



**DEVELOPMENTAL PSYCHOLOGY  
PSYCHOLOGY 211 – SECTION 001  
COURSE SYLLABUS  
FALL 2017**

**CALENDAR DESCRIPTION**

A course designed to introduce the student to current research and theory concerning children's social, cognitive, and physical development from infancy through childhood to early adolescence.

**Prerequisite(s):** PSYCH 101/101R or 121R

**Time Requirements:** 3 lecture hours per week for 12 weeks (36 hours)

**Credits:** 0.5/half credit course

**COURSE INFORMATION**

**Instructor:** Dr. Pamela Seeds, Ph.D., C.Psych.

**Office:** PAS 3040

**Telephone:** 519-888-4567 extension 38132

**Email:** [pamela.seeds@uwaterloo.ca](mailto:pamela.seeds@uwaterloo.ca) \*\*

**Office Hours:** Wednesdays 1:00 to 2:00 p.m. (before class) or by appointment

**Teaching Assistants (TAs):**

Teaching Assistant	Email Address	Office	Office Hours
Jenna Dawson	<a href="mailto:j4dawson@uwaterloo.ca">j4dawson@uwaterloo.ca</a> **	PAS 3206	Mondays 12:00 PM-1:00 PM Tuesdays 10:30 AM -11:30 PM
Emma Green	<a href="mailto:e3green@uwaterloo.ca">e3green@uwaterloo.ca</a> **	PAS 4012	Thursdays 1:00-2:00 PM
Shayla Khanna	<a href="mailto:ssk2khanna@uwaterloo.ca">ssk2khanna@uwaterloo.ca</a> **	PAS 4044	Tuesdays 2:30-3:30 PM

\*\* **NOTE:** Please write Psychology 211 in the subject line of all emails to the Instructor or TAs.

Students are responsible for all e-mail that is sent to their official UW email address. Check e-mail regularly for important and time sensitive messages. See "[Official Student E-mail Address](#)" for further details (e.g., procedures and warnings regarding forwarding e-mail to other accounts).

**Time and location of lectures:** Mondays and Wednesdays; 2:30 to 3:50 p.m.  
Arts Lecture Hall (AL) Room 116

Course website through [LEARN](#). Grades will be posted on [LEARN](#).

## **TEXTBOOK**

**REQUIRED:** Shaffer, Kipp, Wood, & Willoughby (2013). *Developmental psychology: Childhood and adolescence* (4<sup>th</sup> Canadian Edition). Toronto, Canada: Nelson.

**OPTIONAL:** *CourseMate* electronic resource for textbook

This website offers online Student Resources, including an electronic version of the text (eBook) which allows the student to highlight and make notes electronically. Learning support materials for students include flashcards, interactive quizzes, games, multimedia, chapter links, and information about research in the chapter areas.

**Note.** You may also purchase the *CourseMate* package without the hard copy of the textbook if you prefer to have only an electronic copy of the textbook.

Please note that there are many American editions and three previous Canadian editions of this textbook. This course is covering the material from the fourth Canadian edition, so please ensure that you are using the correct edition.

You will need the following Course Key to enrol in the course once you create your *CourseMate* account number: **CM-9780176628956-0000044**.

The text and *CourseMate* is available at the University of Waterloo Book Store. Two copies of the textbook are on 3-hour reserve at the University of Waterloo Dana Porter Library.

## **COURSE OBJECTIVES**

The goals of Psychology 211 – Developmental Psychology are to provide students with:

- a) Knowledge of the vocabulary, research findings, theories, methods, and concepts in developmental psychology;
- b) An understanding of the developmental processes from conception through childhood and adolescence;
- c) Awareness of the advances and challenges in the study of child development; and
- d) The ability to think critically and independently about issues in developmental psychology.

## GRADING

Percentages below indicate the standard required for each letter grade. Grades that are 0.5 or better will be rounded up to the next whole number when calculating the final grade in the course. Please note that higher letter grades will not be given unless the percentage is met (e.g., a final percentage of 79 is considered a B+). Rounding will not occur until the final grade calculation; all decimals will be retained for individual grade items (e.g., tests, assignments)

A+ 90-100%	B+ 77-79%	C+ 67-69%	D+ 57-59%	F+ 42-49%
A 85-89%	B 73-76%	C 63-66%	D 53-56%	F 35-41%
A- 80-84%	B- 70-72%	C- 60-62%	D- 50-52%	F- 0-34%

