

## **Psych 211: Developmental Psychology WINTER 2013**

Course Location : Arts Lecture Hall 116  
Meeting Times: Mondays & Wednesdays, 4:30pm to 5:50pm

Instructor: Mathieu Le Corre  
Office Number: PAS 4010  
Office Hours: By appointment

COURSE EMAIL: Please contact us via LEARN. If you need to reach me (Prof. Le Corre), DO NOT email me at my uwaterloo address. Email the course website and ask to be put in touch with me. The TAs will make sure that I get back to you promptly.

### **Teaching assistants**

Angela Nyhout (PAS 4011)  
Amanda Pogue (PAS 4022)  
Katelyn Portelli (PAS 4012)  
Drew Weatherhead (PAS 4016)

### **Course Description**

This course will present a survey of classic and recent research on child development. Topics to be covered include: the IQ controversy; origins of knowledge of objects, number, space, and mind; emotional development; and the impact of family and peers on personality development.

### **Course Objectives**

The course aims to introduce students to the fundamental issues in cognitive, perceptual, and emotional development. It also aims to familiarize them with the scientific methods that have been developed to answer developmental questions, and with the phenomena that have been discovered with these methods.

### **Required Texts**

Kail, R. V. & Barnfield, A. (2009). *Children and their Development: Custom Edition for Developmental Psychology, Psych 211*. Pearson, Prentice Hall.

**OR**

Kail, R. V. & Barnfield, A. (2009). *Children and their Development*. Pearson, Prentice Hall. (Use the first edition).

### **Lecture Notes (PowerPoint slides) & Podcasts**

Lecture notes (PowerPoint slides) will be made available on the course website within the hour following the end of class. Moreover, all lectures will be recorded

and turned into podcasts. Pending technical difficulties, the podcast of a lecture will be available two to three days after the lecture.

## **Evaluations**

Tests (100%). Students will take two midterms and a final exam. The final exam will take place during the final examination period. The exam with the highest score will be worth 40%; the other two will be worth 30% each. All questions on the exams will be multiple-choice. *The midterms and the final exam will not be cumulative.* See the course schedule for test dates.

## **The Official Version of the Course Outline**

If there is a discrepancy between the hard copy outline (*i.e., if students were provided with a hard copy at the first class*) and the outline posted on ACE, the outline on ACE will be deemed the official version. Outlines on ACE may change as instructors develop a course, but they become final as of the first class meeting for the term.

## **Students with Disabilities**

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

## **Concerns About the Course or Instructor (Informal Stage)**

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Dr. Myra Fernandez) is available for consultation and to mediate a resolution between the student and instructor. Dr. Fernandez's contact information is as follows:

Email: [mafernan@uwaterloo.ca](mailto:mafernan@uwaterloo.ca)  
Ph 519-888- 4567 ext 32142

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

## **Academic Integrity, Academic Offenses, Grievance, and Appeals**

To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts must include the following note on avoidance of academic offenses:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check <http://www.uwaterloo.ca/academicintegrity/> for more information.]

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about 'rules' for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under [Policy 71](#) - Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71](#) - Student Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm> For typical penalties check Guidelines for the Assessment of Penalties <http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm>

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70](#) - Student Petitions and Grievances, Section 4, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm> When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

Appeals: A student may appeal the finding and/or penalty in a decision made under [Policy 70](#) - Student Petitions and Grievances (other than regarding a petition) or [Policy 71](#) - Student Discipline if a ground for an appeal can be established. Read [Policy 72](#) - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

### **Academic Integrity website (Arts):**

[http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

**Academic Integrity Office (UW):** <http://uwaterloo.ca/academicintegrity/>

**Students who are requesting accommodation for course requirements (*assignments, midterm tests, final exams, etc.*) due to illness** should do the following:

- seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form:  
[http://www.healthservices.uwaterloo.ca/Health\\_Services/verification.html](http://www.healthservices.uwaterloo.ca/Health_Services/verification.html)
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

**NOTE:** Travel plans are NOT acceptable grounds for granting an alternative final examination time ([www.registrar.uwaterloo.ca/exams/finalexams.html](http://www.registrar.uwaterloo.ca/exams/finalexams.html)).

