

Psychology 251: Developmental Psychology Fall 2025

Land Acknowledgement

Let us acknowledge that Queen's is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to live, learn and play on these lands. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous Peoples who lived, and continue to live, upon it and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. To read more about the history of the land, see the Queen's Encyclopedia at <http://www.queensu.ca/encyclopedia/t/traditional-territories>.

Equity, Diversity and Inclusion Statement

Queen's is committed to counteracting discrimination in this institution and developing a climate of educational equity that recognizes and respects the equal dignity and worth of all who seek to participate in the life, work and mission of the University. Such a climate is created and maintained by developing a university-wide commitment to and understanding of educational equity, supported by policies, programs, curricula, practices and traditions that facilitate individuals - and equity-seeking groups- free, safe, and full participation.

Positionality Statement

The instructor would like to acknowledge that she is coming from the positionality of a white, cisgender, heterosexual female, and that she cannot begin to be able to experience what life for those with different positionalities might be like. She would encourage all students to think about their positionality, and to respect the positionality of everyone in the class by encouraging different opinions and perspectives.

Contact Information

You are welcome to email me at any time, but I will likely not respond to your emails until business hours. However, you are strongly encouraged to come to my office hours if you have any questions about the material or the course. If you are unclear about any of the big-picture concepts, I think generally you will benefit from an in-person discussion in my office hours. If you are unable to attend either of my office hours because you have class during this time, please send me an e-mail *with your schedule from Solus attached* to attest to this fact, and I will choose another time that you are available for us to meet. You should ONLY ask for an individual meeting (i.e., outside of office hours) if you have class during both of my office hours.

If you have accommodations and you want to be sure that your accommodations are present, or if you need academic consideration, you should be emailing Tara Karasewich (the department's accommodations/academic considerations facilitator) at psyaccom@queensu.ca

Queen's Email

The university communicates with students via Queen's email. Please check your email regularly to ensure you do not miss important information related to your course.

Course Description

This course is designed to be an introduction to the scientific study of human development, with an emphasis on social, cognitive, and neurobiological processes underlying perceptual, cognitive, and emotional development from infancy to adolescence.

Learning Outcomes

After completing PSYC 251, students should be able to:

1. Describe the general course of typical development from conception to late adolescence in the cognitive, linguistic, emotional and social domains to recognize their effect on one another.
2. Compare and contrast the major developmental theories and discuss the strengths and weaknesses of each theory.
3. Discuss the different methods used in developmental psychology research and evaluate how these research methods are dependent upon the theoretical approach of researcher, developmental age of the participants and research question being asked.
4. Recommend ways to promote children's well-being and successful development, based on developmental research and theory.
5. Critically discuss a variety of materials related to child development and effectively communicate ideas to different audiences.

Course Introduction

This course will introduce the fundamental theories, methods and applications in the field of developmental psychology through reading the textbook and attending lectures.

By the end of the course, you will have a good introductory understanding of some of the key questions in developmental psychology such as:

1. ***What develops and when? How do nature and nurture work together over time to shape development? What innate structures and/or constraints are we born with and how do these change over time? When do we learn to walk and talk? When do we learn to understand other's perspectives? When do we learn to regulate our emotions?***
2. ***What are some of the mechanisms that lead to changes? What are the underlying cognitive mechanisms? What role do children play in their own development? Do children passively learn from others, or do they actively construct their own knowledge? How does growing up in different sociocultural contexts affect children's development?***
3. ***How do we measure these developments? What are the research methods used to approach questions 1 and 2? For example, how do you test a young child who can't tell you what they're thinking? How do you determine what methods are appropriate for your given research question? What are the particular ethical considerations in working with children?***
4. ***What does it all mean for our everyday lives? How can developmental psychology research promote children's well-being? What is its role in practical issues such as parenting styles, developmental disorders, education, and caring for children as a society?***

Building a Classroom Community

The University is a place to share, question, and challenge ideas. Each student brings a different set of lived experiences. You can help to create a safer, more respectful classroom community for learners by following these guidelines:

- Make a personal commitment to learn about, understand, and support your peers.
- Assume the best of others and expect the best of them.
- Recognize and value the experiences, abilities, and knowledge each person brings to the course.

