



Psychology 351

Developmental Psychology

Spring 2015

Instructor: Dr. Catherine Phillips
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Office: A155A
Office Hours: W 11-12 or by appointment

Lecture Location: ST 128
Lecture Days/Time: MWF 2:30 – 4:20

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 to all aspects of child development.
6. Critique empirical research findings and theories in developmental psychology

Hypothesize a future research project that could be conducted to examine a particular area of developmental psychology

Prerequisites

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

OR

Psychology 205 – Principles of Psychology

Required Text

Siegler, R., Deloache, J., Eisenberg, N., Saffran, J., & Graham, S. (2014). *How Children Develop* (4th Canadian Edition). New York: Worth Publishers

The textbook is available from 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.

Partial PowerPoint slides (as well as any supplemental materials) will be available through the course D2L site (<https://d2l.ucalgary.ca/d2l/home>). To fill in the remainder of the slides you must attend class, or get notes from a classmate. These notes are provided to assist you in organizing the material and are not a substitute for class attendance. In addition, announcements and grades will be posted on this site. **This site should be your first stop for questions about the course topics and dates etc.**

In this course we will be using the online program **Top Hat Monocle** to complete review questions and activities in class. You will receive an email with an invitation to join the course in Top Hat or you may search for the course and add yourself to it on your own following this link: <https://app.tophat.com>

Evaluation

Component	Relevant chapters	% of final grade	Date
Test #1	Chapters 1 – 4	30%	Friday May 29
Test #2	Chapters 5 – 8 & 10	30%	Friday June 12
Final Exam	Cumulative	40%	TBD: June 27; 29-30
Research Participation		2% BONUS	

There will be two in-class term tests (May 29 and June 12) and one final exam (TBD by the registrar) in the course. The two term tests are **not** cumulative, but the final exam **is** cumulative. Each test/exam will include **multiple-choice questions and short answer questions**, and will cover both lecture (including videos/demonstrations) and textbook material. Some test material will be covered in class and 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**. Access to textbooks and/or class notes will not be permitted during any test/exam (including the final exam). A student obtaining a failing grade on any test/exam will *not* automatically fail the course; however, a student with a failing mark is strongly encouraged to contact the instructor of record to discuss strategies for success throughout the remainder of the course.

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 in 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

Ideally in table format with date of class, topics to be covered, and chapters/readings to be read. Due dates for tests/exams and assignments should be included in this schedule as well.

Date	Topic	Readings
R May 14	<i>Spring Term Lecture begins.</i>	
F May 15	Review Syllabus Introduction to Child Development & Research Strategies	Course Syllabus Chapter 1
M May 18	<i>Victoria Day, University Closed.</i>	
W May 20	<i>Last day to change registration</i> Prenatal Development and the Newborn Period	Chapter 2
F May 22	Prenatal Development and the Newborn Period Biology & Behaviour	Chapter 2 Chapter 3
M May 25	Biology & Behaviour Theories of Cognitive Development	Chapter 3 Chapter 4
W May 27	Theories of Cognitive Development	Chapter 4
F May 29	Exam #1	Chapters 1-4
M June 1	Seeing Thinking & Doing in Infancy	Chapter 5
W June 3	Language Development	Chapter 6
F June 5	Language Development Conceptual Development	Chapter 6 Chapter 7
M June 8	Conceptual Development	Chapter 7
W June 10	Academic Skills	Chapter 8
F June 12	Emotional Development	Chapter 10
M June 15	Exam #2	Chapter 5-8 & 10
W June 17	Attachment & Development of Self	Chapter 11
F June	Family	Chapter 12

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M June 22	Gender Development	Chapter 15
W June 24	Moral Development	Chapter 14
F June 26	Revisiting the 7 Major Themes in Development <i>Spring Term Lectures End. Last day to withdraw from full session Spring Term courses.</i>	Chapter 16
June 27; 29-30	<i>Final exam dates for full session Spring Term courses.</i>	Cumulative

***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 (2) 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 **June 26th, 2015.**

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

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** and the last day for registration/change of registration is **May 20, 2015**. The last day to withdraw from this course is **June 26, 2015**.