

PSYC 351 – LEC 1

Developmental Psychology

Winter 2019

Instructor:	Dr. Kathleen Hughes	Lecture Location:	ST 143
Phone:	403-210-7954	Lecture Days/Time:	TR 11:00am-12:15pm
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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), 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)

Required Text

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 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 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 attendance, 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	% of Final Grade
Midterm 1 (February 26 th)	30%
Written Assignment (March 26 th)	25%
Student Video Presentation (April 4-9)	15%
Final Exam (DATE TBA)	30%
Research Participation	2% (Bonus)

Student Video Presentation

There will be a group video presentation in this course. Students will be randomly placed into groups of 5 and each group member will be randomly assigned to focus on one domain of development (cognitive, physical (motor & sensory), linguistic, emotional, and social). The 5 group members will be required to work together to design a developmentally appropriate toy for an age of their choice. The toy must 1) offer educational and developmental benefits in each of the 5 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). The group will work together to construct a 3-D prototype of the toy, and to write, film, and edit a 10-minute informational commercial (infomercial) about the toy. The video should include a description of the developmental benefits of the toy, a demonstration of the functionality of the toy, and an argument for why the toy would be a fun, engaging, and age appropriate. Videos will be uploaded and shared to D2L by April 4th. Students are **not** required to appear on video (voice over is permitted), but students may appear on video if they choose.

Video presentations will be evaluated based on: 1) presentation and description of developmental benefits of the toy, 2) application of developmental benefits to developmental theories, 3) clarity of

audio and spoken expression, 4) visual appeal and professionalism of the video, and 5) peer evaluation of group member's collaboration.

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

Written Assignment

A 4-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 randomly 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.

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

Midterms & Final Exam

This course will include 2 multiple choice tests. Each test will include multiple choice items and 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, 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.

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 12, 2019**.

Date	Topic	Notes
W Jan 2		Winter term begin.
R Jan 10	Introduction	Winter Lectures Begin
T Jan 15	Unit 1: Developmental Methods	Readings: Chapter 1, Pages 1-42
R Jan 17	Unit 1: Developmental Methods	Last day to drop Winter Term half-courses.
F Jan 18		Last day to add or swap Winter Term half courses. Last day for change of registration from audit to credit or credit to audit.
T Jan 22	Unit 2: Genetics & Prenatal	Readings: Chapter 2 Pages 43-90; Chapter 3: Pages 92-112)
R Jan 24	Unit 2: Genetics & Prenatal	
F Jan 25		Tuition Fee Deadline
T Jan 29	Unit 2: Genetics & Prenatal	
R Jan 31	Unit 3: Sensory & Motor	Readings: Chapter 3: Pages 113-140, Chapter 5: Pages 191-238
T Feb 5	Unit 3: Sensory & Motor	
R Feb 7	Unit 3: Sensory & Motor	
T Feb 12	Unit 4: Sex & Gender	Readings: Chapter 15: Pages 633-678
R Feb 14	Unit 4: Sex & Gender	
Feb 17-24		Reading Week. No lectures. University open (except Family Day). Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
M Feb 18		Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
T Feb 26	Midterm (Units 1 to 4 (Worth 30%))	
R Feb 28	Unit 5: Emotional Development	Readings: Chapter 6: Pages 239-286
T Mar 5	Unit 5: Emotional Development	
R Mar 7	Unit 6: Family Factors	Readings: Chapter 10: Pages 417-464; Chapter 11: Pages 465-481
T Mar 12	Unit 6: Family Factors	
R Mar 14	Unit 7: Peer Relationships	Readings: Chapter 13: Pages 549-588; Chapter 14: Pages 605-632
T Mar 19	Unit 7: Peer Relationships	
R Mar 21	Unit 8: Cognitive Development	Readings: Chapter 4: Pages 141-156; 173-175; Chapter 7: Pages 287-324
T Mar 26	Unit 8: Cognitive Development	Written Assignment Due (Worth 25%)

R Mar 28	Unit 9: Linguistic Development	Readings: Chapter 6: Pages 239-286
T Apr 2	Unit 9: Linguistic Development	
R Apr 4	Student Video Presentations (15%)	
T Apr 9	Student Video Presentations (15%)	
R Apr 11	Final Class Wrap up / Exam Review	
F Apr 12		Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses.
Apr 15-27	Final Exam (Units 5-9) Worth 30%	Winter Term Final Examinations.
Apr 19		Good Friday
Apr 30		Winter Term Ends

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.

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 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 paper re-graded as follows. The student shall discuss the work with the instructor **within fifteen days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall **immediately** take the matter to the Director of Undergraduate Studies who will arrange for a reassessment of the work **within the next fifteen days**. Students in faculties without a departmental structure should take the matter to the dean or the associate/assistant dean (Academic/Student Affairs) of the faculty offering the course. The result of that reassessment should be given to the student in writing. ***The reappraisal of term work may cause the grade to be raised, lowered or to remain the same.***

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 wishing 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). Students 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 wishing a reappraisal of a final grade (excluding Law courses) 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

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 grade only twice 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 suvpaca@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 January 17, 2019.** Last day for registration/change of registration is **January 18, 2019.** The last day to withdraw from this course is **April 12, 2019.**