

Psych 211: Developmental Psychology Fall 2008

Course Location : Arts Lecture Hall 116
Meeting Times: MW 4:30pm to 5:50pm

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Teaching assistants

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Required Reading

Siegler, R., Deloache, J. & Eisenberg, N. (2006). *How Children Develop*, 2nd edition. Worth Publishers, NY, NY. (Available at the bookstore).

Suggested readings

About a third of the material covered in lecture (sometimes less, sometimes more) will be covered in lecture only; it will not be in the Siegler et al. textbook. To help students review the material that is not in the textbook, I will post the papers that are the sources of the extra material I covered in lecture on the course website. *These readings are only meant to be additional study tools. Students are not expected to read them. Exam questions will come from these sources **only** if the material has been covered in lecture.*

Lecture Notes (PowerPoint slides)

Since the material presented in lecture will not always come from the Siegler et al. textbook, lecture notes will be made available on the course website. I will *try*

to upload my slides before class, but I can't formally promise that I will. So, at the latest, lecture notes will be uploaded in the hour that follows the end of class.

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 self-concept; 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.

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.

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

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>

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>

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>

Course Schedule

DATE	TOPIC	REQUIRED READING
September 8 th	Introduction	Ch. 1, pp. <i>2-22</i>
September 10 th	Brain development & genetics.	Ch. 3, pp. <i>82-115</i>
September 15 th	IQ	Ch. 8, pp. <i>292-315</i>
September 17 th to October 27 th	Language, Cognition & Perception	Ch. 4 (to read during these weeks, in parallel with other readings)
September 17 th	Memory & Attention.	Ch. 4 pp. <i>144-155</i>
September 22 nd	Objects I: infants.	Ch. 4, pp. <i>130-136</i> ; Ch. 5, pp. <i>176-177</i> (“Object perception”), pp. <i>182-183</i> (“Intermodal perception”) & pp. <i>201-205</i> (“Object knowledge” & “Physical knowledge”)
September 24 th	Objects II: causality & intuitive physics.	Ch. 7, pp. <i>282-284</i>
September 29 th	Numbers I: infants & counting.	Ch. 4, p. <i>138</i> (Piaget on “centration”), Ch. 7, pp. <i>284-289</i> (“Number”)
October 1 st	Numbers II: arithmetic.	Ch. 8, pp. <i>324-328</i>
October 6 th	Space: Depth perception & navigation.	Ch. 5, pp. <i>178-179</i> (“Depth perception”) Ch. 7, pp. <i>275-280</i> (“Space”)
October 8 th	Kinds, categories & intuitive biology.	Ch. 7, pp. <i>256-262</i> (up to “Knowledge of Other People and Oneself”), pp. <i>269-275</i> (“Knowledge of Living Things”)

DATE	TOPIC	REQUIRED READING
October 13 th	Thanksgiving. No lecture.	
October 15 th	Language acquisition I	Ch. 6
October 20 th	Language acquisition II	Ch. 6
October 22 nd	Mind I: infants.	Ch. 4, pp. <i>160-165</i> ("Sociocultural Theories"); Ch. 5, pp. <i>205-207</i> ("Social knowledge")
October 27 th	Mind II: childhood & autism.	Ch. 7, pp. <i>262-269</i>
October 29 th	Emotional development I	Ch. 10
November 3 rd	MIDTERM TEST (50%)	
November 5 th	Emotional development II	Ch. 10
November 10 th	Attachment & Self I	Ch. 11
November 12 th	Attachment & Self II	Ch. 11
November 17 th	Impact of the Family on Development	Ch. 12, pp. <i>454-467</i>
November 19 th	Peer Relationships	Ch. 13, pp. <i>494-523</i>
November 24 th	Morality	Ch. 14
November 26 th	Morality	Ch. 14
December 1 st	Conclusions	
December 5-19 Final date to be announced	FINAL EXAM (50%)	

Evaluations

There will be **one Midterm Test** and **one Final Exam**. The Midterm will take place on Monday, November 3rd and will cover all material up to and including the October 27th lecture, "Mind II: childhood and autism." The Final Exam will take place during the final examination period (Dec. 5 to 19). It will cover everything from the October 29th lecture, "Emotional Development I" to the last lecture. Some questions on the final will require that you compare/contrast developmental processes discussed in the first half of the course, or that you apply theories discussed in the first half to material discussed in the second half.

The exact date and location of the Final Exam will be announced during the semester. **The Midterm test will be worth 50%** of your grade, and **the Final Exam will count for the other 50%**. The questions on the midterm and the final will all be multiple choice.

An additional 2% in bonus points can also be earned. See *section below on Participation in Research*.

Note for 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.

Participation in Psychology Research: Guidelines for Psychology Undergraduate Courses

Experiential learning is considered an integral part of the undergraduate program in Psychology. Participation in research is one example of this. A number of undergraduate courses have been expanded to include opportunities for Psychology students to volunteer as research participants enabling them to learn first hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience.

Student participants may earn up to 2 percentage points towards their final mark in Psychology 211 by participating in studies conducted by students and faculty in the Department of Psychology. Participation is worth .5 participation credits (percentage points) for each half hour session. Researchers will record student's participation and will advise the course instructor of the total points earned by each student at the end of the term. Students who do not wish to participate in research may choose an alternative approach to earning the same number of points; this is explained below in "Alternative to participating in research".

Since experiential learning is highly valued in the Department of Psychology, students can earn a "bonus" of 2% by participating in these experiments (i.e., the maximum possible final grade is 102%)

Please note 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 she/he participated.

Alternative to participating in research

Students are not required to participate in research, and not all students wish to do so. As an alternative to participation in research, students may opt to review articles relevant to psychology and write a short 1 page review. Each review articles counts as one percentage point. An article can come from almost any source provided that it has a genuine psychology focus. The review must:

- * Be submitted to your TA by DECEMBER 1st, 2008, 5pm;
- * Be typed;
- * Include title, author, 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 text that are applicable;
- * Clearly evaluate the application or treatment of those concepts in the article.

Students may complete any combination of a) participation in research or b) article review up to a total of 2% points.