**PSYCH 211 – Developmental Psychology**

University of Waterloo  
Department of Psychology

### 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 further information](https://uwaterloo.ca/faculty-association/information-faculty/faculty-guide-working-waterloo/indigenization-waterloo).

### Acknowledgement of Current World Circumstances

This semester, due to the ongoing COVID-19 pandemic, the University of Waterloo instituted remote-learning for most Fall 2020 courses.

The instructors and TAs of PSYCH 211 recognize that this is a new and unfamiliar learning experience for many of our students. We have worked to make this course as integrative and engaging as possible for students, finding new ways to promote learning and social connectedness between our course community. We are excited to learn with our students this semester and promote interest in Developmental Psychology.

For many students, we know that remote-learning will present new challenges and potentially amplify existing issues. Some issues may be widely experienced for students and some issues may be more individual. As instructors and TAs, we are here to support our students. Should you encounter challenges in your learning experience or wider issues brought about by COVID-19, please do not hesitate to contact us. We aim to address all issues with sensitivity, and we will work with students to find solutions; if we cannot find solutions on our own, we will work to identify other resources for support and open lines of communication to these resources.

Above all, we want to remind students that experiencing challenges is not a reflection on the individual and that many of us are experiencing the same, or similar, challenges. We are here to help and provide the best learning experience possible.

[For the University of Waterloo’s ongoing COVID-19 updates.](https://uwaterloo.ca/coronavirus/)

### Instructors

|  |  |
| --- | --- |
| Reem Tawfik, HBSc. | Emma Green, B.Sc. Hons. |
| rtawfik@uwaterloo.ca | e3green@uwaterloo.ca |
| Student hours: Thursdays, 10 am – 11 am  (Sept. 8 - Oct. 25) | Student hours: Wednesdays, 11 am – 12 pm (Oct. 21 - Dec. 7) |
| Contact for one-on-one appointments | Contact for one-on-one appointments |

### Teaching Assistants

|  |  |  |
| --- | --- | --- |
| Charlotte Aitken | Rachel Braun | Claudia Sehl |
| c5aitken@uwaterloo.ca | rabraun@uwaterloo.ca | claudia.sehl@uwaterloo.ca |
| Student hours: Fridays, 11:30 am -12:30 pm | Student hours: Wednesdays, 10 am -11 am | Student hours: Mondays, 2 pm - 3 pm |

TA’s are available for one-on-one appointments, scheduled via email.

## Course Description

This course provides a topically-organized overview of child psychological development from the prenatal period through adolescence. Influential theoretical approaches to the study of child development will be discussed and applied to the study of physical, cognitive, and social-emotional development.

## Course Goals and Learning Outcomes

Upon completion of this course, students should be able to:

1. Summarize and apply their understanding of a broad array of topics pertinent to children’s psychological development
2. Critically evaluate methods and approaches used in developmental research
3. Read, interpret, and communicate the methods and findings of academic research papers
4. Apply their knowledge of developmental processes in childhood to their own lives

## Required Text

Siegler, R.S., Saffran, J., Eisenberg, N., & Gershoff, E. (2020) *How children develop.* Worth publishers: New York, NY.

The “official” edition of the text used in this course is the American sixth edition. If we reference page or figure numbers in the syllabus, lectures, or other course materials, this is the edition being referenced. The Canadian sixth edition contains much of the same material as the American fifth edition (with some variations), and earlier editions of the text likely contain much of the same material. That being said, if you elect to use an alternative version of the text, **it is your responsibility to identify any discrepancies between your version of the text and the official edition being used in this course**. We are happy to answer any questions regarding potential discrepancies; however, **we will not accept responsibility for any mistakes or confusion arising from students using alternative versions of the text.**

## Readings Available on LEARN

Some additional readings not found in the text will occasionally be posted on Learn. Attention will be drawn to these readings in lecture and through announcements on Learn. These readings can be included for course tests.

Attendance

This semester, due to the ongoing worldwide COVID-19 situation, PSYCH 211 will be held online, via remote-learning only. This means that there are no in-class lectures or tests to attend. Course materials will be posted on a weekly basis and it will be students’ responsibility to manage their time/schedules and remain on-track with course content. Course instructors and TAs are available to provide support should students require assistance with time management.

