

**Psych 211: Developmental Psychology**  
**WINTER 2010**

**Course Location :** Arts Lecture Hall 116  
**Meeting Times:** MW 2:30pm to 3:50pm

**Instructor:** Mathieu Le Corre  
**Office Address:** PAS 4010  
**Office Hours:** By appointment  
**E-mail:** via ACE only.  
**Phone Number:** x36809

**Teaching assistants**

Pierina Cheung (PAS 4011)  
Randall Gills (PAS 3027)  
Gelareh Karimiha (PAS 3029)  
Ashley McKinley (PAS 4017)

**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 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.

**Required Texts**

Kail, R. V. & Barnfield, A. (2009). *Children and their Development. Canadian Edition*. Pearson, Prentice Hall.

Liben, L. S. (2009). *Current Directions in Developmental Psychology. Second Edition*. Pearson.

**Additional required readings**

Some of the material covered in lecture will be drawn from journal articles. PDFs of these articles will be posted on the course website, under the "lessons" tab.

***Materials covered in these articles will be included in midterms and in the final exam.***

## **Lecture Notes (PowerPoint slides) & Podcasts**

Lecture notes (PowerPoint slides) will be made available on the course website in the hour following the end of class. Moreover, all lectures will be recorded and turned into podcasts. The podcasts will be available on the course website.

## **Evaluations**

Tests (90%). Students will take two midterms (each worth 30%) and a final exam (also worth 30%). All questions on the exams will be multiple-choice. *The midterms and the final exam will not be cumulative.* See the course schedule for test dates.

Weekly self-assessments (10%). Every week, two multiple-choice questions, one for each lecture, will be posted on the course website, under the “lessons” tab. To earn their full grade for the self-assessments, students only need to take all of them. *They do not need to answer the questions correctly.* The purpose of these assessments is to allow students to evaluate their understanding of materials discussed in class and in readings as the course moves along. **Questions will be posted by 9am on Thursday of each week, and will have to be answered on the next day (Friday) by 5pm. 2% will be deducted for each missed self-assessment, up to a maximum of 10%.**

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

## **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.

## **Concerns About the Course or Instructor (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 (Dr. Colin Ellard) is available for consultation and

to mediate a resolution between the student and instructor. Dr. Ellard's contact information is as follows:

Email: [cellard@uwaterloo.ca](mailto:cellard@uwaterloo.ca)  
Ph 519-888- 4567 ext 36852

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. See Policy 70 and 71 below for further details.

### **Academic Integrity, Academic Offenses, Grievance, and Appeals**

To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts must include the following note on avoidance of academic offenses:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check <http://www.uwaterloo.ca/academicintegrity/> for more informaton.]

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> For typical penalties check Guidelines for the Assessment of Penalties <http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm>

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70](#) - Student Petitions and Grievances, Section 4, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm> When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

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>

**Academic Integrity website (Arts):**

[http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

**Academic Integrity Office (UW):** <http://uwaterloo.ca/academicintegrity/>

**Students who are requesting accommodation for course requirements (*assignments, midterm tests, final exams, etc.*) due to illness** should do the following:

- seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form:  
[http://www.healthservices.uwaterloo.ca/Health\\_Services/verification.html](http://www.healthservices.uwaterloo.ca/Health_Services/verification.html)
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of a missed assignment deadline or midterm test, the instructor will either:

1. 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
2. provide an extension.