- Acknowledge the impact of oppression on other people's lives and make sure your words and tone are respectful and inclusive.
- Be open to having your ideas challenged and challenge others with the intent of facilitating growth.
- Look for opportunities to agree with one another, building on and intentionally referencing peers' thoughts and ideas; disagree with ideas without making personal attacks, demeaning, or embarrassing others.

Grading Policy

The Psychology Grading Policy, “mixed-marking method,” is outlined on the following webpage:

<http://www.queensu.ca/psychology/Undergraduate/psycdepartmentalpolices/psycgradingpolicy.html>

In brief summary, all assignments will be given a numerical grade which will be converted to a numerical grade at the end of the course.

A full list of Departmental Policies can be found at:

<http://www.queensu.ca/psychology/Undergraduate/psycdepartmentalpolices.html>

Course Materials

The following material is available from the Queen's Campus Bookstore:

Required Text: **Robert Siegler, Jenny Saffran, and Susan Graham and Elizabeth Gershoff “How Children Develop: Seventh Canadian Edition”**(or looseleaf version or e-text) Please note: The Launchpad programme is not required! Please also note that the 7th edition is the required text for this class.

Material from this text will be assigned as reading in preparation for the lectures. However, the lectures will only partially overlap with material from the textbook. Any material assigned as reading may be tested on the exams, regardless of whether it was also covered in lecture. Focus your study on the material specifically related to the learning outcomes for each week.

Evaluation

Assessment	Weight	Alignment with Learning Outcomes
Essay (Best Grade of 1 of 2 possible essays)	30%	1,2,3,4,5
Midterm Exam	30%	1,2,3,4
Final Exam	40%	1,2,3,4,5
Bonus Mark-Volunteer Research Participation	2%	

Assessment Detail

Essays (best 1 of 2-worth 30%): Students will write one of two essays, which are discussed in more detail below. **The essay with the higher grade will be the only one to count toward the final mark.** You do not have to write both, but you are strongly suggested to do so. As you can see, these essays are designed to encourage you to relate the material, to you personally or to the world at large. **Only information from the essay readings, textbook and lectures can be used as source material.**

For both essays, 0.5% of your total grade for the essay will be taken off for every 5 minutes to 12 hours that your essay is late (I have given you an extra five minutes in case the system gets overloaded). For example, if you hand in the first essay on Sunday, October 5th at 1 am, and you would have received a 13/15 if you had handed it in on time, you will receive a grade of 11.5/13 as you were 25 hours late. Because the best grade out of 2 is taken, there are no exceptions to this rule. There are no extensions on

the essays unless you have accommodations or academic considerations. Your extension will be for as long as you are given—that is, usually 7 days for accommodations on assignments and 3 days for extensions due to academic considerations. If you miss the first essay, you will just have to write the second one. If you miss both, see the “rules for assessments” section below. It is STRONGLY suggested that you NOT blow off the first essay just because you have another one to write—you never know whether you may be sick in the future. and you will learn a great deal from the process of writing the first one and receiving feedback on it.

Essay #1 Due Friday, October 3rd at 11:59 pm

The purpose of this assignment is for you to critically discuss the nature and nurture influences on language development using a historical case study, while considering the strengths and limitations of a single case research design.

For this assignment, you will read the famous case study of Genie, critically reflect upon and assess her case, and in the form of a written essay, answer the essay questions outlined below.

Once you have read the article, answer the essay questions outlined below in the form of a written essay. For each of the questions, make sure to consider evidence from the course materials when building your argument. It is recommended that you include an introductory paragraph that summarizes the main facts about Genie’s case, and a concluding paragraph that summarizes your argument about Genie’s language development.

Essay Questions:

1. What is your one main hypothesis regarding the cause of Genie’s speech delays?
2. Does Genie have "language" post-rescue? Why or why not?
3. How does Genie’s case contribute to our understanding of nature and nurture influences on language development?
4. In what ways does Genie’s language development mirror the patterns of language development we see in young children?

A note on integrating course material: You do not need to reference material in the traditional fashion. Instead, you can say things like: “As discussed in the lecture (week 1)”, “in a study discussed in the textbook (p. X)”, or “in the case study article (p. X)”. However, be as specific as possible in referring to course material (e.g., provide page/module numbers, refer to specific research studies or theories, etc.). When you are referring to ideas that are not your own, make sure to credit the appropriate source. You are encouraged to paraphrase and cite the source rather than use direct quotations; —direct quotes will bring your mark down as I want to see that you truly understand the material. That being said, however, if you do use direct quotes be SURE to put them in quotation marks. You do not need to include a bibliography/reference page. **Please only use course material and the case study article linked in the assignment instructions above to answer the essay questions.**

Your essay must be 5 pages; double-spaced, 12-pt Times New Roman font, 1-inch margins.

