



**DEVELOPMENTAL PSYCHOLOGY
PSYCHOLOGY 211 – SECTION 001
COURSE SYLLABUS
FALL 2018**

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 **

Office Hours: Wednesdays 11:00 a.m. to 12:00 p.m. or by appointment

Teaching Assistants (TAs):

Teaching Assistant	Email Address	Office	Office Hours
Madeline Crichton	mecrichton@uwaterloo.ca **	PAS 4244	Tuesdays 11:00 AM – 12:00 PM Wednesdays 10:00 – 11:00 AM
Emily Stonehouse	eechan@uwaterloo.ca **	PAS 4017	Mondays 4:00 – 5:00 PM Thursdays 9:00 – 10:00 AM

** **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* (4th 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-9780176628956-0000049**.

The text and *CourseMate* is available at the University of Waterloo Book Store. Four 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

	Lectures/Chapters Covered	Due Date	% of Grade
In-Class Assignments	TBA	TBA	20%
Midterm/Test #1	Lectures 1 through 6 Chapters 1 – 6	Monday, October 1, 2018	20%
Midterm/Test #2	Lecture 7 through 14 Chapters 7, 8, 11, & 12	Monday, November 5, 2018	20%
Assignment #1		Monday, December 3, 2018	20%
Final Examination (Test #3)	Lectures 15 through 22 Chapters 13, 14, 15, 16 & 17	Date and Room TBA by Registrar's Office (December 6 – 21, 2018)	20%
Research Participation Bonus Credits (Optional)		Monday, December 3, 2018 (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 to real-world situations and contemporary research 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. Each in-class assignment will be worth up to 5% of your grade in the class (depending on the size/scope of the assignment).

Tests/Exams

Three tests/exams will assess your knowledge in the course (each midterm/final exam worth 20% of your grade in the class). 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.

An electronic version of Assignment #1 should be submitted to the LEARN Dropbox including Turnitin.com by the **end of class on Monday, December 3, 2018**. 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 should be submitted to the course Dropbox; papers submitted via email will not be accepted. Late penalties will be assigned based on the timestamp of the Dropbox submission. Students are welcome to hand in their assignment earlier than 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 3, 2018). 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 or photographing 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 10	1	Introduction to the Course & Introduction to Developmental Psychology	Chap. 1
Wed., September 12	2	Theories of Human Development	Chap. 2
Mon., September 17	3	Biological Foundations of Development	Chap. 3
Wed., September 19	4	Prenatal Development, Childbirth, and the Newborn's Readiness for Life	Chap. 4 & Chap. 5
Mon., September 24	5	Physical Development	Chap. 6
Wed., September 26	6	Physical Development	Chap. 6
Mon., October 1	N/A	TEST #1 (IN CLASS – 80 minutes)	Chap. 1 through 6 (as listed above)
Wed., October 3	7	Sensation, Perception, and Learning	Chap. 7
Mon., October 8	N/A	NO CLASS – THANKSGIVING HOLIDAY (Statutory Holiday)	
Wed., October 10	N/A	NO CLASS – FALL BREAK (Study Days)	
Friday, October 12 <i>***make-up day for Fall Break/Study Days***</i>	8	Sensation, Perception, and Learning	Chap. 7
Mon., October 15	9	Cognitive Development	Chap. 8
Wed., October 17	10	Cognitive Development	Chap. 8
Mon., October 22	11	Language and Communication Skills	Chap. 11
Wed., October 24	12	Language and Communication Skills	Chap. 11

Date	Lecture	Topic	Assigned Readings
Mon., October 29	13	Emotional Development, Temperament, and Attachment	Chap. 12
Wed., October 31	14	Emotional Development, Temperament, and Attachment <i>Guest Lecture: Emily Stonehouse & Madeline Crichton</i>	Chap. 12
Mon., November 5	N/A	TEST #2 (IN CLASS – 80 minutes)	Chap. 7, 8, 11, & 12 (as listed above)
Wed., November 7	15	Development of the Self and Social Cognition	Chap. 13
Mon., November 12	16	Development of the Self and Social Cognition	Chap. 13
Wed., November 14	17	Sex Differences and Sexual Behaviour	Chap. 14
Mon., November 19	18	Moral Development, Altruism, and Aggression	Chap. 15
Wed., November 21	19	The Family	Chap. 16
Mon., November 26	20	The Family	Chap. 16
Wed., November 28	21	Extrafamilial Influences: Television, Computers, Schools, and Peers	Chap. 17
Mon., December 3 <i>***make-up day for Thanksgiving Monday***</i>	22	ASSIGNMENT #1 DUE (by end of class) Extrafamilial Influences: Television, Computers, Schools, and Peers	Chap. 17
December 2018 final exam period (Dec. 6 - 21)		FINAL EXAMINATION (TEST #3 – 2.5 hours) Date, time, and location TBA by the Registrar's office	Chap. 13, 14, 15, 16 & 17 (as listed above)

*****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, you will need to provide your formal documentation as soon as possible. All documentation must date from on/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. Instructors may provide accommodations as outlined in the [Accommodations section](#) of the Undergraduate Calendar. 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.

This chart represents the most commonly observed religious and national holidays in Fall 2018. This list is not exhaustive and others may be accommodated as requested.

Dates	Religious holiday
Thursday, September 6	Paryushana-Parva (Jain)
Monday, September 10 - Tuesday, September 11	Rosh Hashanah/New Year (Jewish)
Wednesday, September 19	Yom Kippur (Jewish)
Thursday, September 20	Ashura (Islam)
Monday, October 1	Shemini Atzeret (Jewish)
Wednesday, November 7	Diwali (Sikh, Hindu)
Thursday, November 22	Thanksgiving Day (USA)
Friday, November 23	Guru Nanak’s Birthday/Bikarami (Sikh)
Thursday, December 13	Aga Khan’s Birthday (Islam Ismaili)

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 [Office of 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. Check [the Office of Academic Integrity](#) for more information. 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](#).

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.

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; 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 Dr. Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; 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: 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 Emergency service: located across the creek from Student Life Centre

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

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 10 kilometres 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 \(PDF\)](#).

ACADEMIC FREEDOM AT THE UNIVERSITY OF WATERLOO

[Policy 33, Ethical Behaviour](#) states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or

controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

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.

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](#)

[Society for Research on Adolescence](#)

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

[Offord Centre for Child Studies](#)

[Pickering Centre for Human Development](#)

[Centre for Lifespan Development Research](#)

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

[Developmental Psychology \(Division 7\) of the American 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.