

University of Waterloo
Department of Psychology
PSYCH 211: Developmental Psychology
Fall 2021, Virtual Asynchronous

Instructor and T.A. Information

Instructor: Sebastian Dys, PhD

Office Hours: By Appointment

Email: sebastian.dys@uwaterloo.ca

Note: Students will also be allowed and encouraged to post questions online

T.A.	Sarah English	Kaitlyn Forbes	Jillian Rioux
Email	senglish@uwaterloo.ca	k2forbes@uwaterloo.ca	jmrioux@uwaterloo.ca
Office Hours	TBD	TBD	TBD

Course Description

The course is intended to provide a survey of contemporary issues in developmental theory and research from the prenatal period to adulthood. Topics will include theories of development, biological, cognitive, language, social, emotional, and moral development, as well as attachment, the development of the self, the family, and peer relationships.

Course Goals and Learning Outcomes

By the end of this course students should be able to:

- Understand core concepts and findings on biological, cognitive, social, and emotional development
- Describe and integrate major theoretical approaches to understanding human development
- Explain the various methods used to investigate developmental changes
- Connect understanding of developmental psychology to modern-day, real-world issues
- Communicate clearly and concisely in written format for academic and public audiences

Remote Learning Software

Course content, assessments, and the majority of other course interactions will be delivered through LEARN. For more information on navigating and using LEARN, [click here](#) to visit the University of Waterloo LEARN Help page for students.

Communication with instructors and TAs will be facilitated via email using the addresses listed above. Meetings and office hours will take place using Microsoft Teams. For more information on using Teams, [click here](#) to visit the University of Waterloo Microsoft Teams Help page.

Suggested Text

- Siegler, R., Saffran, J. R., Graham, S., Gershoff, E., & Eisenberg, N. (2020). *How Children Develop: Canadian Sixth Edition*. New York: Worth Publishers.
 - As the text is “Suggested” no content unique to the textbook will be asked about on tests. Students are, however, welcome to use information from the textbook to support their reflection papers, for instance.

Readings Available on LEARN

- All required readings (see Course Outline) will be available in PDF format through LEARN. Students can expect test and exam questions based on these readings.

Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
Introductory Post	Sept. 20	(+1%)
Participation Quizzes	Ongoing	10%
Research Experience (SONA or alternative)	Ongoing	(+3%)
Midterm Test	Oct. 18	25%
Reflection Paper #1	Nov. 1	17.5%
Reflection Paper #2	Dec. 6	17.5%
Concluding Post	Dec. 6	(+1%)
Final Examination	TBD (Dec. 9–23)	30%
Total		100%

Course Test (25%) and Examination (30%)

A midterm test and final exam will be administered online via the quiz function on LEARN. Students will be allowed to use their notes, lecture slides and videos, and their textbook. Questions will consist of Multiple-Choice Questions, Fill-In-The-Blank and Short Answer Questions. While the final will not include most content from Weeks 1 through 4, there may be questions related to the 12 Themes of Course and the theories of Cognitive Development (e.g., compare Piaget and Bandura on XYZ).

Participation Quizzes (10%)

Each lecture will include at least one set of participation questions to probe your understanding of the material covered. Typically, these will include a quiz reviewing the previous week’s material, another at the midpoint of the lecture, and a final quiz at the end. These quizzes are graded for completion, not accuracy. Use them as an indicator as to whether you need to rewatch a video or ask a clarification question. Each lecture’s questions are worth up to 1% (regardless of how many questions they entail) and 10 of your top 11 quiz scores will go toward this part of your mark.

Quizzes are considered “due” within 48hrs of being made available. Students may, however, grant themselves an automatic extension (with no late penalty) for up to an additional 5 days. In such instances, students do not need to reach out to the instructor or TA and may exercise this option however many times is necessary.

Reflection Papers (2 x 17.5%)

Two reflection papers on specified topics: (1) Public policies that benefit child development, and (2) Your identity status (see LEARN for more information). Students will be tasked with answering the questions posed for these reflection papers while integrating course concepts to support their positions.

Introductory and Concluding Posts (2x 1% bonus)

Students may complete brief introductory and concluding posts answering questions outlined in the discussion form on LEARN. Questions are related, for example, students’ interests in child development as well as misconceptions the course corrected for them.

Research Experience (SONA or alternative; 3 x 1% bonus)

Students may earn up to 3% through experiential learning via SONA participation or writing media articles about research findings. For more information see the section titled “Sona Participation and Research Experience Marks Information and Guidelines.”