Essay 2 Due Friday, November 14th at 11:59 pm

The purpose of this assignment is to apply Bronfenbrenner’s Bioecological model to understand risk and protective factors, and to support healthy child development.

As we have learned so far in this course, Bronfenbrenner’s Bioecological Model discusses the importance of the many different levels of context that influence a child. This model also stresses the importance of bidirectional influences. For this assignment you will consider the thousands of Syrian child refugees who have recently moved to Canada. You will do so by reading two articles, and then answer the question prompts in the form of an essay.

For each of the prompts, make sure to consider evidence from the course materials when building your argument. It is recommended that you include an introductory paragraph that summarizes the main purpose of your essay, and a concluding paragraph that summarizes your argument.

Essay Prompts

1. Use Bronfenbrenner’s Bioecological Model to present a case conceptualization of the factors that might contribute to the struggles that Syrian refugee children may face as they adjust to their life in Canada. Be

sure to discuss one factor at each level of the model: microsystem, mesosystem, exosystem, and macrosystem (you do not need to discuss the chronosystem).

2. Use your knowledge of developmental psychology to briefly outline an intervention plan that addresses how some of these concerns could be addressed or mitigated.
3. Discuss how you would evaluate whether your intervention plan was successful.

A note on integrating course material: You do not need to reference material in the traditional fashion. Instead, you can say things like: “As discussed in the lecture (week 1)”, “in a study discussed in the textbook (p. X)”, or “in the case study article (p. X)”. However, be as specific as possible in referring to course material (e.g., provide page/module numbers, refer to specific research studies or theories, etc.). When you are referring to ideas that are not your own, make sure to credit the appropriate source. You are encouraged to paraphrase and cite the source rather than use direct quotations; —direct quotes will bring your mark down as I want to see that you truly understand the material. That being said, however, if you do use direct quotes be SURE to put them in quotation marks. You do not need to include a bibliography/reference page. **Please only use course material and the case study article linked in the assignment instructions above to answer the essay questions.** If you miss both essays, the “rules for assessments” applies—it does not matter whether you have academic considerations for both of them.

Your essay must be 5 pages; double-spaced, 12-pt Times New Roman font, 1-inch margins.

Midterm Exam (worth 30%) The midterm exam be held during class time and will consist of 90 multiple choice questions that you will have 90 minutes to answer, unless you have extra time on tests as an accommodation. You will write the exam at 7 pm on Wednesday, October 8th. The vast majority of the questions will be designed to test at the conceptual level, with some applied and some factual questions. If you are unable to write the midterm exam, you will write the makeup midterm at 7 pm on Wednesday, October 22nd. There will be no opportunity to rewrite the midterm, so if you do not feel prepared for the first one, I would strongly suggest you take the reading week to study more and write the second one. If you miss both midterms, the “rules for assessments” applies—it does not matter whether you have academic considerations for both of them.

Please note that if you have accommodation for writing exams, you will write through the exams office, not in class. Because there are two opportunities to write, you will need to let the exams office know which one you are NOT writing, so that they do not charge you for not showing up. Tara (the psychology accommodations person) will send you emails reminding you about this—please follow up on them or else you will be charged money for not writing one of the exams.

Final Proctored Exam (worth 40%): The final exam will consist of 80 multiple choice (worth 20%) from the **second half of the course** only. The vast majority of the questions will be designed to test at the conceptual level, with some applied and some factual questions. Additionally, there will an essay question worth 20% which will be primarily on the second half of the course, although you may wish to use some information from the first half. The students will have a choice of three questions and will only have to do one of them. The three essay questions will be provided on OnQ by the beginning of November, so that students have ample time to think about them ahead of time. All three questions will be provided and all three will be on the final, but you only need to prepare for one of them—there is no trick here! The exam will be 3 hours long (unless you have accommodations for extra time) and written during the regular final exam period. If you cannot write the final exam for any reason, you **MUST** have academic considerations. If you have academic considerations, you will receive an incomplete grade, then write the final exam during the department’s makeup period in early January. If you do not have academic considerations, you will receive a zero on the exam. **You must write the final exam to pass the course.**

Timing of Final Examinations

Once the exam schedule has been finalized, the exam date will be posted on your SOLUS account. The exam dates for each term are listed on the Faculty of Arts and Science webpage under "[Important Dates](#)." Student exam schedules for the Fall Term are posted on SOLUS immediately prior to Thanksgiving and on the Friday before Reading Week for the Winter Term. Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations. For information regarding what is considered extenuating circumstances and qualifications for Academic Consideration, please visit the [Faculty of Arts and Science's Academic Consideration webpage](#).

