

Psyc 351 – LEC 1

Developmental Psychology

Winter 2020

Instructor:	Dr. Mark Holden	Lecture Location:	online
Phone:	403-210-9552	Lecture Days/Time:	MWF 10:00-10:50
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Office Hours:	Online, by appointment		

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

As you all know, the university has moved to online courses for the remainder of the semester. But, the online delivery of this course will be remarkably similar to the in-person delivery of this course. I have taught numerous online classes before, and each of them has been just as successful as their in-person equivalents. So, as before with the in-person lectures, the online delivery of this course will make use of a variety of techniques, including lectures, demonstrations, videos, discussions, readings, practice problems, and (maybe) the occasional guest speaker. I outline these techniques below. As with the in person delivery of this course, you will notice that there are a number of activities in which I expect students to be **active participants** in the learning process. Research shows that this type of participation improves learning and retention of material, and – anecdotally – it makes classes a lot more fun, too! Please note that, unlike in an in-person lecture setting, I will not be able to monitor this participation (at least during the lecture component). It is therefore up to the students to make use of these learning opportunities (and not merely fast-forward through them). ***I strongly advise students to still engage in these activities, to watch the linked videos, and so on - as these activities are meant to make the material come to life, improve student engagement, and aid in retention of the material.***

Lectures: formal (online) lectures will expand upon and emphasize key points from the readings. These lectures may be the primary method of instruction, but they are by no means the only method.

Demonstrations: demonstrations are common in my courses, and they often are used to highlight or emphasize concepts, methods, or techniques. Obviously these demonstrations will now be guided through the online lectures, and students will be expected to participate in these on their own. As I said above, this actively helps with retention of the material. The key point is that students are expected to be active participants in the learning process.

Audio-Visual Presentations: sometimes a picture can be worth a thousand words. And a video might be worth millions. Research has shown that carefully-selected videos can make material much more memorable. Links to the videos that I would have shown in class will be made

available, and I strongly encourage students to watch these videos. They are typically only a couple of minutes long, and yet they help solidify concepts in our mind!

Readings: the textbook is an excellent resource for this course, and students should keep up with the assigned readings (exactly the same as with the in-person lectures). That said, lectures do expand on the readings so I would not expect to do well by reading the book alone and not attending class. However, I want to reassure students that this is an online class, and I will be teaching it as such. It is not a “Mark will sit back and make the students read the book and learn on their own” course.

Classroom Problems: I occasionally give students sample problems in class. In an in-person class, students are expected to try to solve the problem in pairs or in small groups. For the online lectures, you can either do this (perhaps over the phone, with a friend) or try to solve the problems on your own. I will give time in the lectures for this, before I then go over the answers. Although you might be tempted to not bother trying to answer (and just fast-forward, then write down the correct answer later), research strongly suggests that your learning will be better for the effort – even if you don’t solve the problem the first time!

Course Website

The course website is on D2L at <https://d2l.ucalgary.ca>

It is on this website that you will find important announcements, download lecture slides, find recorded lectures, hand in assignments, and find links to other resources (as necessary). Please check it often.

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;	1, 4, 7	I, C
Reflect, organize, and apply developmental theories and concepts in psychology to everyday situations	Written Assignments	2, 4, 3, 7	I, C
Judge, evaluate, and ask questions about psychological issues	Written Assignments	2, 4, 7	C, A
Demonstrate positive classroom citizenship through participation and engagement	Multiple choice test: Class activity questions, Group Peer Evaluations	1, 7	I
Identify, compare, and evaluate theories of developmental psychology	Multiple choice tests	1, 2	C

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.

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 Expectations

Although the course is now to be delivered online, I still have some (modified) expectations for both the students as well as for myself, below. In general, these all boil down to one simple rule, though: **I expect us all to be respectful of one another, and for each of us to do our part in making this a safe, comfortable learning environment for everyone.** We are facing a unique situation, but by working together we can make this class something that we can all be proud of! Most of all, I will insist upon maintaining the same kind of civil atmosphere – in which members of the class treat each other with mutual respect – that we had in our in-person format. It is through this kind of learning environment what we can focus our attention and energy on teaching and learning, rather than on frustration, conflict, and distrust. ***Please note: it is sometimes easier to say mean-spirited things online than it is in person. Even though it is an online class, remember that the people that you are engaging with (e.g. in a group chat) are still the same people and classmates that we had in our lectures. As such, I will hold and strictly enforce all the same guidelines of mutual respect that we had for our in-person lectures.***

Expectations of Students

- **To be prepared, and attentive during class**
 - As I mentioned in the mass email to students yesterday, ***lectures will now be delivered in an asynchronous online format.*** This means that I will record lectures and post them online so that students can listen and go through the lectures according to their own schedules and lives. This is particularly important (to me) at a time when some students might need to be working, to take care of loved ones, or who simply feel a little overwhelmed. This will allow you to engage with the lectures when you wish. If I can make a suggestion, though, I would point out that it is sometimes easy to procrastinate and then need to learn all the material at the end of the year. This is a bad idea. ***Try to set a schedule where you will listen to lectures at the same time each week.*** For many, this might mean listening to lectures right at 11:00, MWF, as we did before. For others, it might be different. But please do yourself a favor and try to set and abide by a schedule.

