



# Welcome to Psychology 211

## About the Course

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Sensitivity to children is a central characteristic of being human. And yet children are not always easy to understand and appreciate; they are so different from adults. They are changing constantly and rapidly from conception to adolescence, and sometimes it is quite a challenge to keep up with their changing capabilities and needs. It is a challenge whether you have been around a lot of children including your own or your siblings, or whether you have little experience with children.

The purpose of Psychology 211 is to help students:

- Think more insightfully and less reflexively about children
- Connect research studies to the real lives and diversity of children

In this course you will learn a lot about children's development from conception to middle childhood.

Psychologists study:

- Physical development, including brain development
- Cognitive development, including language
- Social & emotional development

I hope that the course will bring you success:

- In other psychology courses, most of which touch on child development in one way or another
- In hoped-for careers relating to children (education, speech pathology, medicine, occupational therapy, social work, child clinical psychology, sports, child care, the law, politics, internet technologies, to name a few, and of course, child development research!)
- As wiser and happier parents, relatives, and friends of children

I hope too that by the end of the course you will:

- Know more than average about children's development
- Have more confidence and fun when interacting with children!

## How?

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The Topic Roadmaps are found in the Reading & Lecture folder of this site. They take you through activities that will help you do well in the course, the readings, lectures, and videos. All Roadmaps contain 3 sections: **Read, View, and Extras.**

**Read:** You are responsible for the textbook content listed under **Read**. Check **the pages** you are responsible for knowing in each chapter. Sometimes they are those of the entire chapter, and sometimes they are certain pages only.

**View:** Lecture slides are available as PDF or PPT files. The files contain links to short videos and documents that are part of the lectures. The links are also listed for your convenience on the Roadmaps. Information on videos and documents embedded in the lectures may be reflected in questions on the quizzes.

**Extras:** Some additional materials for students especially interested in deeper explorations of the topics in child development. This material **will not** be reflected in questions on the quizzes.

## Final Hints on How to Succeed in Psychology 211

The lectures in this course help you understand more challenging material in the textbook but are designed primarily to supplement the textbook. Lectures are **not** designed as repetitions of the material in the textbook. Therefore, successful completion of this course will require **mastery of both the textbook and lecture materials**. Quiz questions will be drawn from both resources. Approximately 60% of exam questions will come from textbook content and 40% from lecture content. All quiz and final exam questions will be multiple choice. There will be 60 questions on each of the four quizzes.

For those who do not wish to purchase the textbook, 4 copies of the textbook are available for you on reserve in the Dana Porter Library. If you have difficulty obtaining a library copy of the textbook please let me know. I will gladly increase the number on reserve.

Please see the Grades document to learn how you obtain marks for the course up to 100%, as well as three ways to obtain up to 4% in bonus marks.

The instructions and rules of the course are explained in the website materials. It is your responsibility to know them. **How well you know the course instructions and rules will be reflected in your final mark.** As they say in law courts: Ignorance is no excuse.



# Materials and Resources

## Required materials

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### Textbook

Berk, Laura E. (2012). *Infants and children: Prenatal through middle childhood (7th ed)*. Allyn and Bacon, Pearson Education.

The **7th edition** of the text book is **REQUIRED** reading. **No other version is acceptable.**

Psychology 211 has placed **4 copies of the book on reserve** in the Dana Porter Library for those who do not wish to purchase the textbook.

### Top Hat Subscription

Participation in Top Hat comprises 5% of your final mark. For detailed information about the costs and use of Top Hat please see the three Top Hat documents posted on this Psych 211 LEARN site.

<https://learn.uwaterloo.ca/d2l/le/content/157717/viewContent/975816/View?ou=157717>

<https://learn.uwaterloo.ca/d2l/le/content/157717/viewContent/961171/View>

<https://learn.uwaterloo.ca/d2l/le/content/157717/viewContent/961170/View>

### STUDY RESOURCES CONTAINED WITHIN THE TEXTBOOK:

Key terms	<ul style="list-style-type: none"> <li>○ Defined in-text (highlighted in blue)</li> <li>○ Listed at the end of each chapter</li> <li>○ Listed in the glossary at the back of the book</li> </ul>
‘Ask yourself’ questions	<ul style="list-style-type: none"> <li>○ Box at the end of each major section</li> <li>○ Review, apply, connect, reflect</li> <li>○ Answers are on the MyDevelopmentLab website</li> </ul>
End of chapter summary	<ul style="list-style-type: none"> <li>○ Review questions to prompt active learning</li> <li>○ Covers key points in each major section of the chapter</li> </ul>