If you are unable to attend an exam and receive approval for a deferred proctored exam, a further deferral of that exam will not be accommodated.

Policy Review of Graded Work

Requests for assignment regrading may be made to your TA a minimum of 24 hours after you have received the marked copy of your assignment, but no more than 5 days later. Be sure to read your TA's feedback carefully before you submit a review of graded work. To request that your assignment be reviewed, please include the following in your email:

- Your name, student number, and TA's name.
- The original copy of your marked assignment, attached.
- Your reason for the request:
 - The specific aspects of your assignment that you believe were not sufficiently awarded, referring to the categories of the rubric.
 - Why you believe that your assignment meets the criteria for a higher mark for each of the categories of the rubric that you indicated above. Please make explicit reference to the detailed descriptions of each category provided in the rubric.

If a review of graded work results in only a slightly different final grade, the original grade will stand. Should we find an error where marks were not assigned when they should have been or were missed in adding up the total score or were added up incorrectly resulting in a higher score than earned, the grade will be changed so that it is accurate. Grades would only increase or decrease if there was evidence of an error in marking, not simply because the regrader interprets or applies the rubric slightly differently than the original grader.

Rules for Assessments

If you need a reweighting in any of these circumstances, it is YOUR responsibility to contact Dr. Kelley or Tara Karasewich (kelleyb@queensu.ca or psyacom@queensu.ca) to ensure that your name is put on the reweighting list. If you do not contact them, they will have no way of knowing that your grade needs to be reweighted. If you have any questions about any of this, please contact Tara Karasewich at psyacom@queensu.ca

- There will be two dates for the midterm exam. One will be scheduled for Wednesday of the week before reading week, and one for Wednesday of the week after reading week-both during the second half of class. If you are sick or otherwise unable to write the midterm for the first of these dates, you will have to choose the other one to write. If you are sick or otherwise unable to write during the second date, then you must have academic considerations through the portal for the second scheduled option. If this

is the case, then 10% will be added to your essay and 10% will be added to your final exam. If you do not have academic considerations for the makeup midterm, you will receive a zero on the midterm.

- If you are sick for both essays, you must have academic considerations through the portal for the second essay. If this is the case, 10% worth will be added to your midterm and 10% will be added to your final. If you do not have academic considerations for the second essay deadline you will receive a zero on the essay.
- **Please note that only ONE reweighting will be done. That is, if you miss both essays, you must make sure that you write both the midterm and the final. If you miss both midterms, you must write at least one of the essays and the final. If you do not write everything remaining, then you will receive a zero on the second missed assignment. For example, if you miss both the essays and the midterm (even with academic considerations), you will get a reweighting for the midterm but a zero on the essays. You must write the final exam in order to pass the course. Please note that all of these assignments are considered to be essential, as they are all critical in assessing your understanding of the material and your ability to apply it in different scenarios. That being said, however, I am trying to give you as much flexibility as possible, and that is why I am allowing for the reweighting. I strongly suggest that you do the first essay and the first midterm if you are able, as you never know when you will be sick later on. This will allow you not only to get feedback and do better on the second one around (except for the midterm), but it will also allow you some free time to work on your other classes if you are happy with your first mark. Again, if you have any questions about any of the logistics of missing anything, you can contact Tara Karasewich at psyaccom@queensu.ca.**

Accommodations for Disabilities

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the registration process with QSAS by clicking Access Ventus button at [Ventus | Accessibility Services | Queen's \(queensu.ca\)](#)

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more go to: <https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students>

Please note that Tara Karasewich will be dealing with all academic accommodations in this class. If you have any questions about anything to do with accommodations or academic considerations, please email her at psyaccom@queensu.ca with the course code (Psyc 251) in the subject line.

