

Huron University College
Department of Psychology

**Psychology 2480E – Developmental Psychology: Basic Principles
Fall/Winter 2016-17**

M 3:30-5:30 and W 2:30-3:30 in Room HUC-W17

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 Dean 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 in the event that you are dropped from a course for failing to have the necessary prerequisites.

2.0 Course Information

Instructor: Dr. Christine Tsang
Office: V119
Phone: (519) 438-7224 ext. 260
E-mail: ctsang33@huron.uwo.ca
Office hours: Wednesday and Thursday 11:30-12:20
Time and Location of Lectures: Tuesday 10:30-11:30, Thursday 9:30-11:30 in W108
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 have:

- Knowledge of the basic theories and principles of developmental psychology
- Exposure to basic areas of research in developmental psychology
- Experience with basic research methods and experimental designs used in developmental psychology

4.0 Description of Class Methods

At least two class hours per week will be devoted to lectures related to developmental theory and the various sub-fields of developmental psychology. Approximately one class hour per week will be devoted to reading current research papers in developmental psychology and activities designed to augment students' understanding of lecture content. Students are also expected to spend at least one hour per week outside of class working on term research projects (i.e., writing research proposals, conducting observations at the University Lab School, analyzing data, etc.).

5.0 Required Texts:

Siegler, R., Saffran, J. R., Graham, S., Eisenberg, N., DeLoache, J., & Gershoff, E. (2018). *How Children Develop: Canadian Fifth Edition*. New York: Worth Publishers.

Suggested text: *The Publication Manual of the American Psychological Association* (2010). (6th Ed.). Washington, DC: American Psychological Association

6.0 Evaluation:

<i>Assessment</i>	<i>Date</i>	<i>Weight</i>
Midterm 1	Monday, October 22	10%
Midterm 2	Monday, November 26	10%
Midterm 3	Monday, February 11	10%
Midterm 4	During Final Exams	10%
Research Report #1	Wednesday January 9	12%
Research Report #2	Monday April 8	20%
Reading Summaries	Throughout course	5% = 1% each x 5 summaries
Reading Reflections	Throughout course	8% = 2% each x 4 reflections
Exam Essay	During Final Exams	15%

1. **Midterms (40%):** There will be 4 midterm tests. Three will be held through the year (see lecture schedule on OWL for dates) and the fourth will be a part of the final exam (scheduled by the Registrar). Each midterm will be worth 10% each, for a total of 40% of the final grade for the course. Midterm tests may cover any and all material (lectures, readings, activities and discussion) covered since the last midterm.
2. **Lab Projects (32%):** There will be two lab projects, one per term. The first research project will be worth 12% of the final grade, and the second research project will be worth 20% of the final grade for the course. (More information will be provided in class). **You must submit a criminal record check to the instructor by September 24 (if this is not possible, please speak with the instructor ASAP), and you must attend a YMCA orientation session (TBA) in order for your lab projects to awarded a final grade.**

3. Reading Summaries (5%): There are 7 assigned readings over the duration of the course. You must complete a short 250 word summary of the reading that is due BEFORE the associated class discussion date. At least two summaries must be completed each academic term. Each summary will be worth 1% of the final grade for a total of 5%.
4. Reading Reflections (8%): You may choose 2 reading discussions per term to complete a 500 word written learning reflection. The reflection will be based on both the assigned reading and associated class discussion and will be due at the start of the next class day following the associated discussion. Each written reflection will be worth 2% of the final grade. More detail on how to complete a reflection paper may be found on OWL.
5. Final Exam Essay (15%): The final exam will be scheduled by the Registrar's Office. The final exam will include the 4th midterm test (worth 10% of the final grade as specified above) as well as a cumulative (covering material over the entire course) essay question worth 15% of the final grade.

7.0 Late Penalties, Extensions, and Make-up Tests

Make-up tests will not be allowed. If a test is missed for a legitimate reason appropriate documentation must be submitted to Academic Advising in a timely fashion. For further details, see the FASS Course Outline Appendix posted on OWL. If accommodation is granted, the remaining components of the evaluation will be re-weighted based on the remaining midterms. If more than 3 midterms are missed over the course, re-weighting will be at the discretion of the instructor.

There will be no make-ups allowed for missed pop quizzes. Pop quizzes will begin promptly at the beginning of class. Students who are more than 5 minutes late for class will not be permitted to write the quiz. Excuses and reasons provided AFTER missed quizzes will not be accepted. For students with legitimate, documented reasons for missing a quiz, accommodation will be at the discretion of the instructor (see FASS Appendix posted on OWL for full university policy on academic accommodation).