Milestones table	<ul style="list-style-type: none"> <li>○ Appears at the end of each age division (infancy and toddlerhood, early childhood, middle childhood)</li> <li>○ Summarizes major physical, cognitive, language, emotional, and social attainments</li> </ul>
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## Resources that are NOT required

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### MY DEVELOPMENT LAB: A STUDY RESOURCE SOULD BY THE PUBLISHER OF THE TEXTBOOK

**This resource is not required, advocated, or discouraged by the Psych 211 professor.** Do not expect Chapter Exams in this resource to be related to our Psych 211 course quizzes. Our course has no relationship to the publisher's materials beyond the textbook nor can we answer your questions from these resources.

Textbook chapters	<ul style="list-style-type: none"> <li>○ E-book version of the text</li> </ul>
Pre-test	<ul style="list-style-type: none"> <li>○ Gauges proficiency before reading the chapter</li> <li>○ Identifies areas of strength and weaknesses</li> <li>○ Generates customized study plan</li> </ul>
Post-test	<ul style="list-style-type: none"> <li>○ Same as the pre-test, but intended for after the student has read the chapter</li> </ul>
Chapter Exam	<ul style="list-style-type: none"> <li>○ 25 multiple choice questions</li> </ul>
Study guide	<ul style="list-style-type: none"> <li>○ Learning objectives for the chapter</li> <li>○ Study questions covering each major section of the chapter</li> <li>○ Crossword puzzles</li> <li>○ Practice test and answers</li> </ul>
Multimedia Library	<ul style="list-style-type: none"> <li>○ 'Ask yourself': questions from the text with grading option</li> <li>○ Short biographies of important people</li> <li>○ Explore: learning activities to stimulate student thinking</li> <li>○ Quick review: multiple choice questions and answers</li> <li>○ Simulate: interactive activities</li> <li>○ Watch: videos</li> </ul>
MyVirtualChild	<ul style="list-style-type: none"> <li>○ Interactive simulation that allows you to raise a child and monitor effects of your parenting decisions</li> </ul>
Careers in human development	<ul style="list-style-type: none"> <li>○ Description of careers and how human development relates to those jobs</li> </ul>

# About the Professor

## Dr. Kathleen Bloom

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### Educational Background

Kathleen Bloom received a BSc. from Loyola University-Chicago in Psychology & Biology, and a PhD from the University of North Carolina, home to the Frank Porter Graham Child Development Institute where she conducted her dissertation research. Dr. Bloom's early research was in the field of infant social development, studying the role of early vocalizations and eye contact in infant-adult interactions in the first months of life. Although she has spent most of her career at the University of Waterloo, she also taught for several years at Dalhousie University. For two years, while on leave from Dalhousie, Dr. Bloom taught statistics and research methods to paediatricians in the Child Development Program at Harvard University. There she learnt to conduct the Neonatal Behavioural Assessment Scale from Dr. T. B. Brazelton. On return to Dalhousie, Kathleen worked as a developmental psychologist at the I.W.K Hospital for Children, assessing the neuro-behavioural status of infants and young children. Later, at Waterloo, she created *Research Works! for child literacy*, to promote knowledge-exchange partnerships between university researchers and literacy organizations. The project was part of the Community-University Research Alliances initiative of the Social Sciences and Humanities Research Council of Canada (SSHRC).



