

Psychology 251: Developmental Psychology
Wednesdays 4-5:30, Fridays 2:30-4, Dunning Auditorium

Instructor: Dr. Beth Kelley

Office Hours: Tuesdays 2:30-3:30 pm and Wednesdays 1-2 pm Humphrey Hall Room 351

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Please e-mail the appropriate teaching assistant (TA) depending on your last name (see below) with questions, queries, etc. If the TA thinks that she cannot answer or would feel more comfortable with me answering, she will pass it along to me. Please e-mail or call me only in the case of an emergency. However, you are encouraged to come to my office hours or the TAs' office hours if you have any questions about the material or the course.

If your last name begins with A-L, e-mail Kalee DeFrance 11kd22@queensu.ca

If your last name begins with M-Z, e-mail Patricia Orser patricia.orser@queensu.ca

Please write your name and PSYC 251 in the subject line of the e-mail.

Please note that you may attend either of the TA's office hours—the restrictions by last name only apply to e-mailing.

Kalee DeFrance will be holding office hours in Humphrey 324 on Wednesdays from 2:30-3:30

Patricia Orser will be holding office hours in Humphrey 324 on Fridays from 1:00-2:00

Course Description and Objectives:

This lecture course will introduce the field of developmental psychology. I hope that by the end of the course, you will have a good beginning understanding of some of the questions in developmental psychology such as:

1. *What develops and when?* How do nature and nurture work together to shape development?
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? What is the role of sociocultural context?
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 newborn?
4. *What does it all mean for everyday lives?* How can research promote children's well-being? What is its role in practical issues such as parenting styles, developmental disorders, education, and even toys?

Course Requirements:

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|----------------------|-----------|
| A. In-Class Tests X3 | 20%X3=60% |
| B. Final Exam | 40% |

Each of the in-class tests will consist of 60 multiple choice questions (each worth ~0.33% of your final mark) and will be done in class, thus giving you roughly 80 minutes to answer these 60 questions. The final exam will consist of 50 multiple choice questions (each worth 0.5% of your final mark), and one 30-point essay question (worth 15% of your final mark). The final exam will be three hours long and will be scheduled during the December exam period.

Unlike many multiple-choice tests, I make a concerted effort to ensure that my multiple-choice questions make you really think about the issues. Study for these tests more as you would for an essay test than a multiple-choice test. Each in-class test will be on the section that immediately precedes it. The final exam essay question will be cumulative, that is, it will cover the entire course.

The multiple choice questions on the final, however, will only be on the preceding section. The final exam essay questions are given at the end of this syllabus in order to allow you to think about these questions throughout the course.

Exam Policy

If you miss an in-class test for one of the reasons listed below and with documentation, we will re-weight the other two midterms to be worth 30% each rather than 20%. If you miss two of the in-class exams (for the reasons listed below and with documentation), your remaining in-class exam will be weighted at 40% and the final at 60%. If you miss the final exam you must also have documentation and contact Annie Li (another one of your TAs) at 6asml@queensu.ca prior to the end of the final exam period. With a valid excuse (e.g. documented illness or a death in the family) for the final exam, you will receive a mark of “exam deferred” and write the exam during the psychology exam makeup period (see below). Please note that you must write at least one of the in-class tests and the final exam in order to pass the course. I want to stress to you, however, that it is **HIGHLY unadvisable to miss a test unless you are really extremely sick—it is much better for you if you write all four tests and spread the weight of your mark out accordingly.**

According to university regulations, students are expected to be available to write scheduled exams at any time during the official December examination period as well as during any scheduled class times. Requests to write a make-up exam because of conflicting travel plans (e.g. flight bookings) or requests to miss an in-class exam due to other plans will NOT be considered except under extraordinary circumstances. Students are advised to wait until the final exam schedules are posted before making any travel arrangements.

The Psychology Grading Policy, “mixed-marking method,” is outlined on the following webpage: <http://www.queensu.ca/psychology/Undergraduate/psycdepartmentalpolicies/psycgradingpolicy.html>

A full list of Departmental Policies, including exam absences, can be found at: <http://www.queensu.ca/psychology/Undergraduate/psycdepartmentalpolicies.html>

Please note that for the 2013-14 academic year, the following dates have been scheduled as Departmental make-up exam dates:

Friday, January 10th and Saturday, January 11th, 2014

DISABILITIES

Annie (6asml@queensu.ca) is in charge of making arrangements for all students who require special accommodations for exam-writing. In order to obtain special accommodations, you **MUST** have a note from Disability Services detailing precisely what accommodations you require. If you have been approved through Disability Services and require the use of a computer to write a midterm exam, you must complete a request form (<http://www.queensu.ca/registrar/currentstudents/exams/specialarrangements.html>) and submit to the Exams Office in Gordon Hall, along with a copy of the note from Disability Services, a minimum of 10 working days prior to the midterm exam. Please do not wait until the last minute to make these arrangements!

