

DEVELOPMENTAL PSYCHOLOGY: PSYCH 211

Winter 2016

Monday, Wednesday 11:30am-12:50pm

Arts Lecture Hall (AL) 116

University of Waterloo

Department of Psychology

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Graduate Teaching Fellows:

Sarah Bacso

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Required Textbook:

Kail, R. V., & Zolner, T. (2015). *Children: A Chronological Approach, Fourth Canadian Edition*. Toronto, ON: Pearson [ISBN-13: 9780133770797 for full package with textbook, MyPsychLab and eText version of full text]

*** Note: The book options below are also acceptable

- ISBN-13 : 9780133964769 for Loose Leaf binder version, MyPsychLab and eText
- ISBN-13: 9780133517101 for eText and MyPsychLab

Course Description:

This course provides a chronologically organized overview of child development beginning in the prenatal period and following through to middle childhood. Influential theoretical approaches to the study of child development will be discussed and applied to the study of physical, cognitive, and social-emotional development in three broad sections: infancy/toddlerhood, early childhood, and middle childhood. Throughout the course, discussion will focus on within-child and environmental processes promoting continuity and change in behaviour over time.

Course Objectives:

- Students will become familiar with major theories of child development
- Students will be able to compare and contrast these theories in terms of their implications for the study and interpretation of children's behaviors, thoughts, and emotions
- Students will develop the ability to use empirical data to inform their opinions on important, interesting, and often controversial topics in the study of child development
- Students will use classroom discussions and assignments to reflect upon the processes influencing typical and atypical development throughout childhood and adolescence

LEARN: Lecture slides, other course material, and announcements will be posted regularly on LEARN (<https://learn.uwaterloo.ca>). Links to online resources and information relevant to course topics will also be posted on LEARN. Make sure to check LEARN on a regular basis for these updates.

Course Requirements and Assessment:

Exam #1	28 %
Exam #2	28 %
Observation or Interview Paper	10 %
Homework Assignments	6 %
Final Exam	28 %

[Bonus for research experience up to 3%; see details below]

Exams: There will be three non-cumulative exams each worth 28% of your final grade. The first two exams will be held in class on the scheduled dates listed below. The third exam will be held during the final exam period at the time arranged by the Registrar's Office. Exams will be a combination of multiple choice and short answer questions and will cover material presented in the textbook and during lectures. Students who miss a midterm will not be able to make it up unless the student is absent for an excusable reason as defined below.

Observation or Interview Paper: Students will submit a 3-page report, worth 10% of your final grade, that summarizes EITHER an observation they conduct of an infant/child during play OR an interview they conduct with a member of an older generation (i.e., parents; aunts/uncles; grandparents) regarding historical changes in parenting practices. Details of these assignments will be provided within the first two weeks of the semester. Papers are due on March 9, 2016 and must be submitted no later than 11:59pm via Dropbox on LEARN. A late penalty of 10% per day will be applied to late submissions.

Homework Assignments: Three short homework assignments, each worth 2% of your final grade, will be completed over the course of the semester. Details of each assignment will be announced one week prior to the due date. The assignments are due Jan 20, Feb 10, and March 23. The nature of the assignments will vary but all will include applying knowledge from the class in order to comment on or

critique the design and interpretation of studies in the field of developmental psychology. Assignments must be submitted no later than 11:59pm on the due date via Dropbox on LEARN. A late penalty of 10% per day will be applied to late submissions.