### Current Research

As a result of the development of *Research Works!*, and with the inspiration and support of SSHRC, Dr. Bloom has become a passionate advocate for "knowledge mobilization," that is, for making scholarly knowledge more useful and usable. She studies how research theory and data can be translated and have impact beyond the walls of academia. Dr. Bloom teaches undergraduate and graduate students how to best find, weigh, and summarize research findings as a service to society. Her consulting firm, *Knowledge Impact Strategies*, [www.kimpact.ca](http://www.kimpact.ca), provides reviews of research to practitioners and policy makers in health, industry, education, and social services. You can learn more about this work at: <http://www.psychology.uwaterloo.ca/people/faculty/kbloom/index.html>

# About the Teaching Assistants

## Carolyn Baer

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Carolyn is a MAsc candidate in Development and Communication Science working with Dr. Ori Friedman. She is interested in how children learn, particularly through informal means like pretend play and peer interaction. As an undergraduate at Waterloo in Honours Psychology, she completed a thesis looking at how children integrate information from peer sources, as well as several research projects with Dr. Ori Friedman and Dr. Stephanie Denison on children's learning from pretend play and infants' probabilistic reasoning. She has also worked as a research assistant at the University of British Columbia with Dr. Kiley Hamlin and Dr. Susan Birch, conducting research on moral understanding in infants and children's selective social learning.



## Charlie Millar

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J. Charles Millar is a PhD candidate for a combined degree in Cognitive and Developmental Psychology. He studies moral cognition and decision making in cases of ownership rights violations and property damage in adults. He received an H.BSc from the University of Toronto where he did an honors thesis on moral cognition. During his undergrad, Charles worked as a research assistant in the Psychology department and as a teaching assistant for courses such as Critical Thinking and Modern Symbolic Logic. Charles has also worked as the Program Assistant at the Robert Gillespie Academic Skills Center and has sat on the Board of Academic Appeals at the University of Toronto. Currently, Charles is researching how personality traits and the value of an object effects judgments in cases of ownership violations

## Jenny Mercurio

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Jennifer (Jenny) Mercurio is in her first year of graduate studies working with Dr. Daniela O'Neill in the MAsc program for Developmental and Communication Science. In the spring of 2014, Jenny graduated with an Honours Bachelor of Arts degree from the University of Waterloo, where she was enrolled as a co-op student in the Arts and Business program, with a major in psychology. During her undergraduate career, Jenny worked as a Research Assistant in both the social and developmental divisions of the University of Waterloo's Psychology Department. Most recently, she worked as an Autism Support Assistant for Kerry's Place, a service provider for children, youth, and adults with autism spectrum disorder and their families. Jenny is looking forward to



expanding her knowledge in the field of language development through coursework, research, and internships this year.



# Course Communications

## Questions?

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In Psych 211 we welcome and encourage questions from students on all aspects of course content. Your questions are welcomed in class, online, or in person. Please feel free to ask questions to clarify large and small concepts or terms in the textbook or lectures. Sometimes just the act of asking a question helps students understand the materials more fully. We are here to help you. And if you don't at first understand an answer, please ask again for further clarification!

The only questions that will likely not be answered are those whose answers already appear on the syllabus. For example: *How many questions will be on the Quiz? Is the format multiple choice? If students submit a Verification of Illness form will they automatically be given an extension on an assignment or make-up exam?* We don't answer these questions because we know that the key to success in university and beyond is the ability to read, ask clarifying questions, and follow instructions. You want to always be fully responsible for the information about the course that is provided to you.

Students are responsible for all information posted on NEWS, the course syllabus, other course materials (e.g., lecture slides), and the University website. The websites are rich with information that you need to know and that will help you be more successful in the course.

If you request information already posted on the LEARN website, you will most likely receive the message: **Please consult the course website.** You can then go and find the information in the materials provided by us. However, if you have a question about something you read in the syllabus, please ask us. Here's how:

## Emails

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**Questions relating to academic issues (e.g., course content, deadlines, etc.)** are directed to the teaching assistants at [psych211@uwaterloo.ca](mailto:psych211@uwaterloo.ca). The professor also checks the email site daily and often answers these questions. Questions sent by email will normally be answered with 24 hours, Monday to Friday, 9AM to 5PM excluding weekends and holidays. To get answers to your questions, please be sure to include **your full name, student ID and group number in your email**. If your question is not answered, check to make certain you followed these instructions. **Questions sent to the teaching assistants' own email addresses will not be answered.**

**Questions of a personal nature** (e.g., health issues) should be sent only to the professor, **Dr. Bloom**, at [kbloom@uwaterloo.ca](mailto:kbloom@uwaterloo.ca).



Questions related to **technical issues with LEARN software** are directed to [learnhelp@uwaterloo.ca](mailto:learnhelp@uwaterloo.ca).