Academic Support

All undergraduate students face new learning and writing challenges as they progress through university: essays and reports become more complex; effectively incorporating research into writing becomes more important; the

types of assignments become more diverse; managing your time and developing the skills you need to read and think critically gets more challenging. I encourage students to contact Student Academic Success Services (SASS). SASS offers many different ways to receive support:

- Free online or in-person [appointments](#) to get personalized support on writing and academic skills from expert staff and trained peers.
- [Workshops](#) and [drop-in programs](#). SASS' [Events Calendar lists events coming soon](#).
- [Online resources](#) that provide strategies for academic skills and writing development at university.
- If English is not your first language, SASS has specific resources for [English as Additional Language students](#), including weekly programs and EAL academic skills appointments. You can meet on an ongoing basis with an EAL consultant to work on your academic writing, speaking, listening, and reading skills.

Academic Consideration for Students in Extenuating Circumstances

Academic Consideration is a process for the University community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to any extenuating circumstance (illness, bereavement, traumatic event, injury, family emergency, etc.) which is short-lived, begins within the term, and will not last longer than 12 weeks - see [Academic Consideration](#) webpage for details (<https://www.queensu.ca/artsci/undergraduate/student-services/academic-consideration>)

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on [Academic Consideration in Extenuating Circumstances](#) and submit a request via the [Academic Consideration Request Portal](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty. Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator (psyaccom@queensu.ca) as soon as possible once academic consideration has been granted. Any delay in contact may limit the options available for academic consideration. While we encourage instructors to accommodate, each instructor has discretion in deciding whether or how to apply the Academic Consideration. For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see the Faculty of Arts and Science's [Academic Consideration website](#). ASO courses include links to information on **Academic Consideration** on your **Course Homepage** in onQ.

Please see the Teaching Team page for contact information for your instructor and TA(s), where relevant. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

If you need to request academic consideration for this course, you will be required to provide the following name and email address to ensure it reaches our team accordingly:

Instructor/Course Coordinator Name: Tara Karasewich

Instructor/Course Coordinator email address: psyaccom@queensu.ca

Students are encouraged to submit requests as soon as the need becomes apparent and to contact Tara psyaccom@queensu.ca as soon as possible once Consideration has been verified. Any delay in contact may limit the Consideration options available.

Please follow up with the Tara psyaccom@queensu.ca within 3 days of receiving verification of your Consideration request.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, [please see our website](#).

Copyright of Course Material

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Name/Pronoun

If, for whatever reason, you wish to change how your name appears in onQ and/or on class lists, please follow these steps. You may also use this process to add your pronouns to the appearance of your name.

1. Log into SOLUS.
2. Click on Personal Information tab.
3. Click on the Names tab
4. Click on the Add New Name tab
5. Choose Preferred from the Name Type drop down menu
6. Enter the name you would like to appear in onQ and/or on class lists.
7. Click Save.

Please allow 24 to 48 hours for your name to be registered within the system. If you have further questions or concerns, please contact ITS at Queen's University.

Respect

Please show your respect for me and your fellow students by turning off your cell phones, remaining reasonably quiet in class, and doing your best to be invisible and silent if you must come in late or leave early. Also, as mentioned earlier, please respect the opinions of those who have different perspectives than yourself.

Lecture Slides

As a courtesy to students, I will post the lecture slides on OnQ by the beginning of the in-person lectures. I will do my best to have them up well ahead of time, but this may not be possible.

Queen's Policy Statement on Academic Integrity

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Each core value of academic integrity, as defined in the [Senate Academic Integrity Policy](#), gives rise to and supports the next.

Honesty appears in presenting one's own academic work, whether in the context of an examination, written assignment, laboratory or seminar presentation. It is in researching one's own work for course assignments, acknowledging dependence on the ideas or words of another and in distinguishing one's own ideas and thoughts from other sources. It is also present in faithfully reporting laboratory results even when they do not conform to

an original hypothesis. Further, honesty is present in truthfully communicating in written and/or oral exchanges with instructors, peers and other individuals (e.g. teaching assistants, proctors, university staff and/or university administrators).

Trust exists in an environment in which one's own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them.

Fairness appears in the proper and full acknowledgement of the contributions of collaborators in group projects and in the full participation of partners in collaborative projects.

Respect, in a general sense, is part of an intellectual community that recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas. However, "respect" appears in a very particular sense when students attend class, pay attention, contribute to discussion and submit papers on time; instructors "show respect by taking students' ideas seriously, by recognizing them as individuals, helping them develop their ideas, providing full and honest feedback on their work, and valuing their perspectives and their goals" ("[The Fundamental Values of Academic Integrity](#)", 3rd Edition, p. 8).

