

**Psychology 2480E – Developmental Psychology: Basic Principles
Fall/Winter 2021-2022**

1.0 Calendar Description

This course focuses on the academic study of developmental psychology. Specifically, research methods, perceptual developmental, learning, physical development, cognitive development, and social-emotional development. Theoretical issues and experimental design issues will be emphasized.

Antirequisites: Psychology 2044, 2410A/B, the former 241

Prerequisites: At least 60% in Psychology 1100E. Other introductory psychology courses may be substituted with the permission of the Department.

2 lecture hours, 2 laboratory hours.

Students are responsible for ensuring that they have successfully completed all course prerequisites. If you do not have the prerequisites for this course or written special permission from the Department to enroll in this course, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees if you are dropped from a course for failing to have the necessary prerequisites.

2.0 Course Information

Instructor: Dr. Christine Tsang
Office: HUC-V119
Phone: (519) 438-7224 ext. 260
E-mail: ctsang33@huron.uwo.ca
Office hours: Mondays 2:00-3:00pm; Wednesday 10:00-11:00am
Course Time: Monday 10:30am-12:20pm and Wednesday 12:30-1:20pm
Classroom Location: HUC-V207
Course website: <http://owl.uwo.ca> {login & password = UWO login ID and password}

3.0 Course Objectives:

By the end of this course, students should:

- Understand and explain the basic theories and principles of developmental psychology
- Identify and critique basic areas of research in developmental psychology
- Apply basic research methods and experimental designs used in developmental psychology
- Apply theories and concepts of developmental psychology to real world problems

4.0 Description of Class Methods

The course is broken up into 12 2-week Content Modules. Within each Content Module, there will be assigned readings (textbook and journal articles), supporting videos and other multimedia content to illustrate concepts, as well as a few short lecture videos from the instructor highlighting important themes and issues. These materials will be posted on OWL at the start of each module. Each week, students are expected to attend classes as scheduled (see Lecture Schedule). During class meetings, we will discuss of major course themes, assigned readings, and the research project. OWL will be used for asynchronous engagement with course themes and readings, and for collaborative meetings related to the research project.

There will be a cumulative summative midterm at the end of each term.

This course also includes a major research project in which students will be expected to work in small groups to complete an original psychological research project. This project will require students to design a research study to test a research question of the students' own choosing. Students will be expected to communicate the question and design in a written proposal, and communicate the final results of the project in a standard APA-style written report.

The instructor will be available for synchronous (meaning at the same time) meetings with individual students and groups of students on various virtual platforms to discuss course content and course performance.

5.0 Required Texts:

In addition to primary source readings from journals and edited collections, this course will use selected readings from three primary Open Educational Resource (OER) textbooks. The specific reading selections from each source can be found in the "Readings List" on OWL. The full references for each of the OER texts are below.

National Research Council (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, DC: The National Academies Press.
<https://doi.org/10.17226/9824>.
https://www.ncbi.nlm.nih.gov/books/NBK225557/pdf/Bookshelf_NBK225557.pdf

Lally, M. and Valentine-French, S. (2019). *Lifespan Development: A Psychological Perspective Second Edition* <http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf>

Paris, J., Ricardo, A., & Rymond, D. (2019). *Child Growth and Development*.
<https://drive.google.com/file/d/1B4e6oKPTFeUE9tXsJMcszcb6Kj7EfEb/view>

Suggested text: *The Publication Manual of the American Psychological Association* (2019). (7th Ed.). Washington, DC: American Psychological Association

6.0 Evaluation:

<i>Assessment</i>	<i>Date</i>	<i>Weight</i>
End of Term Exams	December Exam	25%
	April Exam	25%
Research Project	Topic Selection Due W October 20	No grade (P/F)
	Proposal Due F January 14	10%
	Final APA Report Due F April 2	25%
Class Participation and Reflection	End of each term	15%

1. **End of Term Exams (50%)**. There are 2 exams, one held during the December Exam Period (25%) and one held during the April Exam Period (25%). Exams are cumulative and may cover any and all material (lectures, readings, videos, activities, and discussion) covered during the term. More details will be provided on OWL in advance of each exam.
2. **Research Project (35%)**. Students will design and execute a developmental research project. Information and guidelines for the Research Project will be posted on OWL.
3. **Class Participation and Reflection (15%)**. At the end of each term, students will complete a participation assessment and short learning reflection of their performance in this course to that point. More information and guidelines will be posted to OWL.