## Discussion Boards

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The class is divided into 3 discussion boards each composed of about 80 student members. Each discussion board has its own teaching assistant who has special interests in child development research and truly eager to answer your questions.

Discussion boards are an excellent way of sharing knowledge. They have two advantages over email. Responses provided by the assigned teaching assistant or professor help everyone who reads the discussion board. That means that your question might elicit discussion that can help all of the students on the board!

Secondly, fellow students can expand on both the questions and the answers. They can pose follow up questions, too. You can also discuss instructions from the syllabus with other students. Students learn much from each other when given the opportunity. Discussion boards provide that opportunity.

A “live” Top Hat Discussion Board is active during class. A teaching assistant will be in class to monitor and answer your questions. The teaching assistant will notify the professor if a question is asked that needs an immediate response (e.g., “The microphone is not working,” “Please speak more slowly”). The teaching assistant also will answer most questions immediately (e.g., “Is ethology a theme or a theory?”, “What does epigenesis really mean?”). In other instances the teaching assistant will convey your questions to the professor who will answer them after the class break period, or, if the answer requires a long complex answer, will answer your questions in a LEARN NEWS post after class. Questions that occur to you during class are very important for better learning and we value them greatly.

## NEWS

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You are responsible for all information posted on the NEWS page of our LEARN website. That information will not be repeated to you in emails or discussion boards by the teaching assistants or the professor. On the other hand, often issues brought to light on one discussion board will be shared with the entire class in a NEWS item posted by Dr. Bloom.


Dr. Bloom uses the NEWS section of the course website to make important announcements throughout the term. No accommodations will be made for failing to read the information posted in on the website. **You are required to check the NEWS daily.** To make the process easier for you, set alerts on the website under Notifications, accessible by clicking the drop down arrow beside your user name in the top right hand corner of the screen. Follow instructions on LEARN:

### Notifications

*Control how you receive notifications about activity in your co*

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#### Contact Methods

**Email Address**  
 Send email notifications to: [kbloom@uwaterloo.ca](mailto:kbloom@uwaterloo.ca)   
[Change your email settings.](#) **NOT AVAILABLE**

**Mobile Number**  
[Register your mobile](#)

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#### Summary of Activity

Email me a summary of activity for each of my courses.

**How often?**    **At what time?**



Daily     6:00 PM

*Canada - Toronto*



### Instant Notifications

	Email	SMS
Discussions - new message posted to a forum, topic or message for which I subscribed to instant notifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dropbox - dropbox folder due date or end date is 2 days away	<input type="checkbox"/>	<input type="checkbox"/>
ePortfolio - feedback added to subscribed items	<input type="checkbox"/>	<input type="checkbox"/>
ePortfolio - another user has subscribed to your updates	<input type="checkbox"/>	<input type="checkbox"/>
ePortfolio - feedback added to my items	<input type="checkbox"/>	<input type="checkbox"/>
Grades - grade item released	<input type="checkbox"/>	<input type="checkbox"/>
Grades - grade item updated	<input type="checkbox"/>	<input type="checkbox"/>
News - item updated	<input checked="" type="checkbox"/>	<input type="checkbox"/>
News - new item available	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Quizzes - quiz end date is 2 days away	<input type="checkbox"/>	<input type="checkbox"/>

To ensure that you are viewing the complete list of news items, you may need to click **Show All**.