- **To make every effort not to be a distraction to yourself or others**
 - In an in-person class, we often talk about distracting those around us, causing them to potentially miss some of the material. But, ***engaging in other activities during online learning – such as texting, checking email, checking social media – are incredibly***

tempting since you're already online. However, these activities will negatively impact your learning, as they cause distractions and make you less efficient and effective in your learning (as we learned in Cognitive Psychology when we discussed “switch costs”). I would therefore strongly suggest that, when you go through online lectures, try to close all other tabs in your browser, turn off your phone, etc. That is, set aside the 50 minutes just for learning. Don't allow for distractions to yourself!

- **To be willing to participate positively and constructively during class**
 - As outlined above, active participation is a critical component to my teaching style, and improves student learning and retention of material. There will still be activities in the online classes, and I hope that all students will still engage in these activities in an online learning platform. These activities increase engagement with the material, as well as retention of that material for exams.

- **To treat all other students in the class, as well as the instructor, with respect**
 - We are very lucky to have a diverse population of students at the U of C, who come from different backgrounds and bring different experiences with them. These differences are a valuable means by which we will learn about individual and group differences. ***I will insist that all of us treat those students who are willing to share their thoughts and experiences with our full respect and attention. Avoid disrespectful comments, innuendos, and any and all other negative commentary.*** As I said above, this seems to be more of an issue in many online environments (see almost every chat room ever, for an example). However, I will stress that these are still the same people, students, and friends that were present in the in-person class. ***If something wasn't acceptable as a comment in an in-person class, it's not acceptable online. I will still enforce the same guidelines of mutual respect among all students that we had in our in-person classes.***

- **To understand and abide by the procedures and regulations outlined in the syllabus**

Expectations of the Instructor

- **To be just as prepared, and enthusiastic during lectures to facilitate student learning**
 - As I mentioned in the opening note on the syllabus, I love this course. I will always be prepared and happy to be teaching you.

- **To treat all students with dignity, respect, and fairness in order to provide a class structure that encourages learning**
 - Teachers who are disrespectful to students need to find another occupation. Seriously. A proper learning environment is one in which students feel safe to share their thoughts, experiences, or questions. Therefore, I have always treated my students with dignity, respect, and fairness. I do not play favorites, and I *never* belittle my students. I know that it is a bit daunting to raise your hand (or comment online) to share your personal experiences in class. As such, I hold *all* my students in high esteem, regardless of how well they perform in my classes, and I try my best to communicate this to them through both my words and my actions.

- **To grade objectively, consistently, and to return grades in a timely manner**
 - Again, I do not play favorites. In an attempt to keep marking from being subjective, all written materials are marked using a rubric (grading scheme) which is applied fairly and consistently to all students. The grading time may vary with time of year and the type of assignment. However, you will always have your assignment grades returned in as timely a manner as possible.
- **To be genuinely concerned about and interested in student learning and performance, and to be sensitive to student needs or concerns**
 - I always want my students to succeed. I do not provide “easy bonus marks” but I will readily try to help any student with *any* aspect of the course that they are struggling to understand. If special circumstances arise that might adversely affect your course performance, please let me know as soon as possible. I can’t help if I don’t know about it.
- **To understand and abide by the procedures and regulations outlined in the syllabus**

Asking Questions During Class

Asking questions is an extremely important part of learning. I strongly encourage you to ask a question whenever you require clarification on an issue, or have an observation to make yourself. Given the new format for the class, you have a couple of different options. The first is to ask questions directly to me via email. I am more than happy to answer questions this way.

Alternatively, you can post questions or comments on the discussion board that will be added to our D2L website. I will generally answer email questions within 1 business day (though it might be 2 days during particularly busy times), and discussion boards will be checked every 3 days.

Note: Routine questions such as “When and where is the exam?” or “What chapters are covered for the midterm?” (and so on) may already be addressed on the course website and are listed in the tentative Lecture Schedule.

Assessment Methods	Due Date	% of Final Grade
Assignment 1	February 5 th	5%
Assignment 2	March 6 th	5%
Assignment 3	March 16 th	5%
Assignment 4	April 3 rd	5%
Midterm 1:	February 24th	30%
Quiz:	March 23rd (10am)	20%
Final Exam	April 25th (3:30pm)	30%

Assignments

Students will be asked to complete a series of short, written assignments in this course. The written assignments will be something akin to a “thought journal” that will allow you to relate the content of

the course to your own life, or those around you. The purpose of these assignments is to bring the material of the course outside the classroom, and to demonstrate the very real relevance of this course to many facets of our lives.