Ultimately, responsibility is both personal and collective and engages students, administrators, faculty and staff in creating and maintaining a learning environment supported by and supporting academic integrity.

Courage differs from the preceding values by being more a quality or capacity of character – "the capacity to act in accordance with one's values despite fear" ("[The Fundamental Values of Academic Integrity](#)", 3rd edition, p. 10). Courage is displayed by students who make choices and integrous decisions that are followed by action, even in the face of peer pressure to cheat, copy another's material, provide their own work to others to facilitate cheating, or otherwise represent themselves dishonestly. Students also display courage by acknowledging prior wrongdoing and taking proactive measures to rectify any associated negative impact.

All of these values are not merely abstract but are expressed in and reinforced by the University's policies and practices.

Here are a couple of great websites that explain plagiarism a little better than the Queen's site does:

- <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
- <https://writingcenter.unc.edu/esl/resources/academic-integrity>
- <https://uwaterloo.ca/academic-integrity/integrity-students>

Please note that if it is determined by the professor that you have plagiarized, you will receive a zero on that assignment/exam and your plagiarism will be reported to your Faculty. Each Faculty has a different policy, but for the Faculty of Arts and Science you get one time's plagiarism with no penalty other than that of the course instructor-the second time you run the risk of being expelled. For your essays, please make sure to get your assignment in early enough for the similarity report to be generated-if you hand it in at the last minute you may not get the similarity report in time to be able to change it. As a rule of thumb, I generally look at any similarity report that is above 10%. If you receive a zero on the first essay, you will need to write the second essay. If you receive a zero on the second essay and you have not written the first essay, your essay grade will be reweighted to add 10% to your midterm and 10% to your final.

Using generative AI writing tools such as ChatGPT in your submitted work is not permitted in this class. This type of use constitutes a Departure from Academic Integrity. Original work, completed wholly by you, is expected to be submitted in this course.

Queen's [Student Academic Success Services](#) (SASS) offers a self-directed, online academic integrity module which we encourage all students to take which will help with:

- Understanding the nature of the academic integrity departure
- Understanding the expectations of and role of sources in scholarly writing

- Integrating sources into your writing (paraphrasing, quoting, summarizing)
- Understanding when and how to cite your sources
- Managing your time effectively to avoid the need for shortcuts
- Taking effective notes to ensure accuracy of source material and correct attribution

Turnitin Statement

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence ([\(AI\)-generated text](#)). These results are not reported to your instructor at this time but could be in the future.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the internet or the Turnitin extensive database of content. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

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Important University Dates

Please visit the [Faculty of Arts and Sciences Sessional Dates website](#) for all academic deadlines.

Suggested Time Commitment

Students can expect to spend approximately 10 hours a week (120 hours per term) in study, listening, attending lectures, and reading the textbook for PSYC 251

Participant Pool Information

Students in this course have the option of volunteering in psychological research conducted by faculty and advanced students in the Psychology Department. For every half hour of research completed, you can increase your final mark in this course by 0.5% up to a maximum of 2%. If you are enrolled in more than one eligible course, you will select the course toward which your research participation will be credited when you sign up for a study. You can complete studies toward each course. You cannot apply the same study credit to more than

one course, and research credit cannot be used to improve a failing mark to a passing mark. The last day to participate in research for bonus credit is the last day of classes. For more details, please see the [Departmental Participant Pool website](#).

Although participation is not a requirement, we do consider it to be an integral part of the course and encourage students to participate. Students gain valuable direct experience in methods of psychological investigation and contribute to research.

Each study has been reviewed in detail and cleared by the Department's Ethics Review Committee.

Nevertheless, you may decline to participate, for any reason at all, in any study for which you sign up. You may also direct any ethical concerns to the researcher or Participant Pool Officer.

At the conclusion of each study in which you participate, you should be provided with information about the purpose of the study and other relevant details. The idea is to ensure that your participation will benefit your education, as well as add to the fund of knowledge in psychology. You are encouraged to ask questions about the research in order that you understand fully why the study is being conducted, and what your role is, as a participant.

