

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

Instructor: Dr. Beth Kelley

Office Hours: Wednesdays 2:30-3:30 pm and Fridays 1:00-2:00 pm Humphrey Hall Room 351

E-mail: kellyb@queensu.ca Phone: 613-533-2491

Please e-mail or call me only in the case of an emergency.

However, you are strongly encouraged to come to my office hours if you have any questions about the material or the course.

If you have questions you would like answered over e-mail about the **CONTENT** of the course, please e-mail Tara Karasewich at 13tk29@queensu.ca Tara is a graduate student in the developmental programme who has TA'd this course before and should be more than able to answer any questions you might have about the content. If she is at all unsure, she will pass the e-mail along to me.

If you have any questions you would like answered over e-mail about the **LOGISTICS** of the course (how the grades are calculated, special accommodations, etc.), please e-mail Samantha Dawson at 11sd49@queensu.ca. Please read over the relevant bits of the syllabus before e-mailing Samantha, however-she is not obligated to answer any questions that could be clearly answered by reading the syllabus.

Course Description and Objectives:

This course will introduce the fundamental theories, methods and controversies in 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 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 even toy development?

Learning Outcomes for the Course

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

1. Describe the general course of typical development from conception to late adolescence in the motor, perceptual, cognitive, linguistic, emotional and social domains.
2. Illustrate how development in each of these domains affects development in the other domains.
3. Compare and contrast the major developmental theories and discuss the strengths and weaknesses of each theory.

4. Discuss the different methods used in developmental psychology research and illustrate how these research methods are dependent upon the research question being asked.
5. Analyze the influence of nature and nurture and their interaction on development from the perspective of all the major developmental theories.
6. Explain the passive effects and the active constructions that occur during children's development and how these change over time.
7. Recommend ways to promote children's well-being and successful development, based on developmental research and theory.

Grading Policy

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

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

My grading method is intended to try and balance flexibility and rigour, which is very difficult given the size of this class. I have tried many different grading schemes over the ten years that I have taught this course, and I think that I have learned what works and what doesn't. One thing I have found that doesn't work is trying to schedule makeup tests, and another thing that I have learned that doesn't work is giving long essays. One thing that I have found that DOES work is to give students some flexibility, without making life impossible for the TAs. You will be given four in-class tests (each of which is ONLY on the section before it-that is, is NOT cumulative), and four assignments, each of which will be worth 20% of your grade. The top five marks will count toward your final grade. Thus, if you are really good at multiple-choice tests (but beware my tests are very conceptual and not just memorization), you can (if you choose to), write all four tests and only one assignment. If you experience test-taking anxiety but feel more comfortable writing assignments, you may choose to write all four assignments and only do one test. **THERE IS NO FINAL EXAM IN THIS COURSE!**

You do not need to let anyone know if you are going to miss a test or not hand in an assignment-just don't show up for the test or don't hand it in. There will be no makeup tests (not for sickness, death in the family, sports tournaments, etc.), since you are easily able to do an assignment to make up for the test. Likewise, assignments will not be accepted after their due date-if you can't get an assignment done on time, then you will do the next one or write one more test than you might have planned to. I **STRONGLY** suggest that you do all the tests and assignments if you can-that way we will have lots of opportunities to choose your very best work-but you do not have to if you do not want to. In unusual circumstances you may choose to have only your top four grades to represent your work and have them each worth 25% but this will only be done in consultation with me and only under extreme circumstances (extended documented illness, death in immediate family etc.).

I have tried to make the fairest grading policy possible without making life hell for myself and the TAs trying to make special arrangements for 425 students. Unless you have extremely unusual extenuating circumstances, no exceptions will be made to this grading policy.

Accommodations for Students with Disabilities

Samantha Dawson (11sd49@queensu.ca) is in charge of making arrangements for all students who require special accommodations for test-taking. In order to obtain special accommodations, you **MUST** have a note from Student Wellness Services detailing precisely what accommodations you require. If you have been approved through Student Wellness Services and require the use of a computer to write an in-class tests, you must complete a request form (<http://www.queensu.ca/registrar/currentstudents/exams/specialarrangements.html>) and submit it to the Exams

Office in Gordon Hall, along with a copy of the note from Student Wellness Services, a minimum of 10 working days prior to the in-class tests. Please do not wait until the last minute to make any special accommodation arrangements or we may not be able to accommodate you. Also, please note that you have to make the arrangements for **each** test-it is not Samantha's responsibility to keep track of you!

