

Developmental Psychology
PSYCH 211 F2016
Monday, Wednesday, Friday 8:30am-9:20am
Arts Lecture Hall (AL) 116
University of Waterloo, Department of Psychology

Instructor and T.A. Information

Instructor

Dr. Shaylene Nancekivell
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Teaching Assistants

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Course Description

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

Course Goals and Learning Outcomes

- Students will become familiar with major theories of child development
- Students will be able to compare and contrast these theories
- Students will develop the ability to use empirical data to inform their opinions on important interesting, and often controversial topics in the study of child development
- Students will use classroom discussions and assignments to reflect upon the processes influencing typical and atypical development throughout childhood and middle childhood
- Students will be able to critically examine research in developmental psychology and its representations in the public

Required Text

- Berk, Laura E & Meyers, Adena. (2016). Infants and children: Prenatal through middle childhood (8th ed). Allyn and Bacon, Pearson Education.

Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Quiz #1: The Beginnings	Sept 23	18%
Quiz #2: Infancy & Toddlerhood	Oct 17	18%
Quiz #3: Early Childhood	Nov 4	18%
Quiz #4: Middle Childhood	Nov 23	18%
Quiz #5: Current Research	Dec 2	18%
Media Analysis	Dec 2	10%
Research Experience Marks (Bonus)		2%
Total		100%

Quizzes

There will be five non-cumulative exams each worth 18%. All quizzes will be held in class on the scheduled dates listed. Quizzes will be a combination of multiple choice, T/F, and matching questions. They will cover material presented in the textbook and during lectures.

Although the quizzes are non-cumulative they do build upon each other. Theories and themes are repeated throughout the course.

Students who miss a quiz will not be able to make it up unless they are absent for an excusable reason as defined below in "Accommodation for course requirements".

The last short quiz will focus mainly on the assigned readings. The lectures will help guide you through the readings. However given the tight timeframe between the lectures and quiz the lecture content will not be focused on.

Media Analysis

You are required to find and critically examine the use of developmental psychology in the media. This will involve finding an example of a developmental psychology study or fact referenced in social media or the press. You will be asked to examine what is well represented and what is misrepresented. Take a look at parenting blogs, youtube, movies, and radio shows. Anything from Oprah to an informal youtube video is welcome. Your analysis must be based on science and you will be asked to provide the citations to scholarly journal articles and textbook chapters you used for your analysis. Please provide these in APA format to the best of your ability.

Your presentation must be 4-5 minutes long. You are welcome to complete the assignment with or without a partner (i.e, up-to 2 students can submit a single assignment). Presentations will be stopped at the 5 minute mark. Anything after this time point will not be marked.

Research Experience Marks

See guidelines below the course schedule.

Course Outline / Class Schedule

DATE	TOPIC / ASSESSMENT	READINGS	**
Fri Sept 9	Introduction & Basic Theories	Chapter 1 except p13&14	
Mon Sept 12	Basic Theories 2	Chapter 1 except p13&14	
Weds Sept 14	Theory Wrap up & Research Strategies	Chapter 1 except p13&14	
Fri Sept 16	Research Strategies & Ethics	Class activity (TAs Attend)	
Mon Sept 19	Prenatal & Birth 1	<u>Optional: Chapter 2 & 3</u>	
Weds Sept 21	Prenatal & Birth 2		
Fri Sept 23	Quiz 1: The Beginnings		**
Mon Sept 26	Infants & Toddlers Physical	Chapter 5 pp 161-169 & 176-199	
Weds Sept 28	Infants & Toddlers Cognitive 1	Chapter 6	

Fri Sept 30	Infants & Toddlers Cognitive 2	Chapter 6	
Mon Oct 3	Infants & Toddlers Language	Chapter 6	
Weds Oct 5	Infants & Toddlers Social/Emotional 1	Chapter 7	
Fri Oct 7	Infants & Toddlers Social/Emotional 2	Chapter 7	
<i>Mon Oct 10</i>	<i>NO CLASS. HAPPY BREAK!</i>		
<i>Weds Oct 12</i>	<i>NO CLASS. HAPPY BREAK!</i>		
Fri Oct 14	Infants & Toddlers General		
Mon Oct 17	Quiz 2: Infancy & Toddlerhood		**
Weds Oct 19	Early Childhood Physical	Chapter 8 pp 287 & 301-303	
Fri Oct 21	Early Childhood Cognitive 1	Chapter 9	
Mon Oct 24	Early Childhood Cognitive 2	Chapter 9	
Weds Oct 26	Early Childhood Language	Chapter 9	
Fri Oct 28	Early Childhood Social/Emotional 1	Chapter 10	
Mon Oct 31	Early Childhood Social/Emotional 2	Chapter 10	

Weds Nov 2	Early Childhood General		
Fri Nov 4	Quiz 3: Early Childhood		**
Mon Nov 7	Middle Childhood Physical	Chapter 11 pp 408 & 419-424	
Weds Nov 9	Middle Childhood Cognitive 1	Chapter 12	
Fri Nov 11	Middle Childhood Cognitive 2	Chapter 12	
Mon Nov 14	Middle Childhood Language	Chapter 12	
Weds Nov 16	Middle Childhood Social/Emotional 1	Chapter 13	
Fri Nov 18	Middle Childhood Social/Emotional 2	Chapter 13	
Mon Nov 21	Middle Childhood General		
Weds Nov 23	Quiz 4: Middle Childhood		**
Fri Nov 25	Current Research: Cognitive Dev	Research Paper 1	
Mon Nov 28	Current Research: Moral Dev	Research Paper 2	
Weds Nov 30	Current Research: Physical Dev	Research Paper 3	
Fri Dec 2	Short Quiz 5: Current Research		**

Fri, Dec 2	MEDIA ANALYSIS DUE	Submit on Learn	**
Mon Dec 5	Learn about Psych in Industry	Q&A industry professionals	

Research Experience Marks

Information and Guidelines

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn a "bonus" grade of up to 2% in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 2% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured 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 s/he participated.

Participation in LAB studies is worth 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each

15-minutes of participation. Researchers will record student's participation and will advise the course instructor of the total credits earned by each student at the end of the term.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

[INSTRUCTIONS/DATES/DEADLINES: How to log in to Sona and sign up for studies](#)

**** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website. ****

More information about the REG program is available at:

[REG Participants' Homepage](#)

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances.
- Be typed in a word or PDF file (and emailed to the instructor)
- 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.

Course Policies and Procedures

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; Ph 519-888-4567 ext. 38790

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 [72](#) below for further details.

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.

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.

Accommodation for course requirements

- Students 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 uWaterloo [Verification of Illness Form](#) and 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.