Each assignment will consist of 3-4 questions, which you will be asked to answer in a paragraph or two (each). The total length of the assignment is suggested to be approximately 1-1.5 pages in length (single-spaced). Because it is a thought journal, you are not required to use APA style citations, but you are expected to use relevant information and concepts from class as well as correct terminology throughout. Each assignment will be worth 5% of the final grade. Assignments will be found on the D2L website, under Assessments > Dropbox

Midterm

This course will include a multiple choice midterm exam, worth 30% of the final grade. Content on tests will be based on lecture content and textbook readings.

Quiz

In order to protect students from having to learn 7 units for the final exam, an additional quiz has been added to the course. The quiz will count for 20% of the final grade in this course, and will (tentatively) cover Sensory & Motor Development, Cognitive and Linguistic Development. This quiz will be held online using D2L, and will be found under Assessments > Quizzes.

Final Exam

The final exam will also be held online, using D2L, and will again consist of multiple choice questions and be worth a total of 30% of the final grade. The content of this exam will include all material after the content covered by the 2nd exam (quiz).

Extra Information about Exams/Quiz:

Exams will be delivered online, using D2L under Assessments > Quizzes.

The use of computers, iPads, phones, graphing calculators, or any other programmable technology is NOT permitted during the exams.

Study aids (e.g. books or notes), contact with other students, etc... are also NOT permitted during exams.

The quiz will be “live” from 10:00 AM on the date of the exam until the end of the exam (e.g. until 10:45 AM for the midterm for those without accommodations). The time limit will be strictly enforced.

The final exam will be “live” at 3:30 PM on April 25.

Students will be required to electronically sign a confidentiality agreement before taking the exam (it basically shows up like question 1)

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	Notes
M Jan 06		Winter term begins (block week January 6-10)
M Jan 13	Introduction	Start of Classes
W Jan 15	Unit 1: Developmental Methods	
F Jan 17	Unit 1: Developmental Methods	
M Jan 20	Unit 1: Developmental Methods	
W Jan 22	Unit 2: Genetics & Prenatal	
R Jan 23		Last day to drop Winter Term half-courses.
F Jan 24	Unit 2: Genetics & Prenatal	Last day to add or swap a course
M Jan 27	Unit 2: Genetics & Prenatal	
W Jan 29	Unit 2: Genetics & Prenatal	Group Project Selection Day
F Jan 31	Unit 2: Genetics & Prenatal	Fee payment deadline for Winter Term fees.
M Feb 3	Unit 3: Sex & Gender	
W Feb 5	Unit 3: Sex & Gender	Assignment 1 Due (Worth 5%)
F Feb 7	Unit 3: Sex & Gender	
M Feb 10	Unit 3: Sex & Gender	
W Feb 12	Unit 3: Sex & Gender	
F Feb 14	Unit 3: Sex & Gender	
M Feb 17		Alberta Family Day
Feb 16-22		Term Break, No Classes (University if Open, Except on Alberta Family Day)
M Feb 24	Midterm (Units 1-3, Worth 30%)	
W Feb 26	Unit 4: Infancy (part 1): Physical & Motor Development	
F Feb 28	Unit 4: Infancy (part 2): Perception and Learning in Infancy	
M Mar 2	Unit 4: Infancy (part 2): Perception and Learning in Infancy	
W Mar 4	Unit 5: Cognitive & Development in Early & Middle Childhood	
F Mar 6	Unit 5: Cognitive Development in Early & Middle Childhood	Assignment 2 Due (Worth 5%)
M Mar 9	Unit 5: Cognitive Development in Early & Middle Childhood	
W Mar 11	Unit 5: Cognitive Development in Early & Middle Childhood	
F Mar 13	<i>Class cancelled</i>	
M Mar 16	Unit 5: Cognitive Development in Early & Middle Childhood	

W Mar 18	Unit 5: Cognitive Development in Early & Middle Childhood	
F Mar 20	Unit 6: Language Development	Assignment 3 Due (Worth 5%)
M Mar 23	Quiz (Units 4-7, Worth 20%)	
W Mar 25	Unit 7: Changes in Information Processing	
F Mar 27	Units 7 & 8: Information Processing (cont'd) & Emotional Development	
M Mar 30	Unit 8: Emotional Development	
W Apr 1	Unit 8: Emotional Development,	
F Apr 3	Unit 9: Development of Self- & Social Awareness	
M Apr 6	Unit 9: Development of Self- & Social Awareness	Assignment 4 Due (Worth 5%)
W Apr 8	Unit 10: Family, Peers, and Media Influences on Development	
F Apr 10		Good Friday, No Classes
M Apr 13		Non-Instructional Day, University Open
W Apr 15	Unit 10: Family, Peers, and Media Influences on Development	Last day of classes, last day to withdraw from winter courses
Apr. 18-29	Final Exam (Units 8-11, Worth 30%)	Final Exam Period
R Apr 30		End of Term

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

Seating During Exams

I suggest a comfortable chair.

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).

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

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

Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-

[by-copyright.pdf](#)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom OF Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Student Support and Resources

<https://www.ucalgary.ca/registrar/registration/course-outlines>

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.

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

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **January 23, 2020**. Last day for registration/change of registration is **January 24, 2020**. The last day to withdraw from this course is **April 15, 2020**.