All lab reports to be handed in are due at the BEGINNING of class on the due date (both electronic and hardcopy versions). Any items handed in after this time will be considered late. **The penalty for lateness is 2% of the grade per day late (including weekends) up to 14 days late, after which the grade will be zero.** Any extensions for legitimate reasons (see Appendix A) must be requested BEFORE the due date, and appropriate documentation submitted in a timely fashion. If accommodation is granted, an extension will be granted at the discretion of the instructor.

Note that due date extensions and re-weighting of a missed test will not be granted in order to facilitate travel arrangements (other than on compassionate grounds).

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.

10.0 Tentative Schedule (topics covered on each date subject to change)

M Sep 10	Themes and Theories (Chapter 1, p. 1-24)
W Sep 12	class reading discussion: “Baby in a Box”, by B. F. Skinner
M Sep 17	Research Methods (Chapter 1, p. 25-37)
W Sep 19	Research Methods (Chapter 1, p. 25-37)
M Sep 24	Prenatal Development (Chapter 2 p. 43-70)
W Sep 26	Research Project Session 1—YMCA University Childcare Centre Site Visit <i>**Attendance at this session is <u>REQUIRED</u>. Non-attendance will mean that your final research projects will NOT be graded.</i>
M Oct 1	Prenatal Development (Chapter 2 p. 43-70)
W Oct 3	Genetics and Heredity (Chapter 3 p. 91-113)

FALL BREAK No Classes (Monday October 8 – Friday October 12)

M Oct 15	Neural and Brain Development (Chapter 3 p. 113-126)
W Oct 17	Neural and Brain Development (Chapter 3 p. 113-126)
M Oct 22	MIDTERM #1
W Oct 24	Cognitive Development- Piaget (Chapter 4, p.142-157)
M Oct 29	Cognitive Development – Information Processing (Chapter 4 157-167)
W Oct 31	Research Project Work Session 2
M Nov 5	Cognitive Development – Core Knowledge (Chapter 4 p. 167-172)
W Nov 7	Cognitive Development- Vygotsky (Chapter 4 p. 173-178)
M Nov 12	Cognitive Development – Dynamic Systems Theories (Chapter 4 p.178-183)
W Nov 14	class reading discussion: “Infants make more attempts to achieve a goal when they see adults persist”, by J. A. Leonard et al. (2017)
M Nov 19	Infancy- Vision and Hearing (Chapter 5 p. 189-204)
W Nov 21	Infancy– Motor Development (Chapter 5, p. 208-217)
M Nov 26	MIDTERM #2
W Nov 28	Research Project Work Session 3
M Dec 3	Infancy– Learning (Chapter 5 p. 218-234)
W Dec 5	class reading discussion: Three-month-olds, but not newborns, prefer own-race faces” by D. J. Kelly et al. (2005)

EXAMS Monday, December 10 – Friday, December 21

****Note that there is no December Examination in this course****

M Jan 7	Language (Chapter 6 p. 242-279)
W Jan 9	Language (Chapter 6 p. 242-279)
W Jan 9	Research Project #1 APA-Style Report Due

M Jan 14 Language- Symbols (Chapter 6 p.279-282)
W Jan 16 **class reading discussion:** “The Credible Shrinking Room: Very Young Children’s Performance with Symbolic and Nonsymbolic Relations”, by J. DeLoache et al. (1995)

M Jan 21 Concepts (Chapter 7)
W Jan 23 **Research Project Group Work Session 1**

M Jan 28 Concepts (Chapter 7)
W Jan 30 **class reading discussion:** Explaining Constrains Causal Learning in Childhood”, by C. M. Walker, et al. (2017)

M Feb 4 Intelligence (Chapter 8)
W Feb 6 Intelligence (Chapter 8)

M Feb 11 MIDTERM #3
W Feb 13 **Research Project Group Work Session 2**

READING WEEK no classes (Monday, February 18 – Friday, February 21)

M Feb 25 Social Development (Chapter 9)
W Feb 27 **Research Project Group Work Session 3**

M Mar 4 Emotional Development (Chapter 10)
W Mar 6 Emotional Development (Chapter 10)

M Mar 11 Attachment (Chapter 11 p. 466-481)
W Mar 13 **class reading discussion:** “Interpersonal Synchrony Increases Prosocial Behaviour in Infants”, by Cirelli et al. (2014)

M Mar 18 Self (Chapter 11 p. 481-504)
W Mar 20 **Group Research Project Work Session 4**

M Mar 25 The Family (Chapter 12)
W Mar 27 Peers (Chapter 13)

M Apr 1 Moral Development (Chapter 14)
W Apr 3 **class reading discussion:** “Young Children Tattle to Enforce Moral Norms”, M. Yucel & A. Vaish (2017)

M Apr 8 Gender Development (Chapter 15)
M Apr 8 **Research Project #2 APA-style lab report due**

FINAL EXAMS Thursday, April 11 – Tuesday, April 30

Midterm 4 and the Final Essay Question to be scheduled by the Registrar’s Office