Course Outline

Date	Topic	Required Readings	Suggested Readings for 6 th Canadian Ed
Sept 8	Introduction to the Course		
Sept 13	Intro to Developmental Psychology		Chapter 1
Sept 20	Early and Biological Development Intro Post Due	Glover (2019) and Petit & Montplaisir (2020)	Chapters 2 (40–52 and 63–74), 3 (pp. 96–113)
Sept 27	Cognitive Development		Chapters 4 (pp. 147– 152), 5 (pp. 182–191)
Oct 4	Linguistic and Conceptual Development	Bialystok (2017)	Chapter 6
Oct 11	***Reading Week – No Lecture***		
Oct 18	Midterm Test Writing for Psychology: A Primer on Style		
Oct 25	Intelligence	Schweinhart (2012)	Chapter 8 (pp.294–308)
Nov 1	Social Development Reflection #1 Due: 5pm on LEARN		Chapters 9 (pp. 318– 345), 13 (pp. 478–482)
Nov 8	Emotional Development	Chapter section: Mental Health, Stress, and Internalizing Mental Disorders	Chapter 10 (pp. 365– 366 and pp. 375–381)
Nov 15	Attachment and Family		Chapters 11 (pp. 387–400), 12
Nov 22	Self-Concept		Chapter 11 (401–417)
Nov 29	Moral Development	Gershoff (2013) and Promoting Kindness (infographic)	Chapter 14 (500–520)
Dec 6	Review Session Reflection #2 Due: 5pm on LEARN Research Experience and Concluding Post Due		
Dec 9–23	Final Exam		

Late Work

Penalties for missing deadlines vary by assessment. Missed deadlines for participation quizzes and discussion board posts will result in a 0%. Missed deadlines for reflection papers will result in a penalty of 10% per day (including weekends).

Students are encouraged to review course requirements in advance. If you anticipate missing a deadline for a reflection paper, please let the instructor know at least 48 hours in advance. It is much harder for us to accommodate students after this time.

Information on Plagiarism Detection

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

Attendance Policy

This semester, due to the ongoing worldwide COVID-19 situation, PSYCH 211 will be held online, via remote-learning only. With the exception of Sept. 8th, all lectures will be posted weekly on Monday at 8am. Each lecture will involve participation quizzes which are scored for completion, not accuracy.

Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009

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. Check 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 their 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](#).

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

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 they have a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Note for Students with Disabilities

The [AccessAbility 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 Psychology courses.

Policies of the Psychology department pertaining to course requirements are available on the [department website](#).

Chosen/Preferred First Name

Do you want professors and interviewers to call you by a different first name? Take a minute now to verify or tell us your chosen/preferred first name by logging into [WatIAM](#).

Why? Starting in winter 2020, your chosen/preferred first name listed in WatIAM will be used broadly across campus (e.g., LEARN, Quest, WaterlooWorks, WatCard, etc). Note: Your legal first name will always be used on certain official documents. For more details, visit [Updating Personal Information](#).

Important notes

- If you included a preferred name on your OUAC application, it will be used as your chosen/preferred name unless you make a change now.
- If you don't provide a chosen/preferred name, your legal first name will continue to be used.

Mental Health Support

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

On Campus

Due to COVID-19 and campus closures, services are available only online or by phone.

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

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: 519-749-4300 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 extension 213

Full details can be found online on 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 ten 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](#).

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

Sona Participation and 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, writing a media article 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 3%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 3% 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 through online and remotely operated (replacing in-lab) studies, 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 remotely operated (replaces 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 been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

How to earn extra marks for your Psychology course(s) this term by participating in studies ...

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your remotely operated (replacing in-lab) and ONLINE studies using the "Sona" website.
- **FOR THE FALL 2021 TERM ALL OF YOUR CREDITS** can be earned through ONLINE AND REMOTELY/ ONLINE OPERATED (replacing in-lab) studies. 25% of credits will need to be completed using REMOTELY / ONLINE OPERATED studies

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 remotely operated (replaces in-lab) studies has increment values of 0.75 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 at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

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.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible, go to:

[Participating/SONA information: 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 in general is available at:

[Sona Information on the REG Participants website](#) or you can check the [Sona FAQ on the REG website homepage](#) for additional information.

Option 2: Media Article 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 write a public-facing media article about a research study (1½ to 2 pages). These should be scientifically accurate summaries of research articles written in a manner that would be interesting and accessible to a lay audience (e.g., your family or friends who have not studied psychology). The articles students may choose from, which will be available via LEARN, are as follows:

- 1) Cirelli, L. K., Einarson, K. M., & Trainor, L. J. (2014). Interpersonal synchrony increases prosocial behavior in infants. *Developmental Science*, 17(6), 1003–1011. doi:10.1111/desc.12193
- 2) Hamlin, J.K., Mahajan, N., Liberman, Z. & Wynn, K. (2013). Not like me = bad: Infants prefer those who harm dissimilar others. *Psychological Science*, 24(4), 589–594. doi:10.1177/09056797612457785
- 3) Moreno, S., Bialystok, E., Barac, R., Schellenberg, E. G., Cepeda, N. J., & Chau, T. (2011). Short-term music training enhances verbal intelligence and executive function. *Psychological Science*, 22(11), 1425–1433. <https://doi.org/10.1177/0956797611416999>

Each media 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
- APA Formatted