

PSYC 351 – LEC1

Developmental Psychology

Fall 2018

Instructor:	Dr. Kathleen Hughes	Lecture Location:	ENA 101
Phone:	403-210-7954	Lecture Days/Time:	MWF 11:00-11:50am
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Office:	Administration 256		
Office Hours:	MWF 10:00-10:30am outside ENA 201 & 101 Mondays 1:00pm-2:00pm		

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 be lecture and discussion based, but class time will also consist of 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.

Content on midterms and the final exam will be largely drawn from the **lectures and class activities**. In addition, textbook readings have been assigned. Questions on tests will also be drawn from the textbook readings. In addition, students will be required to complete written assignments pertaining to applied areas of developmental psychology.

Class attendance is strongly advised. There will be announcements made in class regarding exams, course material, research participation, etc. If you are not in class, you will still be held responsible for being aware of these announcements. It is important that you obtain contact information from two fellow students, so that you are able to contact others when you have missed a class (or classes). **The instructor cannot respond to emails asking to repeat information presented in class or on the syllabus.**

Prerequisites

Psychology 200 and 201 (Principles of Psychology I and II)

Course Textbook

Siegler, R. Eisenberg, N., DeLoache, J., Saffran, J., & Graham, S. (2014). *How Children Develop* (5th Canadian Edition). New York: Worth Publishers. Available for purchase at the University of Calgary Bookstore.

D2L for PSYC 200

Grades, instructor announcements, a discussion board, practice questions, and PowerPoint slides will be posted to this website.

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 child development	Multiple Choice tests	1, 2	C
Evaluate, decide, and apply terminology in developmental psychology to specific, concrete examples	Multiple choice tests, Written Assignments	1, 2, 4, 5, 7	C
Recall and recognize key developmental theories, experiments, and milestones	Multiple choice tests, Presentation, Written Assignments	1, 4, 7	I, C
Reflect, organize, and apply developmental theories and concepts to everyday situations	Written Assignments	2, 4, 3, 7	I, C
Judge, evaluate, and ask questions about psychological issues presented in everyday situations	Written Assignments, Presentation	2, 4, 7	C, A
Demonstrate positive classroom citizenship through attendance, participation, and engagement	Multiple choice test with question pertaining to class activities	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	% of Final Grade
Written Assignment 1 (Due October 17th)	15%
Written Assignment 2 (Due November 28th)	15%
Presentation (November 30th – December 7th)	10%
Midterm 1 (October 22nd)	30%
Final Exam (Date TBA)	30%
Research Participation	Bonus 2%

Written Assignments

There will be two separate writing assignments for this course. Each writing assignment will be a 4 page essay. The essay will need 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.

Each assignment will reflect a topical component of the course. **Written Assignment #1 (worth 15%)** will require students to watch 3 hours of children's programming and reflect on gender representations in the programming for historical periods (pre-1990, 1990-2010, post-2010). **Written Assignment #2 (worth 15%)** will require an evaluation of the cognitive, linguistic, physical, social, and emotional learning opportunities in children's toys and the design and description of a developmentally appropriate toy.

Assignment 1 will be evaluated based on students' ability to 1) describe the gender roles portrayed in children's media, 2) describe how these portrayals will impact children's understanding of gender, 3) provide a critical voice about whether the impact of children's media will be adaptive, maladaptive, flexible, rigid, etc. Excellent assignments will include a strong conceptual argument which is supported with evidence found in the described media. Students will also be evaluated based on their ability to write clearly, concisely, and to apply APA writing standards.

Assignment 2 will be evaluated based on students' ability to 1) describe the developmental benefits of children's toys, 2) to apply psychological concepts and theories to the uses of the toys, 3) to provide a critical voice regarding the usability, engagement, and safety of the toys, and 4) to propose a superior or improve toy to enhance children's development. Excellent assignments will display strong attention to detail, connect many concepts learned in class to this project, and will examine toys in a holistic way. Students will also be evaluated based on their ability to write clearly, concisely, and to apply APA writing standards.

Late Written Assignments will be penalized **10% per day** including weekends and holidays). Extensions may be granted if requested **in advance** of a deadline and supported with appropriate documentation. No extensions will be given after the deadline has passed.

Student Presentation

As part of Written Assignment #2, students will be required to design a developmentally appropriate toy for an age of their choice (between 0 and 10 years). In addition to this written component, students will be required to prepare a visual representation of the proposed product. The visual representation may be a drawing (pencil, marker, coloured media), a 3-D model (cardboard, textiles, craft materials), or a digital representation of the toy (digital sketch, or 3D rendering).

The student presentations will be in a science fair setting, with multiple students presenting at the same time. Students will be required to 1) attend other student presentation sessions, 2) answer questions pertaining to their model when they are approached one-on-one by the instructor and fellow students, 3) view and ask questions regarding other students' presentations. Students are **not required** to give a formal oral presentation, or a prepared talk.

Student presentations will be evaluated based on 1) developmental benefits of the proposed toy, 2) connection to concepts learned in class, 3) clarity of communication/understanding of the product, 4) visual appeal of the product or presentation, and 5) citizenship as demonstrated through attendance and viewing peers' work.