## STUDENT EVALUATION SCHEDULE AND RESPONSIBILITIES

	<b>Lectures/Chapters Covered</b>	<b>Due Date</b>	<b>% of Grade</b>
<b>In-Class Assignments</b>	TBA	TBA	10%
<b>Midterm/Test #1</b>	Lectures 1 through 6 Chapters 1 – 6	Monday, October 2, 2017	23%
<b>Midterm/Test #2</b>	Lecture 7 through 15 Chapters 7, 8, 11, 12, & 15	Wednesday, November 8, 2017	23%
<b>Assignment #1</b>		Monday, December 4, 2017	20%
<b>Final Examination (Test #3)</b>	Lectures 16 through 22 Chapters 13, 14, 16 & 17	Date and Room TBA by Registrar's Office (December 7 – 21, 2017)	24%
<b>Research Participation Bonus Credits (Optional)</b>		Monday, December 4, 2017 (Article Summaries and/or SONA)	Up to 4%

### In-Class Assignments

Several short assignments will be completed during class time. Dates of the assignments are not announced ahead of time. 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. Students who miss an in-class assignment will not be able to make it up unless the student is absent for an excusable reason as defined below.

## Tests/Exams

Three tests/exams will assess your knowledge in the course (midterms each worth 23% of your grade in the class; final exam worth 24% of your final grade). Two midterm tests will occur during class time (80 minutes) and the third test will occur during the final exam period (2.5 hours). All tests will be composed entirely of multiple-choice, matching, and short answer questions. The material that will be covered in each evaluative component is provided in table format above and below. Further details regarding the tests/exams will be provided in class, during the lecture that immediately precedes each evaluative component, respectively.

Students must bring proper identification (student ID card) to the tests/exams. No electronic devices, including cell phones, will be allowed during tests/exams.

**\*\*\*Note.** Tests/exams are non-cumulative, but do build on previous course content.

## Assignment #1

Assignment #1 is designed to help you apply your developing abilities to think critically and creatively about research in developmental psychology. You will write a summary of one of the research articles posted on LEARN as if you were a journalist writing for a "parenting" magazine. While this may seem straightforward, the assignment presents a number of challenges that need to be thought through. For instance, even though this research is highly specialized, it is also very interesting. How can you convince an average parent that it is interesting (without overstating the research claims)? Also, as with all research, the details of how the study was done are important, but can be overwhelming to someone unfamiliar with methodology. How can you separate what would be interesting to a parent, or other lay-person, from something that would only be interesting to a researcher? Further details will be presented in class.

A hard-copy/paper version of Assignment #1 should be handed to Dr. Seeds by the end of class AND an electronic version should be submitted to the LEARN Dropbox including Turnitin.com by the end of class on Monday, December 4, 2017. Papers received after 3:50 p.m. on the due date will be counted as 1 day late, with 10% per day late deducted (weekends count as 2 days). If you fail to hand in an assignment or are beyond 10 days late, you will receive a zero. Late papers may be handed in directly to Dr. Seeds or one of the course TAs AND submitted to the course Dropbox; papers placed under a door or submitted via email will not be accepted. Students are welcome to hand in their assignment before the due date.

The assignment will be graded based on content (/40), style (/15), clarity and structure (/15), grammar, spelling, & punctuation (/15), creativity (/10), and overall presentation (/5) for a total out of 100. The assignment mark will be weighted as 20% of the final grade in the course.

### **Research Participation Bonus Credits (Optional)**

Students in this course are also offered the opportunity to earn up to 4% "bonus" credits by participating in psychology research and/or submitting article reviews. *Please note:* Students cannot earn more than 100% in the course so not all earned credits may be applied to final grade. All bonus opportunities must be completed by the last day of classes (December 4, 2017). Please refer to the handout entitled "*Sona and Research Experience Marks Information and Guidelines*" for more details.

### **THE WRITING AND COMMUNICATION CENTRE**

[The Writing and Communication Centre](#) (WCC) works with students as they develop their ideas, draft, and revise. Writing and Communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit [The Writing and Communication Centre](#). Group appointments for team-based projects, presentations, and papers are also available.

***Please note*** that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.

### **ELECTRONIC DEVICE POLICY**

Cell phone ringers must be turned "off" or to "vibrate" during class time. Cell phones should be put away during lectures. Students are welcome to bring laptops to class (but see warning under Learning Contract, below). Students wishing to audiotape lectures must request special permission from the instructor. Videotaping lectures is not permitted.

### **ATTENDANCE POLICY**

Attendance in class will not be tracked. Students are expected to attend all classes unless there is compelling medical, religious, or compassionate reason. Please note, however, that test and exam material will be drawn from both the lectures and the textbook. Students who do not attend a class are responsible for catching up on missed material (see suggestions below).