7.0 Late Penalties, Extensions, and Make-up Tests

Students who require accommodation for a missed Exam should follow the Senate guidelines for accommodation for a missed exam

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf. If accommodation is recommended, the accommodation will be in the form of a make-up test or alternative assignment at the discretion of the instructor.

Students who require extensions of the deadline dates for the Research Report should discuss the nature of the accommodation and extension request with the instructor.

8.0 Huron Psychology Department Grading Policy

Students at Huron University College should consider a grade in the range from 70-74 to be evidence of satisfactory performance in a 2100-level Psychology course. Grades in the B+ (75-79) or A (80-89%) ranges will only be awarded for performance that is demonstrably superior to the second-year standard associated with the Major or Minor modules. A grade of A+ (90-100%) will only be awarded very rarely and only for work that is truly exceptional.

9.0 University Policies

The Senate policies in force for this course (i.e., academic accommodation, accessibility, academic misconduct, course drop dates, and other related university policies) may be found posted on the OWL course site

9.0 Tentative Schedule

TERM 1

Date	Topic	Readings
W Sep 8	Course Overview	
M Sep 13	Themes and Theories	Lifespan Development: Ch1 Skinner (1945) Minh et al (2017) Bjorklund (2018)
W Sep 15		
M Sep 20	Research Methods	Neurons to Neighbourhoods Ch 4 Clegg et al (2017) Nielsen et al (2017)
W Sep 22		
M Sep 27		
W Sep 29		
M Oct 4	Prenatal, Genetics and Heredity	Child Growth and Development: Ch2 Leve et al. (2013)
W Oct 6		
M Oct 11	THANKSGIVING	
W Oct 13		
M Oct 18	Brain Development	Neurons to Neighbourhoods Ch8 Penhune (2011) Tuulari et al. (2019)
W Oct 20 <i>* Project Topic Selection Deadline</i>		
M Oct 25		
W Oct 27		
M Nov 1 W Nov 3		
M Nov 8	Infancy and Physical Development	Lifespan Development p. 72-84 Child Growth and Development p. 93- 98 Leonard & Hill (2016) Dai and Scherf (2019)
W Nov 10		
M Nov 15		
W Nov 17		
M Nov 22	Sensation and Perception	Jayaraman et al (2017) Sciutti et al (2018) Ventura & Mennella (2011)
W Nov 25		
M Nov 29		
W Dec 1		
M Dec 6	Catch Up and Review	
W Dec 8		
Dec 11-21	EXAMS <i>* Take Home Exam Due Date scheduled by Registrar's Office</i>	

TERM 2

Date	Topic	Readings
M Jan 3	Language	Neurons to Neighbourhoods p. 124-145 Wang et al (2021) Linck et al (2009)
W Jan 5		
M Jan 10		
W Jan 12		
F Jan 14 <i>* Research Ethics Proposal Due</i>		
M Jan 17	Piaget and Vygotsky	Lifespan Dev p. 123-130 Gopnik (1996) Frazier & Gelman (2009) Dunn & Bremner (2019) Unger et al (2020)
W Jan 19		
M Jan 24		
W Jan 26		
M Jan 31	Memory and Attention	Child Growth and Development p. 189-197 Rovee Collier et al. (1992) Spruijt et al (2018) Andrews et al (2020)
W Feb 2		
M Feb 7		
W Feb 9		
M Feb 14	Concepts and Intelligence	Neurons to Neighbourhoods p.146-161 DeLoache et al (1997) Sloutsky & Deng (2019) Sodian et al (2020)
W Feb 16		
M Feb 21	READING WEEK	
W Feb 23		
M Feb 28		
W Mar 2		
M Mar 7	Family and Peers	Child Growth and Development p302-310 Neurons to Neighbourhoods93-123; 229-329 Lin et al (2020) Duncan et al (2019)
W Mar 9		
M Mar 14		
W Mar 16		
M Mar 21	Prosocial Development	Grossman (2015) House (2018) Hammond & Brownell (2018)
W Mar 23		
M Mar 28		
W Mar 30		
F April 2 <i>* Research Report Due</i>		
April 4-30	EXAMS <i>* Take Home Exam Due Date scheduled by Registrar's Office</i>	

Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:
https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Academic Support & Engagement: <http://academicsupport.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.