

University of Waterloo
Department of Psychology
Psych 211
Developmental Psychology
Winter 2017
Tuesdays & Thursdays, 4:00-5:20pm, M3 1006

Instructor and T.A. Information

Instructor: Ori Friedman
Office: PAS 4019
Office Hours: Please email for an appointment
Email: friedman@uwaterloo.ca

T.A.	Samantha Gualtieri	Brandon Goulding	Anna Hudson	Emily Britton
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Hours	By arrangement	By arrangement	By arrangement	By arrangement

You are assigned to one of the T.A.s based on your last name.

Samantha Gualtieri is T.A. for students with last names beginning with letters A-G; Brandon Goulding is T.A. for students with last names beginning with letters H-O. J. Anna Hudson is T.A. for students with last names beginning with letters P-S; Emily Britton is T.A. for students with last names beginning with letters T-Z.

If there are any issues you would like to discuss, please start by contacting your TA. Contact the instructor if additional help is needed, or if there is special reason to contact the instructor first. To set up a meeting, e-mail your TA and suggest at least two potential meeting times. The TA will either confirm one of the suggested time, or will suggest some other potential meeting times. If your TA does not respond to your emails, please let the instructor know immediately.

Course Description and Objectives

An introduction to Developmental Psychology. This course is intended to familiarize you with the topics, theories, experimental methodologies, and major findings of research on infant and child psychological development.

Readings to Download from Library Website

- Part II of the Cambridge Encyclopedia of Child Development, “Methods in child development research”. You *only* need to read:
 - “Observational Methods” by Roger Bakeman (pp. 117-120)
 - “Cross-sectional and Longitudinal Designs” by Charlie Lewis (pp. 129-130 only)
 - “Twin and Adoption Studies” by Jim Stevenson (pp. 132-135)
- Bruck, M., & Ceci, S. J. (1997). The suggestibility of young children. *Current Directions in Psychological Science*, 6, 75-79.
- Adolph, K. E., Kretch, K. S., & LoBue, V. (2014). Fear of heights in infants? *Current Directions in Psychological Science*, 23, 60-66.
- Thomas, M. S., & Johnson, M. H. (2008). New advances in understanding sensitive periods in brain development. *Current directions in psychological science*, 17, 1-5.
- Tomasello, M. (2000). Culture and cognitive development. *Current Directions in Psychological Science*, 9, 37-40.
- Thompson-Schill, S. L., Ramscar, M., & Chrysikou, E. G. (2009). Cognition without control when a little frontal lobe goes a long way. *Current Directions in Psychological Science*, 18, 259-263.
- Tomasello, M. (2000). Culture and cognitive development. *Current Directions in Psychological Science*, 9, 37-40.
- DeLisi, M. (2016). Career Criminals and the Antisocial Life Course. *Child Development Perspectives*, 10, 53-58.
- Coplan, R. J., Ooi, L. L., & Nocita, G. (2015). When one is company and two is a crowd: Why some children prefer solitude. *Child Development Perspectives*, 9, 133-137.

Course Requirements and Assessment

MIDTERMS

96% of the final grade will be determined by 4 non-cumulative midterm tests, each worth 24%. All test questions will be multiple choice and will cover material from the readings and the lectures. All tests will occur in the regular classroom during regular course hours.

- Midterm 1 will be on January 24th. It will cover lectures from Jan 3 - 17, and the following readings: Bruck & Ceci (1997) and the designated pages of Part II of the Cambridge Encyclopedia of Child Development.
- Midterm 2 will be on February 14th. It will cover lectures from Jan. 19 - Feb. 9, and the following readings: Adolph, Kretch, & LoBue (2014) and Thomas & Johnson (2008).
- Midterm 3 will be on March 9th. It will cover lectures from Feb. 16 - Mar. 7, and the following readings: Tomasello (2000) and Thompson-Schill, Ramscar, & Chrysiou (2009).
- Midterm 4 will be on March 30th. It will cover lectures from Mar. 14 – 23, and the following readings: DeLisi (2016) and Coplan, Ooi, & Nocita (2015).