# Course Schedule

Week	Class Date	Topic	Readings	Assignments	Weight (%)
1	Sept. 9	History, Theory, and Research Strategies	Ch. 1, p. 1-10, 17-25, 34-49		
2	Sept. 16	Genetic and Environmental Foundations	Ch. 2, p. 51-89		
3	Sept. 23	Prenatal Development	Ch. 3, p. 90-120	Introduction & Syllabus Questionnaires, due 11:59pm	Bonus: 1% each = 2% total
4	Sept. 30	Birth and the Newborn Baby	Ch. 4, p. 125-157		
5	Oct. 7	Physical Development in Infancy and Toddlerhood	Ch. 5, p. 161-201	Quiz 1: Topics 1-4	20%
6	Oct. 14	Cognitive Development in Infancy and Toddlerhood	Ch. 6, p. 203-243	CTA Questionnaire, due 11:59pm	Bonus: 2%
7	Oct. 21	Emotional and Social Development in Infancy and Toddlerhood	Ch. 7, p. 246-285		
8	Oct. 28	Physical Development in Early Childhood	Ch. 8, p. 288-315	Quiz 2: Topics 5-7	20%
9	Nov. 4	Cognitive Development in Early Childhood	Ch. 9, p. 316-361	CTA due	15%
10	Nov. 11	Emotional and Social Development in Early Childhood	Ch. 10, p. 367-398 (top of page)		
11	Nov. 18	Physical Development in Middle Childhood	Ch. 11, p. 410-435	Quiz 3: Topics 8-10	20%
12	Nov. 25	Cognitive Development in Middle Childhood Emotional and Social Development in Middle Childhood	Ch. 12, p. 436-477 Ch. 13, p. 481-525		
	TBA			Final Exam: Topics 11-13	20%

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# Grades

The following table represents the grade breakdown of this course.

Activities and Assignments	Weight (%)
Introduction Questionnaire	1% bonus
Syllabus Questionnaire	1% bonus
Quiz #1	20%
CTA Questionnaire	2% bonus
Quiz #2	20%
Critical Thinking Assignment	15%
Quiz #3	20%
Quiz #4	20%
Top Hat	5%

## Quizzes

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There will be a total of four quizzes: 3 held in-class, and one held during the final examination period. They will each consist of 60 multiple choice questions, approximately 60% of which will be based on required textbook readings and 40% on lecture content. They will cover all required textbook and lecture content from Topics 1-4, 5-7, 8-10, and 11-13, respectively. Questions will include information from video clips. You will have 90 minutes to complete each quiz.

Please read carefully and follow all of the **Policies and Procedures** listed on the **Syllabus** page to get credit for each quiz. Quizzes are worth 20% of your final grade. If you miss a quiz a mark of 0 will be assigned.

Quiz questions come directly from the material of the textbook and lectures. Due to the possibility of re-using a quiz question in future Psych 211 courses in some form, quiz questions are available for you to see only during the quiz. Due to copyright laws, quizzes cannot be duplicated by any means

including screen shots. The act of copying a Psych 211 quiz is a breach of Academic Integrity (see University Policies) and will carry with it all penalties including academic probation or suspension.

However, if you would like to see your quiz and the results please inform us on the course email site [psych211@uwaterloo.ca](mailto:psych211@uwaterloo.ca), and we will gladly make an appointment for you to review your quiz in person. At that time the teaching assistant can offer explanations relating to the questions, and advice for studying for future quizzes.

Examination schedule details will be available from the [Registrar's Office](#) approximately four weeks prior to the exam date.

## Critical Thinking Assignment (CTA)

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Please see the instructional document for the CTA.

## Top Hat

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Please see the instructional document for the Top Hat classroom activity.

## Bonus Points

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This course will not offer bonus credits for SONA research participation. The studies offered in SONA are not sufficiently linked to the materials of developmental psychology. Instead, bonus points will be offered through three course questionnaires: Introductions, Syllabus, and CTA.

The **Introduction Bonus** is primarily designed to help students get to know each other. By first meeting online at the start of the course you may feel less reluctant to post questions and discuss course content later on. Also, you might find students early in the term who have common interests inside and outside university, or you might simply find students with whom you can form study groups!

The Introduction Bonus is also a test of your ability to follow instructions. For example, all introduction tables must be fully completed and PASTED in the body of the post. Forms that are *attached* to the post receive no credit. A pasted table means that the readers save time by not having to open an attachment. Your introduction is visible to your discussion group members at first glance.

- Posts accepted for credit until September 23, 11:59pm.

The **Syllabus and CTA Bonus** questionnaires are ONLINE time-limited tests of your knowledge of the rules/procedures of the course and CTA assignment. They make it easier for you to follow those rules, and to therefore do your best work. Students sometimes miss points on the CTA for example just

because they didn't understand the instructions and didn't ask for clarity. The questionnaires may subsequently inspire you to pose clarifying questions to the teaching assistants and professor.

To get bonus points from the questionnaires you must get at least 90% of the questions correct. After all, they are "open book" tests limited only by time. That means, you should read the documents once or twice, and then have them on hand as you complete the questionnaire. There is no need to get any of the questions wrong.