How to sign up for studies

We use the website [Sona](#) for the participant pool. All students will be activated in the participant pool in the 3rd week of classes. If you have previously used the participant pool, you will use the same userid and password that you used previously. If you are new to the participant pool, you will receive an email with your login information during the 3rd week of class.

During the first week of the semester, you will be emailed a link to an online prescreening questionnaire. If you complete the larger prescreening questionnaire online, you may become eligible for additional studies, and those researchers will contact you directly to find a time to participate.

If you are in multiple 2nd year Psychology courses that use the participant pool, you must assign your credits to a particular course. For example, if you are in PSYC 251 you can have 2 credits assigned to it. If you have 3 credits assigned to that course, the extra credit won't count unless it's applied to another course. If you have credits assigned to the incorrect courses, please contact participant.pool@queensu.ca. The final day you can request a credit reassignment is the final day of class.

Signing up for studies is done through the Sona site directly: [CLICK HERE](#)

What if I don't want to participate?

Participation in research is entirely voluntary. If you want to earn credit but don't want to participate in a particular study, you can complete an alternative assignment instead. For the alternative assignment, researchers either will offer a walk-through of their experiment, or they will have you to read an article or blog post, listen to a short podcast, or watch a short video and then answer questions about it. To complete an alternative assignment, you must contact **the principal investigator** of a particular study (see the study's contact information on SONA for their email) before the last week of classes for the semester to complete the alternative assignment option. Although the length of studies will vary, all alternative assignments will last approximately 30 minutes, so you will earn 0.5% for each alternative assignment that you complete.

Off-Campus Students

Off-campus students: please note that you can participate in online studies and researchers who offer these studies also offer online alternative assignments.

What if I can't make a research appointment?

Please note: we understand that life happens and you may be unable to attend the session you sign up for as a result of extenuating circumstances. If you are unable to attend your scheduled session due to an extenuating circumstance, please contact the researcher directly to reschedule the session and/or receive an "excused no-show" notation. An "excused no-show" is guaranteed if you contact researchers 3 or more hours in advance of your appointment.

Research is an important activity that directly impacts science and society, and that also impacts a larger system (e.g., time in lab space is very limited and can be costly—for example, booking a 1 hour session in the fMRI facility costs \$400). We thank you in advance for ensuring that you attend your scheduled sessions, and that you follow up with the researcher as soon as possible if you miss a session due to extenuating circumstances. However, if you reach 2 *unexcused* no-shows in a given semester, you will not be able to sign up for additional studies/alternative assignments that semester. You will be automatically granted the ability to sign up for studies to earn research credit the following academic semester.

Who should I contact for help?

*Note: Your course instructor is not involved in the administration of studies and alternative assignments. If you have questions about studies, please contact the researchers listed on SONA. Questions about the pool (e.g., credits) should be directed to the participant pool coordinator at participant.pool@queensu.ca.

PSYC 251- Course Outline

This outline will allow you to keep track of where we are in the course, what material you are responsible for that week, and give you the learning outcomes for each.

Week 1: What is Developmental Psychology?: September 3

Learning Outcomes

- Identify the key elements of the syllabus and describe course policies.
- Describe some of the reasons for studying developmental psychology.
- Discuss historical influences on the field of developmental psychology
- Identify the key themes in developmental psychology
- Evaluate research methods in this field and predict what sorts of research studies would be most effectively investigated by each method

Learning Resources

Required:

- Syllabus
- Chapter 1 (all pages)

Week 2: Early Developmental Processes: September 10

Learning Outcomes

- Describe the process of conception, and identify the major processes occurring during the periods of the zygote, embryo and fetus.
- Recognize the impact of fetal behaviour and learning.
- Apply what is known about hazards to prenatal development to discuss prevention of negative outcomes for the developing baby.
- Describe the effects of genes and environment as they pertain to developmental psychology and defend the position that it is impossible to truly separate the effects of genes and environment on development.

- Discuss the general processes of brain development.

Learning Resources

Required:

- Chapter 2 pp. 43-69
- Chapter 3 pp. pp. 84-108

Week 3: Theories of Cognitive Development: September 17

Learning Outcomes

- Describe the major tenets of Piagetian, Information-Processing, Core Knowledge, Sociocultural, and Dynamic Systems Theories.
- Evaluate the major strengths and weaknesses of these theories.