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Disability Services Office (DSO) and register as early as possible. For more information, including important deadlines, please visit the DSO website at: <http://www.queensu.ca/hcds/ds/>

If you are **registered with Disability Services** (LaSalle Building, 613-533-6467; <http://www.queensu.ca/hcds/ds/>), **special accommodations** are allowed under the following conditions: the student notifies Annie (6asm1@queensu.ca) at least **one week prior to each exam**. If such contact has not been made, it may not be possible to provide the accommodations in a timely fashion. **Please note that it is important to contact Disability Services as early as possible in Fall Term to allow time for you to be registered for special needs consideration.**

FAITH OBSERVANCE

If you are unable to write any quiz or exam due to faith observance, please contact Annie (6asm1@queensu.ca) **early in the term**, to make alternate arrangements. Last minute requests will not be accommodated.

ILLNESS/PERSONAL PROBLEMS

If you are too ill to write an exam, or if you are not able to perform well due to a **serious extenuating** circumstance for which you can provide documentation (e.g., a death in the family), you must email Annie (6asm1@queensu.ca) **prior** to the exam and then **do not write the exam**. Instead, please seek medical treatment or counselling as needed and provide Annie with a doctor's note or other supporting documentation (e.g. an obituary that is clearly dated). Once an exam is written, **your grade stands**. You may drop the course at any time before the drop period ends if you are not doing well in the course. Otherwise, if you choose to continue in the course, you are considered to have made a valid attempt and your final grade stands.

EXEMPTIONS

In any instance where you are requesting to opt out of an in-class test and your grade re-weighted, a written record (with any supporting documentation required as outlined above) must be left in Annie's mailbox (Li, A) in the Craine Lounge. If you miss the **final** exam due to one of the acceptable reasons, you must obtain a *Request for an Exam Deferral* form found on the Psychology website or from the Undergraduate Office (Humphrey Hall 225) and submit this to Annie, along with the supporting documentation. Students who cannot write an exam during the December exam period due to a serious, extenuating circumstance (with the supporting documentation required as outlined above) must be available to write a deferred exam during the Psychology Department's *Make up Exam Period* January 10th/11th. If you are still unable to write at this time (due to continuing illness or distress), you should contact the professor (kellyb@queensu.ca) before January 10th to indicate this. In most cases you will be encouraged to drop the course. **Please note that you MUST write the final exam in order to be given a grade for the course.**

Required Texts:

Robert Kail & Anne Barnfield *Children and Their Development; Second Canadian Edition*
(or looseleaf version or e-text)

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. **PLEASE** do not ask me what is going to be on the test-it makes me very cranky! If we cover something in the lectures that is also covered in the book or readings, it has an excellent chance of being on the test. If

something is covered in the lectures but not in the book it has a very good chance of being on the test. And if something is covered in the book but is not covered in the lecture, it is still fair game, but is definitely less likely. In other words, you are definitely well-served by coming to class! 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.

Web Resources:

As a courtesy to students, I will post the lecture slides on Moodle by noon of the day of class.

Academic Integrity

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see <http://www.academicintegrity.org>). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities:

<http://www.queensu.ca/secretariat/senate/policies/princpri/>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. **See Academic Regulation 1 Academic Integrity** of the Arts & Science Calendar:

<http://www.queensu.ca/artsci/academic-calendars/regulations>.

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Essay Questions for Psyc 251X final exam

For the final exam you will be required to write on ONE of the following topics. You will be asked to construct an actual essay—that is, you will want to have an introductory paragraph and a concluding paragraph and you will be marked on style and structure (e.g. how the essay flows, whether or not you make grammatical and spelling errors etc.). I am giving you these questions at the beginning of the semester so that you can spend the entire semester thinking about actual examples that you can discuss. You should use at least four examples of specific studies and talk about how they tie into your argument. You don't need to give the author and year of the study, but do need to discuss how it was done and what the findings were. We will talk more about these on the last day of class.