**In the case of bereavement**, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

**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.

## Course Schedule

DATE	TOPIC	REQUIRED READING Text = Children and their Development Reader = Current Directions in Developmental Psychology
January 4 <sup>th</sup>	Introduction	
January 6 <sup>th</sup>	Genetics	1. Text: pp. 58-62 (up to "Genetic disorders") 2. Reader: Gottlieb, pp. 5-12.
January 11 <sup>th</sup>	Brain Development	1. Text: pp. 145-151 2. Reader: Amso & Casey, pp. 85-94.
January 13 <sup>th</sup>	Theories of Cognitive Development: Part I	Text: pp. 186-197 (Section 7.1)
January 18 <sup>th</sup>	Theories of Cognitive Development: Part II	Text: pp. 198-210 (Section 7.2)
January 20 <sup>th</sup>	Sensory & Motor Development	Text: Chapter 6 (Skip section 6.2)
January 25 <sup>nd</sup>	Objects	1. Text: "Perceiving Objects" pp. 163-165; "Understanding Objects" pp. 211-213. 2. Baillargeon (1994). How do infants learn about the physical world? <i>Current Directions in Psychological Science</i> , 3, 133-140.
January 27 <sup>th</sup>	Space	1. Text: "Depth" pp. 165-167. 2. Newcombe et al. (1998). The development of spatial location coding. <i>Cognitive Development</i> , 13, 185-200.
February 1 <sup>st</sup>	<b>MIDTERM I (30%)</b>	
February 3 <sup>rd</sup>	Numbers I	1. Text: pp. 254-261 2. Feigenson et al. (2004). Core systems of number. <i>Trends in Cognitive Sciences</i> , 8(10), 307-314.
February 8 <sup>th</sup>	Numbers II	Text: pp. 254-261 Le Corre et al. (2006). Re-visiting the performance/competence debate in the acquisition of the counting principles, <i>Cognitive Psychology</i> , 52, 130-169.
February 10 <sup>th</sup>	Categories	Mareschal & Quinn (2001). Categorization in infancy. <i>Trends in Cognitive Sciences</i> , 5(10), 443-450.

<b>DATE</b>	<b>TOPIC</b>	<b>REQUIRED READING</b>
February 22 <sup>nd</sup>	Mind & Society I	Text: "Understanding People" pp. 215-220 Johnson (2000). The recognition of mentalistic agents in infancy. <i>Trends in Cognitive Sciences</i> , 4(1), 22-28.
February 24 <sup>th</sup>	Mind & Society II	Reader: Tomasello, pp. 207-212
March 1 <sup>st</sup>	Language I	Text: Chapter 10
March 3 <sup>rd</sup>	Language II	Text: Chapter 10
March 8 <sup>th</sup>	Language III	Text: Chapter 10
March 10 <sup>th</sup>	<b>MIDTERM II (30%)</b>	
March 15 <sup>th</sup>	Morality I	Text: Chapter 13, Section 13.2 (pp. 408-419)  Pellizzoni et al. (2009) The contact principle and utilitarian moral judgments in young children. <i>Developmental Science</i> .
March 17 <sup>th</sup>	Morality II	Text: Chapter 13, Section 13.4 (pp. 425-435)  Blair (1995). A cognitive developmental approach to morality: investigating the psychopath. <i>Cognition</i> , 57, 1-29.
March 22 <sup>th</sup>	Intelligence I	Text: Chapter 9
March 24 <sup>nd</sup>	Intelligence II	Text: Chapter 3, Section 3.2 (pp. 66-75) & Chapter 9  Reader: Turkheimer, pp. 13-19.
March 29 <sup>th</sup>	Emotions	Text: Chapter 11, Section 11.1 (pp. 340-348)
March 31 <sup>th</sup>	Temperament & Attachment	Text: Chapter 11, Sections 11.2 & 11.3 (pp. 349-365).  Johnson et al. (2007). Evidence for infants' internal working model of attachment. <i>Psychological Science</i> , 18(6), 501-2.
April 5 <sup>th</sup>	Family & Peers	Text: Chapter 15, Section 15.1 pp. 473-483.  Harris (1995). Where is the child's environment? <i>Psychological Review</i> , 102(3), 458-489.
April 9-23 Final date to be announced	<b>FINAL EXAM (30%)</b>	

**Research Experiences Group (REG)  
Participation in Psychology Research : Guidelines for Psychology 211,  
Winter 2010**

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.

Since experiential learning is highly valued in the Department of Psychology, student participants may earn a "bonus" grade of up to 4% in this course through research experience i.e., your course work will make up 100% of your final mark and research experience can add up to 4%. However, your maximum grade, combining coursework and REG credits, cannot exceed 100%. You can bank your REG credits to be used if/as needed to bring your final grade up to 100%. For example, if you get 98% in your course and you earn 4 REG credits, only 2 of your credits will be applied to your grade. The other 2 credits cannot be applied to your grade, however, you will have nevertheless gained useful research experience.

This can be done in two ways. First, you may participate in studies conducted by students and faculty in the Department of Psychology. Participation is worth 0.5 participation credits (percentage points) for each half-hour of participation. Researchers will record student's participation and the REG Coordinator will advise the course instructor of the total credits earned by each student at the end of the term. Second, if you do not wish to participate in research, you may choose an alternative approach to earning the same number of credits; this is explained below in "Alternative to participating in research."