## Course Grading

| **Assessment** | **Date of Evaluation/Due date** | | | **Weighting** | |
| --- | --- | --- | --- | --- | --- |
| Test 1 | Oct. 9 | | | 15% | |
| Test 2 (non-cumulative) | Nov. 6 | | | 15% | |
| Test 3 (non-cumulative)  Article Summary Assignment | Exam period  See page 4 for breakdown | | | 15%  25% | |
| Learn 1 Teach 1 | Ongoing (see page 4 for breakdown) | | | 20% | |
| Weekly Quizzes | Ongoing | | | 6% | |
| Research Participation | Ongoing (Please note the REG deadlines) | | | 4% | |
| Bonus Introduction Post | Sept. 13 | | | 2% | |
| Total (not including optional bonus) | |  | 100% | |

### Course Outline

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Content** | **Chapter** | **Instructor** |
| 1 | Sept. 8 – Sept. 13 | Course introduction and syllabus |  | Reem Tawfik & Emma Green |
| 2 | Sept. 14 – Sept. 20 | Research Methods & Early Development | 1-2 | Reem Tawfik |
| Biology and Behaviour | 3 | Reem Tawfik |
| 3 | Sept. 21 – Sept. 27 | Cognitive Development pt. 1 | 4 | Reem Tawfik |
| Cognitive Development pt. 2 | 4 | Reem Tawfik |
| 4 | Sept. 28 – Oct. 4 | Seeing, Thinking, and Doing pt. 1 | 5 | Reem Tawfik |
| Seeing, Thinking, and Doing pt. 2 | 5 | Reem Tawfik |
| 5 | Oct. 5 – Oct. 11 | Language pt. 1 | 6 | Reem Tawfik |
|  | Oct. 12 – Oct. 18 | Reading Week (No Lecture) |  |  |
| 6 | Oct. 19 – Oct. 25 | Language pt. 2 | 6 | Reem Tawfik |
| Conceptual Development pt. 1 | 7 | Reem Tawfik |
| 7 | Oct. 26 – Nov. 1 | Conceptual Development pt. 2 | 7 | Reem Tawfik |
| Moral Development pt. 1 | 14 | Emma Green |
| 8 | Nov. 1 – Nov. 8 | Moral Development pt. 2 | 14 | Emma Green |
| Intelligence and Achievement | 8 | Emma Green |
| 9 | Nov. 9 – Nov. 15 | Theories of Social Development pt. 1 | 9 | Emma Green |
| 10 | Nov. 16 – Nov. 22 | Theories of Social Development pt. 2 | 9 | Emma Green |
| Emotional Development pt. 1 | 10 | Emma Green |
| 11 | Nov. 23 – Nov. 29 | Emotional Development pt. 2 | 10 | Emma Green |
| Attachment Theory pt. 1 | 11 | Emma Green |
| 12 | Nov. 30 – Dec. 6 | Attachment Theory pt. 2 | 11 | Emma Green |
| Development of the Self | 11 | Emma Green |
| 13 | Dec. 7 | Gender Development & Family Dynamics | 15, 12 | Emma Green |

Course Tests

Course tests are what would typically be considered midterms. They will be open-book summative assessments that will consist of primarily short answer questions, with some multiple-choice questions. There are three course tests across the semester. They will each be non-cumulative, evaluating separate portions of the course content. The tests will be held online, via the Quiz function on LEARN.

Test 1: Friday, October 6

Test 2: Friday, November 13

Test 3: TBD (to be held during final exam period)

For further instructions about Course Tests: [Click here](https://learn.uwaterloo.ca/d2l/le/content/574307/viewContent/3179593/View)

Article Summary Assignment

The purpose of this assignment is to give you the opportunity to learn more about a topic that particularly interests you, and to give you experience reading, interpreting, and summarizing the most important aspects of a research article. Assignments must be submitted electronically on LEARN no later than 11:59pm on the due date.

There are three components to this assignment, making up 25% of your overall grade in this course. Each will be graded individually and you are responsible for meeting the deadlines for each component. Evaluation of this assignment will consist of:

1. **Submitting your article for approval (2%)**

Due Date: Oct. 5th , 11:59 PM EST

*Note: Late article submissions will not be graded, resulting in 0% for this section.*

1. **Submitting an outline of your article summary (5%)**

Due Date: Oct. 26th , 11:59 PM EST

*Note: Late outline submissions will not be graded, resulting in 0% for this section.*

1. **Final Assignment Submission (18%)**

Due Date: Nov. 30th , 11:59 PM EST (A penalty of 10% per day will be applied to late submissions)

For further instructions on the article summary assignment: [Click here](https://learn.uwaterloo.ca/d2l/le/content/574307/viewContent/3170439/View)

For further instructions on using the dropbox function on LEARN: [Click here](https://uwaterloo.ca/learn-help/students/dropboxes)

Learn 1 Teach 1

Learn 1, Teach 1 is an opportunity for students to identify areas of learning and knowledge, while connecting with other students in the class. Through this assignment, students can share knowledge with peers and develop a better understanding of concepts via communication.

Learn 1 allows students to evaluate their own understanding of course content, identifying areas that may be less well understood and need further explanation.

Teach 1 is designed to allow students to help others’ understanding of course content: through responding to others’ Learn 1 posts, students can apply and share their knowledge with others while developing communication skills.