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of a missed assignment deadline or midterm test, the instructor will either:

1. waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
2. provide an extension.

**In the case of bereavement**, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

### **Policy on missed exams**

Standard university policy will be followed in the event that a student misses a test or exam due to illness or domestic reasons. These regulations can be found in the UW Undergraduate Calendar. Requests may be granted on the basis of valid medical or extremely serious domestic grounds. If you think you will miss a test you are strongly recommended to let your teaching assistant know **before** the test begins. If this is not possible then you must contact your teaching assistant no later than a day or two after the missed test. You will need to provide formal documentation for the reason you missed the test or exam.

**Important:** For missed tests you are responsible for making arrangements with your teaching assistant to schedule a time to write a makeup test. Makeup tests

must be written within four school days of the end of your illness or serious domestic issue.

## Course Schedule

DATE	TOPIC	REQUIRED READING <small>(chapters in parentheses refer to full version of textbook)</small>
January 7	Introduction	
January 9	Genes & Brain Development	Chapter 1, Section 1.1 & Chapter 2 <small>(Chapter 3, 3.1; Chapter 5, 5.3)</small>
January 14	Sensory & Motor Development	Chapter 3 <small>(Chapter 6)</small>
January 16	Sensory & Motor Development	Chapter 3 <small>(Chapter 6)</small>
January 21	Early Theories of Cognitive Development	Chapter 4 <small>(Chapter 7)</small>
January 23	Early Theories of Cognitive Development	Chapter 4 <small>(Chapter 7)</small>
January 28	Early Theories of Cognitive Development	Chapter 4 <small>(Chapter 7)</small>
January 30	<b>MIDTERM 1</b>	
February 4	Thanksgiving No class	
February 6	Core knowledge theory & knowledge of the physical world	Chapter 4 <small>(Chapter 7)</small>
February 11	Core knowledge theory & knowledge of the physical world	Chapter 4 <small>(Chapter 7)</small>
February 13	Naïve Psychology I	Chapter 4 <small>(Chapter 7)</small>
February 25	Naïve Psychology II	Chapter 4 <small>(Chapter 7)</small>
February 27	Naïve Psychology III / Language I	Chapter 6 <small>(Chapter 10)</small>
March 4	Language II	Chapter 6 <small>(Chapter 10)</small>
March 6	Language III	Chapter 6 <small>(Chapter 10)</small>
March 11	Language IV	Chapter 6 <small>(Chapter 10)</small>
March 13	<b>MIDTERM 2</b>	

DATE	TOPIC	REQUIRED READING
March 18	Morality I	Chapter 8 (Chapter 13, 13.1 & 13.2)
March 20	Morality II	Chapter 8 (Chapter 13, 13.1 & 13.2)
March 25	Intelligence	Chapter 1, Section 1.2 & Chapter 5 (Chapter 3, 3.2; Chapter 9)
March 27	Emotions	Chapter 7 (Chapter 11)
April 1st	Movie! "Child of our time"	Just watch the movie!
April 3	Temperament & Attachment	Chapter 7 (Chapter 11)
April 8	Family & Peers	Chapter 9 (Chapter 15, 15.1)
April 11-25	<b>FINAL EXAM</b> (date & location TBA)	

## **Research Experience Marks Information and Guidelines**

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 4%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 4% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

### **Option 1: Participation in Psychology Research**

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

#### ***Educational focus of participation in research***

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.



Participation in LAB studies is worth 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student's participation and will advise the course instructor of the total credits earned by each student at the end of the term.

### ***How to participate?***

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible go to:

<http://www.arts.uwaterloo.ca/~regadmin/regparticipant/sonainfo/#SonaSignUp>

*\*\*\* Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website. \*\*\**

More information about the REG program is available at:

<http://www.arts.uwaterloo.ca/~regadmin/regparticipant/>

### **Option 2: Article Review as an alternative to participation in research**

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the last lecture. Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

