

PSYC 251 Course Syllabus

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Key Dates

Jan 10	Tuition due
Jan 8	Classes start
Jan 19	Last day to add courses Last day to drop courses without financial penalty
Mar 2	Last day to drop courses without academic penalty Last day to change exam centre location Last day to submit accommodations to CDS
Apr 6	Classes end
Apr 12-26	Examinations

Course Author

Course Author: Stanka Fitneva

Initial Development Date: May 2016

Course Description

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

Course Materials

The following textbook is available at the Campus Bookstore (<http://www.campusbookstore.com> (<http://www.campusbookstore.com/>)):

- Robert Siegler, Nancy Eisenberg, Judy DeLoache, Jenny Saffran & Susan Graham "How Children Develop: Fifth Canadian Edition" (or loose/leaf version or e-text)

Those of you who have purchased the ebook have access to additional online materials developed by Macmillan Publishing in the LaunchPad package. Launchpad access is NOT REQUIRED and NOT SUPPORTED by the staff in this course.

Follow these steps ([/d2l/common/dialogs/quickLink/quickLink.d2l?ou=160844&type=content&rode=Queens-474200](#)) to get started with LaunchPad. If you need additional guidance, consult the support site (<https://community.macmillan.com/community/digital-product-support>), especially the system requirements which list recommended browsers. If you have problems registering, purchasing (if you choose to purchase), or logging in, please contact Customer Support (<https://community.macmillan.com/community/digital-product-support>). You can reach a representative 7 days a week:

1. through the online form
2. by chat
3. by phone at (800) 936-6899

Timeline

The link to the Course Timeline is located in the navigation bar below the course banner. It shows all relevant course dates, including assessments, as well as links to other important course information. As dates may change, you should consult the Timeline each time you login to the course.

If there are discrepancies between dates in the course onQ site, the Timeline will be considered accurate.

All times are in Kingston Local Time.

Suggested Time Commitment

To complete the readings, assignments, and course activities, students can expect to spend on average, about 10-12 hours per week on the course.

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.
6. Collaborate with peers through problem-based learning activities to explore concepts and research related to child development.

Assessments

Assessment	Weight	Alignment with Learning Outcomes
Online Weekly Quizzes (best 8 out of 9)	10%	1,2,3,4
Discussion Activities (4)	20%	1,2,3,4,5,6
Written Assignment (10%) and Peer Review (5%)	15%	1,2,3,4,5
2 Term Test (Weeks 5, 10)	20%	1,2,3,4
Proctored Final Exam*	35%	1,2,3,4,5

BONUS: You can earn up to 2% toward your grade for research participation. Research credit cannot be used to improve a failing course mark to a passing mark. For more information, please see **Bonus** in the menu on the left.

Assessments and Activities Overview

*You must write and pass the final exam in order to pass the course.

Online Weekly Quizzes (best 8 of 9)

There are 9 quizzes. Of the 9 quizzes, your best 8 will count towards your final grade. The quizzes will consist of 10 multiple-choice questions based on the weekly material from weekly videos and textbook readings. Typically quizzes will open on a Thursday morning and close on a Friday evening. Please see the timeline for specific due dates. You may complete the quiz during the designated time period. However, you must complete your quiz by the time the quiz availability period ends (e.g., the weekly quizzes close at 11:55 PM so you must allow yourself enough time to complete the quizzes before 11:55 PM).

Disclaimer: If you have not completed one of the quizzes, you will not be able to review that quiz at the end of term to review for the final exam.

Discussion Activities

There are 4 designate discussions. You will work in assigned small groups for the duration of the course in order to apply and extend their understanding of key course concepts.

Written Assignment and Peer Review:

You will write one essay for this course, which is discussed in more detail on the assessment page. You will receive feedback from their peers on an early draft of their assignment. Then have the opportunity to review and revise your essay before final submission.

Term Tests:

The midterms will each be 75 minutes in length and will consist of multiple choice and short answer questions. They are **open-book exams**, so you can use your textbook and notes while taking these tests. However, given the 75-minute time limit, studying is still very important; you will not have much time to look up answers to questions while writing these tests. Note that working together with another student on the exam constitutes a violation of academic integrity.

The term tests are designed to:

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| <ol style="list-style-type: none"> 1. assess your knowledge and progress through the course, 2. give you feedback on your level of understanding and mastery of the material, and 3. provide experience with the testing style used in this course so as to prepare you for the final examination. |
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Final Proctored Exam:

The Final Exam is three hours in length and is a closed-book test. The final exam will include multiple-choice and short-answer questions testing material from the entire term. The specific date for the final exam will be announced later in the term. (Off-campus students, please check your Queen's email for your exam location details).

Please Note: You must write and pass the final exam in order to pass the course. (i.e., obtain a grade of 50% or greater)

Bonus

The Psychology Department Participant Pool has been expanded this year to include students enrolled in certain PSYC 200-level courses including this course. 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. This way you can complete studies toward each course. However, 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. Also, the penalty for missed experiments is the same as the one in PSYC 100. For more details, please see the information posted at the Psychology Participant

Pool page on the Department website (<http://www.queensu.ca/psychology/undergraduate/participant-pool-information>).