Learning Resources

Required:

- Chapter 4 (all pages)

Week 4: Language and Symbolic Development: September 24

Learning Outcomes

- Distinguish the differences between language and communication.
- Describe the major components of language and identify the early language milestones.
- Compare the nativist position on language acquisition to current conceptions of language acquisition and discuss the importance of social communicative abilities.
- Describe the development of symbol use and understanding.

Learning Resources

Required:

- Chapter 6 (all pages)

Week 5: Conceptual Development: October 1

Learning Outcomes

- Describe:
 - The various categories which infants and children divide the world into L,
 - “Theory of Mind” and how infants and children understand other people
 - The child’s understanding of living things, spatial representation, and number.
 - Causal reasoning and how it influences children’s understanding of the world.
- Examine the methods used to study children’s conceptual development.
- Compare and contrast infants’ understanding of the world to the understanding of children.

Learning Resources

Required:

- Chapter 7 (all pages)

Week 6: Intelligence and Academics: October 8

Learning Outcomes

- Compare the different theories of how intelligence is measured-that is, is intelligence one thing or many?
- Describe the contents of intelligence tests.
- Explain the controversy surrounding intelligence testing and describe the factors contributing to scores on these tests.
- Discuss the acquisition of academic skills and compare typical acquisition to children with learning disabilities or other exceptionalities.

Learning Resources

Required:

- Chapter 8 (all pages)

Week 7: Theories of Social Development: October 22

Learning Outcomes

- List the major tenets of foundational theorists (Freud, Erikson, Watson, Skinner, & Bandura) and identify their impact on current theory.
- Explain the major tenets of the current theories of social development:
 - Dodge's Information-Processing Theory
 - Dweck's Theory of Self-Attributions and Achievement Motivations
 - Ethological and Evolutionary Theories (more broadly)
 - Bronfenbrenner's Bio-ecological Model
- Discriminate the various levels of Bronfenbrenner's model and explain their bidirectional effects on the developing child.

Learning Resources

Required:

- Chapter 9 (all pages)

Week 8: Family and Peer Relationships: October 29

Learning Outcomes

- Describe Baumrind's four parenting styles and explain why the authoritative parenting is best, at least in the WEIRD culture.
- Interpret the developmental outcomes of the various parenting styles.
- Compare and contrast the 'average' family of today to the 'average' family of 50-75 years ago.
- Diagram the development of friendship and contrast the factors contributing to friendship across the course of development from toddlerhood to late adolescence.
- Evaluate the importance of parents on children's social competence.

Learning Resources

Required:

- Chapter 12 pp. 438-443
- Chapter 13 pp. 465-478 and pp. 484-487

Week 9: Emotional Development: November 5

Learning Outcomes

- Discuss the functionalist approach to emotion and label the various components of emotional experience.
- Describe the development of emotion understanding and differentiate the development of basic and self-conscious emotions.
- Illustrate the protracted development of emotion regulation processes and evaluate the importance of effective emotion regulation skills
- Identify the factors measured in the study of temperament and relate the stability of temperament across childhood to the idea of goodness-of-fit.
- Analyze the various factors contributing to healthy emotional development.

Learning Resources

Required:

Chapter 10 all pages

Week 10: Attachment and the Development of the Self: November 12

Learning Outcomes

- Identify the various attachment categories and discuss how attachment is measured
- Appraise the effect of the internal working model on relationships with partners and one's own children.
- Describe the developmental timeline of the development of the self-concept.
- Analyze the impact of culture and other aspects of the environment on the development of self-concept.
- Describe the developmental course of self-esteem development and identify how it is measured.

Learning Resources

Required:

- Chapter 11 all pages

Week 11: Moral Development: November 19

Learning Outcomes

- List the major tenets of Piaget's, Kohlberg's, and Eisenberg's theories of moral development.
- Describe the development of conscience, prosocial behaviour, and antisocial behaviour, and explain the factors that influence their development.
- Evaluate the negative effects of peer rejection and bullying on the developing child.
- Assess the effectiveness of programs designed to reduce antisocial behaviour.

Learning Resources

Required:

- Chapter 14 (all pages)
- Chapter 13 pp. 478-483

Week 12: Gender Development: November 26

Learning Outcomes

- Define the terms 'sex' versus 'gender'
- Compare and contrast the major theories on gender development.
- Ascertain the biological and social influences on gender development.
- Evaluate the statement that the differences within the sexes are greater than the differences between them

Learning Resources

Required:

- Chapter 15 (all pages)