



**DEVELOPMENTAL PSYCHOLOGY
PSYCHOLOGY 211 – SECTION 001
COURSE SYLLABUS
SPRING 2016**

CALENDAR DESCRIPTION

A course designed to introduce the student to current research and theory concerning children's social, cognitive, and physical development from infancy through childhood to early adolescence.

Prerequisite(s): PSYCH 101/101R or 121R

Time Requirements: 3 lecture hours per week for 12 weeks (36 hours)

Credits: 0.5/half credit course

COURSE INFORMATION

Instructor: Dr. Pamela Seeds, Ph.D., C.Psych.

Office: PAS 3040

Telephone: 519-888-4567 extension 38132

Email: pamela.seeds@uwaterloo.ca **

Office Hours: Wednesdays 9:00 to 10:00 a.m. (before class) or by appointment

Teaching Assistants (TAs):

| Teaching Assistant | Email Address | Office | Office Hours |
|-------------------------|---|----------|---------------------------|
| Luxsi Sribaskaran | lsribask@uwaterloo.ca ** | PAS 4011 | Mondays 11:30 AM-12:30 PM |
| Pauline (Polly) Summers | pcsummer@uwaterloo.ca ** | PAS 3289 | Wednesdays 2:00-3:00 PM |
| Nasim Ahmadpour | n2ahmadp@uwaterloo.ca ** | PAS 4022 | Mondays 2:00-3:00 PM |

** **NOTE:** Please write Psychology 211 in the subject line of all emails to the Instructor or TAs.

Students are responsible for all e-mail that is sent to their official UW email address. Check e-mail regularly for important and time sensitive messages. See "[Official Student E-mail Address](#)" for further details (e.g., procedures and warnings regarding forwarding e-mail to other accounts).

Time and location of lectures: Mondays and Wednesdays; 10:00 to 11:20 a.m.
Arts Lecture Hall (AL) Room 116

Course website through [LEARN](#). **Grades** will be posted on [LEARN](#).

TEXTBOOK

REQUIRED: Shaffer, Kipp, Wood, & Willoughby (2013). *Developmental psychology: Childhood and adolescence* (4th Canadian Edition). Toronto, Canada: Nelson.

OPTIONAL: *CourseMate* electronic resource for textbook

This website offers online Student Resources, including an electronic version of the text (eBook) which allows the student to highlight and make notes electronically. Learning support materials for students include flashcards, interactive quizzes, games, multimedia, chapter links, and information about research in the chapter areas.

Note. You may also purchase the *CourseMate* package without the hard copy of the textbook if you prefer to have only an electronic copy of the textbook.

Please note that there are many American editions and three previous Canadian editions of this textbook. This course is covering the material from the fourth Canadian edition, so please ensure that you are using the correct edition.

You will need the following Course Key to enrol in the course once you create your *CourseMate* account number: **CM-9780176628956-0000041**.

The text and *CourseMate* is available at the University of Waterloo Book Store. Two copies of the textbook are on 3-hour reserve at the University of Waterloo Dana Porter Library.

COURSE OBJECTIVES

The goals of Psychology 211 – Developmental Psychology are to provide students with:

- a) Knowledge of the vocabulary, research findings, theories, methods, and concepts in developmental psychology;
- b) An understanding of the developmental processes from conception through childhood and adolescence;
- c) Awareness of the advances and challenges in the study of child development; and
- d) The ability to think critically and independently about issues in developmental psychology.

GRADING

Percentages below indicate the standard required for each letter grade. Grades that are 0.5 or better will be rounded up to the next whole number when calculating the final grade in the course. Please note that higher letter grades will not be given unless the percentage is met (e.g., a final percentage of 79 is considered a B+). Rounding will not occur until the final grade calculation; all decimals will be retained for individual grade items (e.g., tests, assignments)

| | | | | |
|------------|-----------|-----------|-----------|-----------|
| A+ 90-100% | B+ 77-79% | C+ 67-69% | D+ 57-59% | F+ 42-49% |
| A 85-89% | B 73-76% | C 63-66% | D 53-56% | F 35-41% |
| A- 80-84% | B- 70-72% | C- 60-62% | D- 50-52% | F- 0-34% |

STUDENT EVALUATION SCHEDULE AND RESPONSIBILITIES

| | Lectures/Chapters Covered | Due Date | % of Grade |
|--|---|---|-------------------|
| In-Class Assignments | TBA | TBA | 5% |
| Midterm/Test #1 | Lectures 1 through 6 Chapters 1 – 6 | Wednesday, May 25, 2016 | 25% |
| Midterm/Test #2 | Lecture 7 through 14 Chapters 7, 8, 11, & 12 | Monday, June 27, 2016 | 25% |
| Assignment #1 | | Monday, July 25, 2016 | 20% |
| Final Examination (Test #3) | Lectures 15 through 22 Chapters 13 – 17 | Date and Room TBA by Registrar's Office (August 2 through 13, 2016) | 25% |
| Research Participation Bonus Credits (Optional) | | Monday, July 25, 2016 (Article Summaries); Tuesday, July 26, 2016 (SONA) | Up to 4% |

In-Class Assignments:

Several short assignments will be completed during class time. Dates of the assignments are not announced ahead of time. The nature of the assignments will vary but all will include applying knowledge from the class in order to comment on or critique the design and interpretation of studies in the field of developmental psychology. Students who miss an in-class assignment will not be able to make it up unless the student is absent for an excusable reason as defined below.