Class Outline:

DATE	LECTURE TOPIC	ASSIGNED READING
<u>Week 1</u>		
Jan 4	Course Introduction Theories and Themes in Child Development	pp. 1-19
Jan 6	Studying Children: Research Strategies and Ethics	pp. 23-44
<u>Week 2</u>		
Jan 11	Genetics: Nature and Nurture	pp. 48-68
Jan 13	Prenatal Development and Birth	pp. 73-103
<u>Week 3</u>		
Jan 18	Physical Development in Infants and Toddlers	pp. 109-124
Jan 20	Physical Development in Infants and Toddlers	pp. 125-143
		HW#1 DUE
<u>Week 4</u>		
Jan 25	Open/Review	
Jan 27	*** EXAM #1 [Ch 1, 2, 3, 4, 5] ***	
<u>Week 5</u>		
Feb 1	Cognitive Development in Infants and Toddlers	pp. 149-162
Feb 3	Cognitive Development in Infants and Toddlers	pp. 163-173
<u>Week 6</u>		
Feb 8	Social and Emotional Development in Infants and Toddlers	pp. 178-195
Feb 10	Social and Emotional Development in Infants and Toddlers	pp. 195-205
		HW#2 DUE
<u>Week 7</u>		

Feb 22	Physical Development in Preschool Children	pp. 210-229
Feb 24	Cognitive Development in Preschool Children	pp. 234-248
<u>Week 8</u>		
Feb 29	Cognitive Development in Preschool Children	pp. 249-266
Mar 2	*** EXAM #2 [Ch 6, 7, 8, 9] ***	
<u>Week 9</u>		
Mar 7	Social and Emotional Development in Preschool Children	pp. 271-291
Mar 9	Social and Emotional Development in Preschool Children	pp. 291-306
	OBSERVATION/INTERVIEW PAPER DUE	
<u>Week 10</u>		
Mar 14	Physical Development in Middle Childhood	pp. 311-326
Mar 16	Cognitive Development in Middle Childhood	pp. 331-354
<u>Week 11</u>		
Mar 21	Cognitive Development in Middle Childhood	pp. 354-366
Mar 23	Social and Emotional Development in Middle Childhood	pp. 372-388
		HW#3 DUE
<u>Week 12</u>		
Mar 28	Social and Emotional Development in Middle Childhood	pp. 388-406
Mar 30	Conclusions and Review	
	FINAL EXAM (TO BE SCHEDULED BY REGISTRAR)[Ch 10, 11, 12, 13]	

Course Policies:

Office Hours: If you would like additional assistance in order to achieve the goals of this course, you can schedule a meeting with me or any of the course TAs during our office hours (see top of syllabus). Given the large number of students in this class, neither the TAs nor I can accept “drop in” appointments. If you need to meet with one of us outside of our scheduled office hours, please send an email to arrange an

appointment. *If you are struggling in this course for any reason, please meet with one of us as early in the semester as possible.*

Excusable Absences: Students who are requesting accommodation for course requirements (assignments or exams) 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
- submit that form to the instructor *within 48 hours*
- 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

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 exam, the instructor will either: 1) waive the course component and reweight remaining term work as 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.

Accommodations for Students with Disabilities: If you require academic accommodations to lessen the impact of your disability, please register with the Access-Ability Services Office, located in Needles Hall Room 1132. The office collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum.

The Official Version of the Course Syllabus If there is a discrepancy between the syllabus reviewed on the first day of class and the syllabus posted on LEARN, the syllabus on LEARN will be deemed the official version. Any changes to the syllabus will be (a) reviewed in class, and (b) updated immediately on LEARN.

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. [Further details: <http://www.uwaterloo.ca/academicintegrity/>]

Discipline: A student is expected to know what constitutes academic integrity [<http://www.uwaterloo.ca/academicintegrity/>], 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 instructor, 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>].

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>].

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>]

Bonus Points for Research Experience

[Grade breakdown: 100% course work, 3% bonus credits]

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 3% in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 3% may be earned and will be added to the final grade as needed to bring your final grade up to 100%. Students cannot earn a grade of more than 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 Experiences Group (REG)

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 want 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 0.25 credits for each 15-minutes of participation. Researchers will record each 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:

<https://uwaterloo.ca/research-experiences-group/participants/sona-information>

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

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

Students are not required to participate in research, and not all students want to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles from empirical psychology journals relevant to the course.

You must contact one of the course TAs 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 day of lectures. 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.