- Syllabus questionnaire available from September 10, 9:00am to September 23, 11:59pm
- CTA questionnaire available from October 1, 9:00am to October 14, 11:59pm



# Submitting to a LEARN Dropbox

Please note that the following instructions pertain to your specific course. If you are taking another online course those instructions may differ.

## General Guidelines

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- Ensure that the name of your file does not include special characters such as symbols or punctuation. Such characters may cause problems when uploading your file.
- Do not zip your files.
- **Keep a copy of your assignment** in case of technical problems.
- If your submission is successful, you will receive an **Email Confirmation Receipt** sent to your @uwaterloo.ca email address. If you do not receive an Email Confirmation Receipt, please double-check your submission and re-submit if necessary.
- Keep all Email Confirmation Receipts until the course is over as proof of submission.

## How to Submit to a Dropbox

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For instructions, please see [Waterloo LEARN Help: Dropboxes](#).

## Why Do I Need To Submit a PDF?

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In order for digital/hand drawn documents to be marked online, your instructor needs to have a unified file type. Many different file types create problems that slow down the marking process delaying the time it takes for feedback to be returned to students. **CTA Assignments must be submitted in PDF format by the deadline. If they are submitted late or in a format other than PDF they will not be accepted. They will receive 0% credit which is equivalent to 20% of your final grade.**





# Top Hat

Top Hat is a classroom response system.

## Function

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In Psych 211 we use Top Hat as a tool to **help you learn the course material**, to help me learn what concepts you feel need more or less explanation. We hope to accomplish this goal using two methods.

- **In-class quiz and survey questions**
  - Answers to learning questions comprise 5% of your mark over the duration of the term. The questions will come from textbook chapters assigned for the day of the class, or from the prior lecture, or lecture videos. For each question you will receive 0.5 points if you submit a response. Then you will receive an additional 0.5 points if your response is correct! We will discuss the questions and their answers immediately to help you solidify your knowledge.
  - We may also ask some anonymous survey questions. I'd like to know how many parents are in the class, for example, or how many students are planning to have careers related or unrelated to children. I'd also like to have your opinions and perspectives, for example, "Have you have been told that you were early reader?" Answers to survey questions are anonymous. I won't have access to your names and you will receive no marks for your reply. It is just a way to get to know the people in the class.
- **In-class feedback**
  - Your opportunity to give feedback during the class:
    - Posts can range from the technical (e.g., "The microphone is not working") to conceptual (e.g. "Would you please go over ... concept again, I didn't really understand this aspect of it")
    - Feedback will be monitored by a TA, who will notify the professor of issues that might be addressed during the class period. Feedback which is not able to be addressed during class due to time or other constraints (I might not know the answer!) will be addressed on our course NEWS posts on LEARN.
    - **Please know that I very much welcome your verbal responses in class too. You don't need to restrict your comments or questions to online Top Hat. Please raise your hand. I am eager to hear your questions and thoughts.**

## Access

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Please see the Student Quick Start Guide for step-by-step instructions on how to set up your Top Hat account. **Note that our 6 digit course code is 481983.**

There are three ways in which to access this course:

- Texting your responses to 1 (647) 931-6505
- Through your laptop browser at [tophat.com/e/481983](http://tophat.com/e/481983)
- On your smartphone using the free *Top Hat Monocle* app available from the App Store or on Google Play

# Support

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If you have **any issues with Top Hat**, please email [support@tophat.com](mailto:support@tophat.com) or click the 'Support' button which should be in the bottom left hand corner of your account when accessed through the browser. A searchable support forum is also accessible at <http://support.tophat.com>.

If you have technical or connection issues during class time that prevent you from submitting your answers electronically, **please write the answers to the questions on any piece of paper, and submit them to the TA immediately** when the question is asked, not at the end of the class when the answer will already have been revealed! You must include please: your name, student ID number, and *signature* to verify that they are your answers. Then you will get credit for them.

**Please contact Top Hat and resolve the technical issues before the next class.**

If you have any *personal* (non-technical!) issues relating to Top Hat, please send an email to me at: [kbloom@uwaterloo.ca](mailto:kbloom@uwaterloo.ca)