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 Student Wellness Services and register as early as possible. For more information, including important deadlines, please visit the Student Wellness Services website at: <http://www.queensu.ca/studentwellness/home>

If you are **registered with Student Wellness Services** (LaSalle Building, 613-533-6467; <http://www.queensu.ca/studentwellness/home>), **special accommodations** are allowed under the following conditions: the student notifies Samantha (11sd49@queensu.ca) at least **one week prior to each test**. 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 Student Wellness Services as early as possible in Fall Term to allow time for you to be registered for special needs consideration.**

Required Texts:

Robert Siegler, Nancy Eisenberg, Judy DeLoache, Jenny Saffran & Susan Graham
"How Children Develop: Fourth 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 OnQ by noon of the day of class.

Launchpad is also a resource that is available to students.

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/principri/>).

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.

Date	Topic	Readings
Sept. 16	Discussion of Syllabus and Class Policies History and Themes in Child Development Research	Syllabus Chapter 1 pp.1-22
Sept. 18	Methods for Studying Child Development	Chapter 1 pp.23-35
Sept. 23	Prenatal Development	Chapter 2 pp. 39-66
Sept. 25	The Newborn Infant Genetic & Environmental Forces <u>ASSIGNMENT #1 DUE 11:59 P.M.</u>	Chapter 2 pp. 70-81 Chapter 3 pp.85-99
Sept. 30	Behaviour Genetics Brain Development	Chapter 3 pp. 99-106 Chapter 3 pp. 106-119
Oct. 2	<u>IN-CLASS TEST #1</u>	Chapters 1-3 Only page numbers covered in syllabus, videos, & lectures
Oct. 7	Theories of Cognitive Development Piaget, Info-Processing, & Sociocultural	Chapter 4 pp.129-161
Oct. 9	Dynamic Systems Theory Perception & Motor Development	Chapter 4 pp.162-167 Chapter 5 pp. 171-198
Oct. 14	Learning & Cognition in Infancy Language Development	Chapter 5 pp.198-212 Chapter 6 pp. 215-247
Oct. 16	Theoretical Issues in Language Devt. Understanding Who or What <u>ASSIGNMENT #2 DUE 11:59 P.M.</u>	Chapter 6 pp.247-253 Chapter 7 pp. 261-280

Oct. 21	Understanding Why, Where, When, and How Many	Chapter 7 pp. 281-295
Oct. 23	<u>IN-CLASS TEST #2</u>	Chapters 4-7 Only page numbers covered in syllabus, videos, & lectures
Oct. 28	Intelligence	Chapter 8 pp. 299-323
Oct. 30	Acquisition of Academic Skills Introduction to Social Devt. Theories Learning & Social Cognition Theories	Chapter 8 pp. 324-337 Chapter 9 pp. 341-343 Chapter 9 pp. 350-363
Nov. 4	Ecological Theories of Development Development of Emotions	Chapter 9 pp. 363-380 Chapter 10 pp. 383-397
Nov. 6	Emotional Development Continued Attachment <u>ASSIGNMENT #3 DUE 11:59 P.M.</u>	Remainder of Chapter 10 Chapter 11 pp. 425-439
Nov. 11	Development of the Self	Chapter 11 pp. 439-464
Nov. 13	<u>IN-CLASS TEST #3</u>	Chapters 8-11 Only page numbers covered in syllabus, videos, & lectures
Nov. 18	The Family	All of Chapter 12
Nov. 20	Peer Relationships	Chapter 13 pp. 509-544
Nov. 25	The Role of Parents in Peer Relationships Moral Judgment, Conscience, & Prosocial Behaviour	Chapter 13 pp. 545-549 Chapter 14 pp. 553-578
Nov. 27	Antisocial Behaviour Theoretical Approaches to Gender Devt. <u>ASSIGNMENT #4 DUE 11:59 P.M.</u>	Chapter 14 pp. 578-590 Chapter 15 pp. 593-606
Dec. 2	Milestones in Gender Development Comparing Boys and Girls	Chapter 15 pp. 607-632
Dec. 4	<u>IN-CLASS TEST #4</u>	Chapters 12-15 Only page numbers covered in syllabus, videos, & lectures