## LECTURE SCHEDULE

Date	Lecture	Topic	Assigned Readings
Mon., September 11	1	Introduction to the Course & Introduction to Developmental Psychology	Chap. 1
Wed., September 13	2	Theories of Human Development	Chap. 2
Mon., September 18	3	Biological Foundations of Development	Chap. 3
Wed., September 20	4	Prenatal Development, Childbirth, and the Newborn's Readiness for Life	Chap. 4 & Chap. 5
Mon., September 25	5	Physical Development	Chap. 6
Wed., September 27	6	Physical Development	Chap. 6
Mon., October 2	N/A	<b>TEST #1 (IN CLASS – 80 minutes)</b>	<b>Chap. 1 through 6 (as listed above)</b>
Wed., October 4	7	Sensation, Perception, and Learning	Chap. 7
Mon., October 9	N/A	<b>NO CLASS – THANKSGIVING HOLIDAY (Statutory Holiday)</b>	
Wed., October 11	N/A	<b>NO CLASS – FALL BREAK (Study Days)</b>	
Friday, October 13 <i>** make-up day for Fall Break/Study Days</i>	8	Sensation, Perception, and Learning	Chap. 7
Mon., October 16	9	Cognitive Development	Chap. 8
Wed., October 18	10	Cognitive Development	Chap. 8
Mon., October 23	11	Language and Communication Skills	Chap. 11
Wed., October 25	12	Language and Communication Skills	Chap. 11

Date	Lecture	Topic	Assigned Readings
Mon., October 30	13	Emotional Development, Temperament, and Attachment	Chap. 12
Wed., November 1	14	Emotional Development, Temperament, and Attachment	Chap. 12
Mon., November 6	15	Moral Development, Altruism, and Aggression	Chap. 15
Wed., November 8	N/A	<b>TEST #2 (IN CLASS – 80 minutes)</b>	<b>Chap. 7, 8, 11, 12 &amp; 15 (as listed above)</b>
Mon., November 13	16	Development of the Self and Social Cognition	Chap. 13
Wed., November 15	17	Development of the Self and Social Cognition	Chap. 13
Mon., November 20	18	Sex Differences and Sexual Behaviour	Chap. 14
Wed., November 22	19	The Family	Chap. 16
Mon., November 27	20	The Family	Chap. 16
Wed., November 29	21	Extrafamilial Influences: Television, Computers, Schools, and Peers	Chap. 17
Mon., December 4 <i>**make-up day for Thanksgiving Monday</i>	22	<b>ASSIGNMENT #1 DUE (by end of class)</b>  Extrafamilial Influences: Television, Computers, Schools, and Peers	Chap. 17
<b>December 2017 final exam period (Dec. 7 - 21)</b>		<b>FINAL EXAMINATION (TEST #3 – 2.5 hours)</b> Date, time, and location TBA by the Registrar's office	<b>Chap. 13, 14, 16 &amp; 17 (as listed above)</b>

**\*\*\*Note.** Any material assigned as reading may be tested on the tests/exams, regardless of whether it was also covered in lecture/class. All material covered in lecture/class that is not in the readings may also be tested on the tests/exams.

## ACCOMMODATION FOR COURSE REQUIREMENTS

- Students requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:
  - Consult the University's [examination regulations](#) for information about procedures and policies for requesting accommodations
  - seek medical treatment as soon as possible
  - obtain documentation of the illness with a completed uWaterloo [Verification of Illness Form](#)
  - submit that form to the instructor **within 48 hours**
  - (if possible) 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, midterm test, or quiz**, the instructor will either:
  - 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
  - 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.
- **Elective arrangements** such as travel plans are not acceptable grounds for granting accommodations to course requirements per the [uWaterloo Examination Regulations and Related Matters](#).

**\*\*Please note** that alternative arrangements for the assignments/tests/exams will only be made if there is a **major** disruption in your ability to function academically due to **documented** health reasons or personal problems. If you are in that situation, I need you to call me at least an hour in advance of the graded course component you are missing (519-888-4567, x38312; be sure to call rather than e-mail!) and you will need to provide your formal documentation as soon as possible. All documentation must date from **before** the missed assignment/test/exam, **not** after it. That is, the documentation must represent *first-hand knowledge* of the circumstances that made it impossible for you to complete the graded course component as scheduled, as opposed to reflecting your retrospective self-report to the authority providing documentation. If you miss an assignment/test/exam for a documented reason, you need to make arrangements **as soon as** possible to make it up.