“QUESTION” ASSIGNMENTS

4% of the final grade will be determined by 4 multiple choice questions that *you* will write, each worth 1%. Each question you write will be on one of the assigned readings. You will be graded based on whether each question is actually on the material from the reading, whether the question has a correct answer, and whether it is of appropriate difficulty (i.e., not too easy or impossibly difficult).

To submit each multiple choice question, you will upload it to LEARN in a DOC, DOCX, or PDF file. Each question will require 5 response options, but should not include options like “all of the above” or “none of the above” as answers.

- Question 1 is due before class on January 24th. It should be on either Bruck & Ceci (1997) or on the designated pages of Part II of the Cambridge Encyclopedia of Child Development.
- Question 2 is due before class on February 14th. It should be on Adolph, Kretch, & LoBue (2014) or on Thomas & Johnson (2008).
- Question 3 is due before class on March 9th. It should be on Tomasello (2000) or on Thompson-Schill, Ramscar, & Chrysiou (2009).
- Question 4 is due before class on March 30th. It should be on DeLisi (2016) or Coplan, Ooi, & Nocita (2015).

Course outline (note that this schedule is tentative, though the dates of the midterms are firm.)

Week	Date	Topic
1	Jan 3 Jan 5	Introduction Theories & Methods
2	Jan 10 Jan 12	Theories & Methods continued The Basics: Evolution, Genes, Conception
3	Jan 17 Jan 19	The Basic continued Nature, Nurture, & Development
4	Jan 24 Jan 26	MIDTERM #1 (24% of final grade) & QUESTION 1 (1% of final grade) Nature, Nurture, & Development cont.
5	Jan 31 Feb 2	Perceptual Development Perceptual Development continued
6	Feb 7 Feb 9	Concepts, Categories, & Essences Concepts, Categories, & Essences cont.
7	Feb 14 Feb 16	MIDTERM #2 (24% of final grade) & QUESTION 2 (1% of final grade) Core Knowledge, Part I
8	Feb 21 Feb 23	READING WEEK, NO CLASS
9	Feb 28 Mar 2	Core Knowledge, Part I, continued Core Knowledge, Part II
10	Mar 7 Mar 9	Core Knowledge, Part II, continued MIDTERM #3 (24% of final grade) & QUESTION 1 (1% of final grade)
11	Mar 14 Mar 16	Language Development Language Development continued
12	Mar 21 Mar 23	Social Contexts Moral & Prosocial Development
13	Mar 28 Mar 30	Moral & Prosocial Development continued MIDTERM #4 (24% of final grade) & QUESTION 4 (1% of grade)

Resources if you are feeling too much stress or pressure

[Counselling Services](#) at Needles Hall

[Health Services](#)

Statements and links that must be included on all course outlines

Cross-listed course (requirement for all Arts courses)

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (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](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Concerns About a Course Policy or Decision

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 (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext. 38790

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. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), 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 AS office at the beginning of each academic term.

Accommodation for course requirements

- Students 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 uWaterloo [Verification of Illness Form](#)
 - submit that form to their TA within 48 hours.
 - (if possible) inform the TA by the test date (or due date) for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.
- In the case of a missed assignment deadline, midterm test, or quiz, the TA will:
 - If you miss a midterm test, **you** are responsible for making arrangements with your TA to schedule a time to write a makeup test. Makeup tests must be written within one week of the end of your illness.
 - If your own inaction leads to the makeup not being written within one week, you may still write the test, but you will only be given half the grade earned. For instance, if you scored 82% on the makeup test you would only be given a score of 41%. Likewise, if you fail to provide documentation for why you missed the test (e.g., you were not sick, but simply forgot to show up for the test), you may still write a makeup test, again within one week of the end of your illness. But again, you will only be given half of the grade earned.
- 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.
- Elective arrangements such as travel plans are not acceptable grounds for granting accommodations to course requirements per the uWaterloo Examination Regulations and Related Matters.