For further instructions on Learn 1 Teach 1: [Click here](https://learn.uwaterloo.ca/d2l/le/content/574307/viewContent/3163986/View)

Weekly Quizzes

Each week, the course instructors will post an online quiz related to the course content – this includes lectures, textbook, readings - for the week. Each quiz will consist of 5-10 questions, primarily of multiple-choice questions with some fill in the blank or short answers. You will have one (1) hour from the time you start the quiz to complete the quiz. You will be allowed one (1) attempt.

Quizzes are **not graded for accuracy**. These quizzes are meant to a) determine how much you understood from the week’s content and b) identify areas where the class may need some more review, so the instructors can provide review materials.

For further instructions on [Weekly Quizzes](https://learn.uwaterloo.ca/d2l/le/content/574307/viewContent/3135967/View)

SONA Participation & Research Experience

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, conducting article reviews 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 **up to 4%** of their final mark in this course through research experience (i.e., course work will make up 96% of the final mark and research experience will make up the other 4% for a maximum grade of 100%).

The two options for earning research experience grades (participation in research and article review) are detailed in the [SONA document](https://learn.uwaterloo.ca/d2l/le/content/574307/viewContent/3135878/View) in LEARN.

### 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](https://uwaterloo.ca/academic-integrity/) or the Academic Integrity Document in LEARN 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](https://uwaterloo.ca/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](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71). For typical penalties check [Guidelines for the Assessment of Penalties](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/guidelines/guidelines-assessment-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); Ph 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](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

### Note for Students with Disabilities

The [AccessAbility Services](https://uwaterloo.ca/disability-services/) office, located on the first floor of the Needles Hall extension (NH 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

For security purposes, the Psychology Department does not allow students to write tests, quizzes, or final exams for Psychology courses prior to the date/time scheduled for the course.

**Elective arrangements such as travel plans** are not acceptable grounds for granting accommodations to course requirements per the [uWaterloo Examination Regulations and Related Matters](http://www.registrar.uwaterloo.ca/exams/ExamRegs.pdf).

**Accommodations for students with disabilities**: [The Access-Ability Services Office](https://uwaterloo.ca/disability-services/) (located in Needles Hall extension, Room 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 Access-Ability Services Office at the beginning of each academic term.

[In-class, online, test/exam accommodations for students with disabilities](https://uwaterloo.ca/disability-services/current-students/accommodations)

**Accommodation requests based on religious/cultural grounds**

Requests for alternate sittings for tests, quizzes, or final exams based on religious/cultural grounds must be made to the Associate Dean of Undergraduate Studies for the Faculty of Arts (currently Bill Chesney) in writing by the following deadlines:

● For final exams: within one week of the [final exam schedule being posted by the Registrar's Office](https://uwaterloo.ca/registrar/final-examinations/exam-schedule).

● For tests or quizzes: before the *'drop - no penalty period'* ends (see [Important Dates](https://uwaterloo.ca/quest/undergraduate-students/important-dates))

The Associate Dean will contact the instructor on the student's behalf to request an alternate sitting for the test, quiz, or final exam.

Student Illness

1. *COVID-19 or influenza-like symptoms:* Students can self-declare symptoms that might be COVID-19 through Quest. They do not need a VIF for activities missed during the period for which they have self-declared. Students must self-declare within two days of the activity they missed.
2. *VIFs and non-influenza-like illnesses:* Students do not need to visit a physical clinic in order to secure a VIF. The University’s Health Services is providing essential services and telemedicine and will authorize VIFs where warranted. Other health care providers are also offering remote services.
3. *Self-declaration and petitions:* Students who self-declare influenza-like symptoms will not be treated differently than students who produce VIFs with regard to petitions. VIFs are most important in helping a student secure accommodation for a missed or late assignment. VIFs do not play much of a role in the petition process. Other documentation is usually presented to support the narrative of events and circumstances.

**In the case of a missed final exam due to illness**, 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 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.

*Policies of the Psychology department pertaining to course requirements are available on the* [*department website*](https://uwaterloo.ca/psychology/current-undergraduate-students/policies/psychology-department-policies/accommodations-course-requirements-assignments-tests-quizzes)*.*

### Mental Health Services

Mental Health Services aim is to provide holistic programming and services to help you lead a healthy and balanced life. We strive to provide a secure, supportive environment for students of all orientations and backgrounds.

Students suffering from problems with anxiety, depression, problems with sleep, attention, obsessions or compulsions, relationship difficulties, severe winter blues, etc., may make an appointment by phone or in person. Appointments are usually available within two days of initial contact with one of our medical doctors. All contacts are completely confidential.

**Contact Health Services**:

Health Services Building

Call 519-888-4096 to schedule an appointment

Call 1-866-797-0000 for free 24/7 advice from a health professional

Contact Counselling Services

Needles Hall Addition, NH 2401

Call 519-888-4567 x 32655 to schedule an appointment

[counserv@uwaterloo.ca](mailto:counserv@uwaterloo.ca)