As with PSYC 100, studies will be listed on SONA, and you will receive an email with the information you need to register your account on SONA after the end of the drop/add period. Expect the email around the middle of the third week of the semester. In addition, during the first week of the semester, you will be emailed a link to an online prescreening questionnaire that will be due by the end of the drop/add period (second Friday of the term). 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.

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. Researchers of the particular study for which you wish to get credit will administer the alternative assignment (**NOT** your course instructor—course instructors are not involved in the crediting for studies or alternative assignments). You must contact the researcher of a particular study (see the study's contact information on SONA) before the last week of classes for the semester to complete the alternative assignment option. Although the length of studies will vary, the alternative assignment will take less time (approximately 30 minutes), so you will earn 0.5% for each alternative assignment that you complete.

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

Quizzes, Discussions, Exams

Extensions will be given only in exceptional circumstances. If such circumstances arise, please contact Dr. Fitneva as soon as possible. Students who require accommodation are reminded to contact Student Wellness Services and submit their accommodation form at the beginning of classes.

Written Assignment

As the written assignment involves peer review, we cannot accommodate late submissions of the first draft. Please note that not submitting a first draft will exclude you from the peer review process and thus lead to losing 5% of your grade.

If your final version is late, 2% (on 100 scale) will be deducted for every 24 hours your paper is late. So if the paper is due at noon but submitted at 5:00 PM, 83% will become 81%.

Regrade Requests

Exams and Discussions

If you believe a question was graded incorrectly, please contact your grader. Mistakes happen and we are always happy to review a grade. **You need to contact your grader, however, within a week of receiving your grade.** If you are not satisfied with the grader's response, you may contact Dr. Fitneva including a written explanation of why you think your grade should be different. This needs to happen within a week of receiving the TA's response. As a general policy, Dr. Fitneva will mark your entire test. Your grade may go up, stay the same, or go down. Regrade requests received after the deadlines noted above will not be considered.

Grading

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Contacting the Teaching Team

The teaching team contact information is located on the Homepage of the course (see "Teaching Team").

For general questions about the course, please post to the Questions discussion forum topic, (located in the upper right corner of the homepage of the course). Feel free to help answer your peers' questions on this forum. Most questions are answered within 24 hours.

Please use your Queen's email for inquires that are more personal in nature, or for issues such as academic accommodations, marking, or concerns of a personal nature. If you need to have a more detailed conversation, please schedule a virtual office meeting with your instructor.

Course Feedback

Students will complete a brief survey at the end of the term, providing insight into their experience of the course structure, including interactive elements, along with the technical support provided. This feedback enables the team to make any adjustments necessary to improve the online learning environment. Additional student feedback will be sought throughout the course. All surveys are anonymous, and directly related to activities, assessments, and other course material.

Netiquette

In an online course you often communicate with your peers and teaching team through electronic communication. You are expected to use the utmost respect in your dealings with your colleagues or when participating in activities, discussions and online communication.

Here is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's ok to disagree with ideas, but do not make personal attacks.
7. Be open to be challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

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.

Copyright

The material on this website is copyrighted and is for the sole use of students registered in PSYC 251. The material on this website may be downloaded for a registered student's personal use, but shall not be distributed or disseminated to anyone other than students registered in PSYC 251. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

Accessibility/Accommodations

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 require accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/> (<http://www.queensu.ca/studentwellness/accessibility-services/>).

Students with course accommodations should contact CDS immediately following registration to inform them of any accommodations to their timed assessments and/or final exam(s).

Academic Considerations for Students in Extenuating Circumstances

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.usicwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>) was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which can be found at: <http://www.queensu.ca/artsci/accommodations>

Academic Integrity

Academic integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility, and courage (see www.academicintegrity.org) (<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.

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. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website (see <http://www.queensu.ca/artsci/students-at-queens/academic-calendar>) (<http://www.queensu.ca/artsci/students-at-queens/academic-calendar>), and from the instructor of this course. For current policy updates visit: <http://www.queensu.ca/artsci/students-at-queens/academic-integrity> (<http://www.queensu.ca/artsci/students-at-queens/academic-integrity>)

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.

Computer Requirements

<p>Microsoft Windows Client</p> <p>Vista/Windows 7/Windows 8 Intel Core 2 Duo processor 2GB RAM Soundcard with speakers and microphone or preferably a headset Webcam</p> <p>Mac Client</p> <p>OS X 10.8 or higher Intel i5 processor 2 GB RAM Internal, USB or external iSight microphone or preferably a headset Webcam</p>	<p>Supported Browsers</p> <p>Firefox (latest version) Safari (latest version on 64-bit Intel processors only)</p>
	<p>Java</p> <p>Latest version</p>
	<p>Internet Connection</p> <p>Wired high speed access: Cable or better (wifi is not recommended)</p>
	<p>Media Player</p> <p>Flash (latest version)</p>
	<p>Adobe Reader</p> <p>Latest Version</p>

Students Studying or Travelling Abroad

If you plan to travel, we strongly recommend that you confirm Internet availability in your host country prior to departure. In the past, students in other countries have been blocked from accessing certain websites relevant to their courses, as well as onQ. It is the responsibility of all students to book travel around course work, as we cannot change the format or timing on assessments or assignments as a result of travel plans.