If you miss a class due to a minor illness or other problems, please check your course outline for information regarding attendance requirements and make sure that you are not missing an



assignment/test/exam. Cover any readings and arrange to borrow notes from a classmate; professors cannot give personalized lectures for students who miss class. (If you miss class for a legitimate reason – e.g., death in the family, illness – Dr. Seeds would of course be pleased to answer any questions during her office hours *after* you have borrowed and reviewed lecture notes from a classmate.)

**Requests for accommodation based on religious holidays** must be submitted to the student’s instructor(s) as soon as the conflict becomes apparent; in any case, no later than one week following the publication of the final exam schedule. Any unresolved disputes between instructors and students regarding the legitimacy of extenuating circumstances or the suitability of accommodations will be decided by the Associate Dean – Undergraduate Students.

***The following includes occasions and observances for Fall 2017 that might warrant accommodation on religious/cultural grounds:***

Dates	Religious holiday
Thursday, September 21 Friday, September 22	Rosh Hashanah (Jewish)
Saturday, September 30	Yom Kippur (Jewish) Ashura (Islam)
Thursday, October 19	Diwali (Sikh, Hindu)
Saturday, November 4	Guru Nanak’s Birthday (Sikh)
Wednesday, December 13	Aga Khan’s Birthday (Islam Ismaili)

\*tentative: the actual timing of Muslim events is subject to the sighting of the moon immediately before.

## **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](mailto:reibach@uwaterloo.ca); Phone 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 Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; [reibach@uwaterloo.ca](mailto:reibach@uwaterloo.ca).

**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.

## **MENTAL HEALTH SUPPORTS**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

### **On Campus**

- Counselling Services ([Needles Hall Addition, NH 2401](#)) [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- [Health Services Building](#): located across the creek from Student Life Centre / 519-888-4096 to schedule an appointment

### **Off campus, 24/7**

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454

- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 ext. 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

## **PLAGARISM DETECTION SOFTWARE**

**Turnitin.com:** Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

*Note:* students must be given a reasonable option if they do not want to have their assignment screened by Turnitin®. Please see Dr. Seeds to discuss your alternatives as soon as possible should you not wish for your assignment to be screened by Turnitin®. See [guidelines for instructors](#) for more information.

## **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 LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

## **TERRITORIAL ACKNOWLEDGEMENT**

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#).

## **OTHER HELPFUL INFORMATION**

University of Waterloo [Department of Psychology](#)

University of Waterloo [Registrar's Office](#)

[Canadian Psychological Association](#)

[American Psychological Association](#)

[Association for Psychological Science](#)

[Ontario Psychological Association](#)

[Society for Research in Child Development](#)

[International Congress of Infant Studies](#)

[Ontario Association for Infant and Child Development](#)

[Offord Centre for Child Studies](#)

[Developmental Psychology \(Division 7\) of the American Psychological Association](#)

[Developmental Psychology Section of the Canadian Psychological Association](#)

[DevelopmentalPsychology.org](#)

## Learning Contract

1. Everyone has the *right to learn* and the *responsibility* not to deprive others of their right to learn.
2. Every student is accountable for his or her own actions.
3. In order to benefit most from this class, please consider the following:
  - Attend all scheduled classes and arrive on time
  - Late arrivals and early departures are very disruptive
  - Please let the instructor know immediately if you have a problem that is preventing you from performing satisfactorily in this class
4. Please consider carefully whether using a laptop in class will facilitate or potentially undermine your learning. For example, while a laptop can be helpful for efficient note-taking and filing, it may also hamper deeper encoding of lecture material and significantly undermine learning for individual students who cannot resist multitasking during class time on tasks unrelated to the course material.
5. It is the student's responsibility to check the LEARN website and email regularly for important or time-sensitive messages. Students should use their UW accounts for all email correspondence to UW personnel for reasons such as identification, reliability and security. If an alternate account is used, change your email address on QUEST to the one that you want posted on the University Directory, or activate your UW account and forward your email from your UW account to your alternate address. Please see [UWaterloo policies about official student email address](#) for university policies and information about using your official UW email address.
6. In the event that minor revisions are made to the Course Outline after hard copies have been printed but prior to the first class, the official Course Outline will be the one posted on LEARN. If any revisions are made, an announcement will be posted on LEARN to this effect.
7. Students who are experiencing extenuating circumstances that may reasonably affect their performance in this class should inform the instructor as well as their academic advisors regarding their personal difficulties at the earliest possible date. The sooner Dr. Seeds is informed about these potential difficulties, the easier it will be for her to help accommodate the student's needs around these difficulties.