There will be multiple scheduled dates of student presentations. Students will be assigned to a certain date and must bring their visual representation to class on that date. If students require a change of date, this must be negotiated at least 48 hours in advance with Dr. Hughes. Failure to bring the visual

representation to class will result in a zero for this portion of the course. Dr. Hughes will temporarily hold the visual representations for evaluation. All visual representations will be returned to students and students will hold the copyright and intellectual property for the proposed products.

Midterms & Final Exam

This course will include 2 multiple choice tests. Each test will be worth 30% 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, computers, books, and notes are not permitted during tests.

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 **Dec 7, 2018**.

Tentative Lecture Schedule (Subject to Change if Needed)

Date	Topic	Notes
F Sep 7	Introduction	University Lectures begin.
M Sep 10	Unit 1: Developmental Methods	Readings: Chapter 1, Pages 1-42
W Sep 12	Unit 1: Developmental Methods	
R Sep 13	Last day to drop full courses (Multi-term) and Fall Term half courses. No refunds for full courses (Multi-term) or Fall Term half courses after this date.	
F Sep 14	Unit 1: Developmental Methods	Last Day to Add Classes
M Sep 17	Unit 2: Genetics	Readings: Chapter 3: Pages 92-112
W Sep 19	Unit 2: Genetics	
F Sep 21	Unit 2: Genetics	Fee payment deadline for Fall Term full and half courses.
M Sep 24	Unit 3: Sex & Gender	Readings: Chapter 15: Pages 633-678
W Sep 26	Unit 3: Sex & Gender	
F Sep 28	Unit 3: Sex & Gender	
M Oct 1	Unit 4: Prenatal Development	Readings: Chapter 2: Pages 43-90
W Oct 3	Unit 4: Prenatal Development	
F Oct 5	Unit 4: Prenatal Development	
M Oct 8	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
W Oct 10	Unit 5: Growth & Health	Readings: Chapter 3: Pages 113-140; Chapter 5: Pages 191-238
F Oct 12	Unit 5: Growth & Health	Assignment 1 is Due (15%)
M Oct 15	Unit 5: Growth & Health	
W Oct 17	Unit 6: Cognitive Development	Readings: Chapter 4: Pages 141-156; 173-175; Chapter 7: Pages 287-324

F Oct 19	Unit 6: Cognitive Development	
M Oct 22	Midterm 1 (Units 1, 2, 3, 4 & 5) Worth 30%	
W Oct 24	Unit 6: Cognitive Development	
F Oct 26	Unit 7: Language Development	Readings: Chapter 6: Pages 239-286
M Oct 29	Unit 7: Language Development	
W Oct 31	Unit 7: Language Development	
F Nov 2	Unit 8: Emotional Development	Readings: Chapter 10: Pages 417-464; Chapter 11: Pages 465-481
M Nov 5	Unit 8: Emotional Development	
W Nov 7	Unit 8: Emotional Development	
F Nov 9	Unit 9: Family Factors	Readings: Chapter 12: Pages 509-548
Nov 11-17	Reading Days. No lectures.	
M Nov 12	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
M Nov 19	Unit 9: Family Factors	
W Nov 21	Unit 9: Family Factors	
F Nov 23	Unit 10: Peer Relationships	Readings: Chapter 13: Pages 549-588; Chapter 14: Pages 605-632
M Nov 26	Unit 10: Peer Relationships	
W Nov 28	Unit 10: Peer Relationships	Assignment 2 is Due 15%
F Nov 30	Student Presentations (10%)	
M Dec 3	Student Presentations (10%)	
W Dec 5	Student Presentations (10%)	
F Dec 7	Student Presentations (10%)	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.
Dec 10-20	Fall Term Exam Period. Final Exam (Units 6, 7, 8, 9 & 10) Worth 30%	

Note: The final exam is scheduled by the Registrar's Office, so do not book flights or other arrangements until the official examination schedule has been posted.

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.

Class Schedule: Dr. Hughes will make every attempt to start and end class on time. If class schedules need to be adjusted, this will be done with the students' best interests in mind.

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.

Extra-credit and reweighting: Students are eligible to participate in Department approved research and earn credits toward their final grade. Aside from course credit for research participation, students will not be given any additional “extra” credit to improve their grades. In addition, students’ grades will not be “re-weighted” to compensate for their missed tests or assignments.

Grading: Grades on assignments and tests are not rounded. Final course grades out of 100 are rounded to the next letter grade if they are within 0.51% of the next letter grade interval. For instance, a 79.49 would be rounded to an 80 on the final grade. A 79.48 would not be rounded.

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 when within 0.51% of the next letter grade (e.g., 89.49% will be rounded up to 90% but 89.48% will not).

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 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.

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 up to 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 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 http://www.ucalgary.ca/registrar/exams/deferred_final.

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 http://www.ucalgary.ca/registrar/exams/deferred_final. 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 **September 13, 2018**. Last day to add a course is **September 14, 2018**. The last day to withdraw from this course is **December 7, 2018**.