in an F grade on the assignment).

There are three components to this assignment: First, you will begin by describing the background and relevance of the topic area and by summarizing the selected study (1-2 pages). Next, you will critique the experimental methods and the conclusions drawn from the study, highlighting their strengths and weaknesses (1 page). Finally, you will propose an extension or follow-up study to examine the same area of development, and explain how it could further our understanding of the relevant developmental process (1-2 pages). More information on the assignment will be provided in class and posted on blackboard.

Assignments should be double-spaced, in 12-point Times New Roman font, and should have 1-inch margins throughout. Each assignment should have a cover page and reference page (using APA referencing for the in-text and reference list citations). Assignments should be submitted in class on the due date, at the **beginning of class**. Late (or early) assignments will be accepted only via the green box outside the Psychology Main Office (A275) and should be labeled for the TA, not the instructor. Emailed assignments will not be accepted. Late assignments will be accepted only if received within 1 week of the due date, and will be penalized 10% per day, including weekends.

Department of Psychology Grade Distribution Policy

The distribution of grades in Psychology courses (the percentage of A grades, B grades, etc.) will be similar to the distribution of grades in other courses in the Faculty of Arts. The Department monitors the grade distributions of 200-, 300-, and 400-level courses in the Faculty to ensure that the grade distributions in Psychology courses are comparable. Based on these reviews, students can expect that 1) up to 30% of grades in 200- and 300-level psychology courses will be "A" grades (A+, A, and A-), and 2) up to 40% of grades 400-level psychology courses will be "A" grades.

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-).

Tentative Lecture Schedule*

Date	Topic/Activity/Readings/Due Date (revise and add columns & rows as necessary)	Chapter/Readings/Materials	Assignment Due
W Jan 8	Course Introduction, and Intro to Child Development <i>Winter term lectures begin.</i>	Chapter 1	
F Jan 10	Intro to Child Development & Research Strategies	Chapter 1	
M Jan 13	Research Strategies	Chapter 1	
W Jan 15	Prenatal Development	Chapter 2	
F Jan 17	Prenatal Development & Newborn period <i>Last day to drop Winter Term half-courses.</i>	Chapter 2	
M Jan 20	The Newborn Period, Biology & Behaviour <i>Last day to add or swap Winter Term</i>	Chapter 2 & Chapter 3	

	<i>half courses. Last day for change of registration from audit to credit or credit to audit.</i>		
W Jan 22	Biology & Behaviour	Chapter 3	
F Jan 24	Biology & Behaviour <i>Fee payment deadline for Winter Term fees.</i>	Chapter 3	
M Jan 27	Exam 1 (Chapters 1-3)		
W Jan 29	Seeing, Thinking and Doing in Infancy	Chapter 5	
F Jan 31	Seeing, Thinking and Doing in Infancy	Chapter 5	Chapter 3 Assignments
M Feb 3	Seeing, Thinking and Doing in Infancy Theories of Cognitive Development	Chapter 5 Chapter 4	
W Feb 5	Theories of Cognitive Development	Chapter 4	Chapter 5 Assignments
F Feb 7	Theories of Cognitive Development	Chapter 4	
M Feb 10	Language Development	Chapter 6	Chapter 4 Assignments
W Feb 12	Language Development	Chapter 6	
F Feb 14	CLASS CANCELLED		
Feb 16-23	<i>Reading Week. No lectures. University open (except Family Day).</i>		
M Feb 17	<i>Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). NO LECTURES</i>		
W Feb 19	READING WEEK – NO LECTURES		
F Feb 21	READING WEEK – NO LECTURES		
M Feb 24	Symbol Development Embodied Cognition in Development (EC)	Chapter 6 Lecture Slides	Chapter 6 Assignments

W Feb 26	Embodied Cognition in Development (EC)	Lecture Slides	
F Feb 28	Exam 2 (Chapters 4-6, EC)		
M Mar 3	Conceptual Development	Chapter 7	
W Mar 5	Conceptual Development	Chapter 7	
F Mar 7	Conceptual Development Academic Skills: Reading, Writing, & Math	Chapter 7 Chapter 8, Lecture slides	Chapter 7 Assignments
M Mar 10	Academic Skills: Reading, Writing, & Math	Chapter 8, Lecture slides	
W Mar 12	Emotional Development	Chapter 10	Chapter 8 Assignments
F Mar 14	Emotional Development	Chapter 10	
M Mar 17	Emotional Development Attachment to Others	Chapter 10 Chapter 11	
W Mar 19	Attachment to Others & Development of Self	Chapter 11	Chapter 10 Assignments
F Mar 21	Development of Self	Chapter 11	
M Mar 24	Exam 3 (Chapters 7-8, 10-11)		
W Mar 26	Family	Chapter 12	
F Mar 28	Family	Chapter 12	Chapter 11 Assignments
M Mar 31	Gender Development	Chapter 15	Chapter 12 Assignments
W Apr 2	Gender Development	Chapter 15	

F Apr 4	Gender Development Moral Development	Chapter 15 Chapter 14	Chapter 15 Assignments
M Apr 7	Moral Development	Chapter 14	
W Apr 9	Moral Development	Chapter 14	
F Apr 11	Revisiting the 7 Major Themes in Development	Chapter 16	
M Apr 14	Revisiting the 7 Major Themes in Development <i>Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses.</i>	Chapter 16	
Apr 19-29	Winter Term Final Exam Period (Ch 12, 14-16)		

***Note:** Test dates are **fixed**, but this schedule is subject to change, as adjustments may be made to our class schedule and readings as required

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

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 Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Absence From A Test/Exam

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/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. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

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 except under exceptional circumstances. Students are advised to wait until the final examination schedule is posted before making any travel arrangements.

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 via the Department Office (Admin 275), 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.

Course Credits for Research Participation (Max 2% of final grade)

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **April 14, 2014**.

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 170 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911

suvpaca@ucalgary.ca

Student Union Faculty Rep.: Phone: 403-220-3913

socialscirep@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.su.ucalgary.ca/services/student-services/student-rights.html>).

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 **January 17th, 2014**. Last day for registration/change of registration is **January 20th, 2014**. The last day to withdraw from this course is **April 14th, 2014**.