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 sh/he participated.

***How to sign up for studies:***

Once you are registered in this course, you will get an account on Sona (our web-based Study Sign-Up system) at <http://uwaterloo.sona-systems.com> and you will receive an email with your UserID and Password. IF YOU DO NOT RECEIVE this email, please report this to [regadmin@uwaterloo.ca](mailto:regadmin@uwaterloo.ca) immediately. You may nevertheless log on to your Sona account and start signing up for studies as described below.

- 1) Log On to Sona: User ID is your Quest ID (eg. j2smith)  
Password is your Student ID (eg 2001234)
- 2) Human Subjects/Privacy Policy: Please Read/Acknowledge
- 3) Prescreen Questionnaire: Please take 10 minutes to provide this demographics information. There is no credit for this and you may decline if you wish however completing it will increase your eligibility for studies.
- 4) Sign-up for Online Surveys and/or Lab studies:
  - a. Go to “Studies” page to view the list of available studies.
  - b. Click on the Titles of studies that are eligible for this course.
  - c. Read the Study Information page.
  - d. For Online studies: Click on “View Timeslots” and/or “Participate”.
  - e. For Lab studies: Click on “View Timeslots” to set up lab appointments.
- 5) Feedback and Credits: Upon completion of the study you will receive feedback about the study hypothesis, design and predictions. Within 48 hours you will be granted the credit. Credits will be converted to grades and added to your final grade at the end of the term.

***Mass Testing Survey (for 1.0 participation credit):***

You should do this Online study FIRST ... before doing any other Online studies. Researchers often select participants based on their responses to the measures in this survey. Completing it increases your eligibility for other studies. Note that you can only do this survey if you have completed the Prescreen questionnaire. Doing both Prescreen Questionnaire and Mass Testing Survey helps you (by providing more qualifying studies) and it helps researchers (by identifying more qualified participants). The Mass Testing Survey will be available until Wednesday February 17 at which time it will go offline, so please try to complete it before that date.

**Study Restrictions and Important Dates:**

- i) The first day to start participating in studies is Wednesday January 6.
- ii) The study must be eligible for a credit in this course (as noted in the Eligibility Requirements column on your Studies page).
- iii) **Only 2 of your credits for this course** can be for **Online** studies.
- iv) You should try to spread your participation out over the term i.e., if you wait until late in the term there may not be enough studies available for you.
- v) Mass Testing Survey closes Wednesday February 17.
- vi) Online limit override begins Wednesday February 17 (see note below).
- vii) The last day to participate for **credit** is Monday April 5.
- viii) The last day to participate for **remuneration/pay** is Friday April 23.

**Online credit limit and override for students in multiple REG courses:**

The Sona system automatically prohibits participants from signing up for more than 2.0 (TWO) online credits *per person*. If you are in more than one REG course this term the REG Coordinator will override this limit in order for you to sign up for up to 2.0 (TWO) online credits *per course* starting Wednesday February 17. At that time, details will be posted on the FAQ page of your Sona account, item 4 and an email notice will be sent to you.

**Denial of access to studies: Completing studies that you have signed up for!**

It is very important that you complete the studies that you have signed up for. For Lab studies this means showing up for the scheduled appointment. For Online studies this means completing the survey before the deadline that is posted in the timeslot. Please note that a study sign-up is a firm commitment to the researcher running the study so if you cannot keep the lab appointment or complete the survey before the deadline, please cancel the Sign-Up or contact the researcher in advance. Failure to attend 3 (THREE) Lab and/or Online studies that you have signed up for without providing adequate prior notice to the researcher may result in denial of access to further studies. Details are provided on the FAQ page on your Sona account.

**For information, instructions, help with login problems etc. please contact:**  
REG website:

<http://www.arts.uwaterloo.ca/~regadmin/regparticipant>

REG Coordinator: [regadmin@uwaterloo.ca](mailto:regadmin@uwaterloo.ca)

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 gaining experience in research by participating in studies, students may submit short reviews (1½ to 2 pages) of research articles. Each review article counts as one percentage point. Your professor will specify a

suitable source of articles for this course (i.e., scientific journals, newspaper, magazine, other printed media) and the article must relate to material that is covered in your course. *You must contact your TA to get approval for the article you have chosen before writing the review.* To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before Monday April 5. Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

Students may complete any combination of a) participation in research or b) article review up to a total of 4 credits (i.e., 4% grade).