Essay #1: We have seen throughout this class that nature and nurture interact over time to shape development. Give examples from at least four domains of development (emotional, language, cognitive, motor, etc.) where we can clearly see how the interaction between nature and nurture shapes development. You may write about whatever you wish, but be sure to focus on the **interaction** of nature and nurture **over time** and discuss research that supports your argument. Do not just state how nature and nurture affect different aspects of development, but talk about the actual interaction.

Essay #2: Piaget discussed the child as constructing all of their own knowledge; that is, Piaget's concept of the child was of a very active child, not a passive one. Do you think that the child is an active contributor to their own development? Use examples from at least four domains of development (emotional, language, cognitive, motor, etc) and research to discuss whether or not, and how (or how not), the child is an active contributor to their own development.

Essay #3: Some theorists (Piaget, Kohlberg etc.) are/were convinced that development occurs in stages, with each stage being qualitatively different from the last. Other theorists describe development as a continuous process, with the only changes being quantitative in nature. Discuss one of these positions in detail (i.e. the continuous or discontinuous position), using at least four clear examples of research that back up this position. Are there research studies or findings that disagree with the position you have described? What might be a better way of thinking about development?

Essay #4: Development in certain domains of development (e.g. motor, cognitive, language, and socio-emotional domains) have clear effects on other areas of development. Discuss in depth at least four instances in which you can clearly see the effect of one domain of development on another, and use research findings to back up your argument. What effects would delays in one area of development that you have discussed have on the second area (i.e., would another pathway be found, would development in the second area never occur, etc)?

Lecture	Date	Topic	Reading(s)
1	Sept. 11	Discussion of Syllabus and Class Policies	Syllabus
2	Sept. 13	Theories and Themes in Child Development Research	Chapter 1 pp. 1-19
3	Sept. 18	Research Methods in Child Development Mechanisms of Heredity	Chapter 1 pp. 20-40 Chapter 2 pp. 44-53
4	Sept. 20	Heredity and Environment From Conception to Birth	Chapter 2 pp. 54-63 Chapter 3 pp. 66-74
5	Sept. 25	Influences on Prenatal Development Birth and the Newborn	Chapter 3 pp. 74-106
6	Sept. 27	The Developing Nervous System Perceptual and Motor Development	Chapter 4 pp. 134-142 Chapter 5 pp. 145-170
7	Oct. 2	<u>IN-CLASS TEST #1</u>	Chapters 1-5 Only page numbers covered in syllabus and lectures
8	Oct. 4	Theories of Cognitive Development	Chapter 6 pp. 177-211
9	Oct. 9	Memory and Problem Solving	Chapter 7 pp. 215-235

Lecture	Date	Topic	Reading(s)
10	Oct. 11	Academic Skills What is Intelligence?	Chapter 7 pp. 236-253 Chapter 8 pp. 257-264
11	Oct. 16	Measures of Intelligence and Special Children The Road to Speech	Chapter 8 pp. 264-283 Chapter 9 pp. 287-294
12	Oct. 18	Language and Communication	Chapter 9 pp. 295-323
13	Oct. 23	<u>IN-CLASS TEST #2</u>	Chapters 6-9 Only page numbers covered in syllabus and lectures
14	Oct. 25	Emerging Emotions and Temperament	Chapter 10 pp. 331-346
15	Oct 30	Attachment Self-Concept	Chapter 10 pp. 347-358 Chapter 11 pp. 362-373
16	Nov. 1	Self-Esteem Self-Control and Moral Reasoning	Chapter 11 pp. 373-383 Chapter 12 pp. 396-412
17	Nov. 6	Helping Others and Aggression	Chapter 12 pp. 412-429
18	Nov. 8	Gender and Development	Chapter 13 pp. 433-458
19	Nov. 13	<u>IN-CLASS TEST #3</u>	Chapters 10-13 Only page numbers covered in syllabus and lectures
20	Nov. 15	Parenting	Chapter 14 pp. 465-475
21	Nov. 20	The Changing Family and Maltreatment	Chapter 14 pp. 475-483 and pp. 488-494
22	Nov. 22	Peers	Chapter 15 pp. 499-514
23	Nov. 27	Electronic Media and Institutional Influences	Chapter 15 pp. 514-534
24	Nov. 29	Wrap-Up and Discussion of Final Exam Essay Questions	