Tests/Exams

Three tests/exams will assess your knowledge in the course (each worth 25% of your grade in the class). Two midterm tests will occur during class time (80 minutes) and the third test will occur during the final exam period (2.5 hours). All tests will be composed entirely of multiple-choice, matching, and short answer questions. The material that will be covered in each evaluative component is provided in table format above and below. Further details regarding the tests/exams will be provided in class, during the lecture that immediately precedes each evaluative component, respectively.

Students must bring proper identification (student ID card) to the tests/exams. No electronic devices, including cell phones, will be allowed during tests/exams.

*****Note.** Tests/exams are non-cumulative, but do build on previous course content.

Assignment #1

Assignment #1 is designed to help you apply your developing abilities to think critically and creatively about research in developmental psychology. You will write a summary of one of the research articles posted on LEARN as if you were a journalist writing for a "parenting" magazine. While this may seem straightforward, the assignment presents a number of challenges that need to be thought through. For instance, even though this research is highly specialized, it is also very interesting. How can you convince an average parent that it is interesting (without overstating the research claims)? Also, as with all research, the details of how the study was done are important, but can be overwhelming to someone unfamiliar with methodology. How can you separate what would be interesting to a parent, or other lay-person, from something that would only be interesting to a researcher? Further details will be presented in class.

A hard-copy/paper version of Assignment #1 should be handed to Dr. Seeds by the end of class AND an electronic version should be submitted to the LEARN Dropbox including Turnitin.com by the end of class on Monday, July 25, 2016. Papers received after 11:20 a.m. on the due date will be counted as 1 day late, with 10% per day late deducted (weekends count as 2 days). If you fail to hand in an assignment or are beyond 10 days late, you will receive a zero. Late papers may be handed in directly to Dr. Seeds or one of the course TAs AND submitted to the

course Dropbox; papers placed under a door or submitted via email will not be accepted. Students are welcome to hand in their assignment before the due date.

The assignment will be graded based on content (/40), style (/15), clarity and structure (/15), grammar, spelling, & punctuation (/15), creativity (/10), and overall presentation (/5) for a total out of 100. The assignment mark will be weighted as 20% of the final grade in the course.

Research Participation Bonus Credits (Optional)

Students in this course are also offered the opportunity to earn up to 4% "bonus" credits by participating in psychology research and/or submitting article reviews. *Please note:* Students cannot earn more than 100% in the course so not all earned credits may be applied to final grade. All bonus opportunities must be completed by the last day of classes (July 26, 2016). Please refer to the handout entitled "*Research Experience Marks Information and Guidelines*" for more details.

ELECTRONIC DEVICE POLICY

Cell phone ringers must be turned "off" or to "vibrate" during class time. Cell phones should be put away during lectures. Students are welcome to bring laptops to class (but see warning under Learning Contract, below). Students wishing to audiotape lectures must request special permission from the instructor. Videotaping lectures is not permitted.

ATTENDANCE POLICY

Attendance in class will not be tracked. Students are expected to attend all classes unless there is compelling medical, religious, or compassionate reason. Please note, however, that test and exam material will be drawn from both the lectures and the textbook. Students who do not attend a class are responsible for catching up on missed material (see suggestions below).

LECTURE SCHEDULE

| Date | Lecture | Topic | Assigned Readings |
|---------|---------|--|--|
| May 2 | 1 | Introduction to the Course & Introduction to Developmental Psychology | Chap. 1 |
| May 4 | 2 | Theories of Human Development | Chap. 2 |
| May 9 | 3 | Biological Foundations of Development | Chap. 3 |
| May 11 | 4 | Prenatal Development, Childbirth, and the Newborn's Readiness for Life | Chap. 4 & Chap. 5 |
| May 16 | 5 | Physical Development | Chap. 6 |
| May 18 | 6 | Physical Development | Chap. 6 |
| May 23 | N/A | NO CLASS – Victoria Day (Statutory Holiday) | |
| May 25 | N/A | TEST #1 (IN CLASS – 80 minutes) | Chap. 1 through 6 (as listed above) |
| May 30 | 7 | Sensation, Perception, and Learning | Chap. 7 |
| June 1 | 8 | Sensation, Perception, and Learning | Chap. 7 |
| June 6 | 9 | Cognitive Development | Chap. 8 |
| June 8 | 10 | Cognitive Development | Chap. 8 |
| June 13 | 11 | Language and Communication Skills | Chap. 11 |
| June 15 | 12 | Language and Communication Skills | Chap. 11 |
| June 20 | 13 | Emotional Development, Temperament, and Attachment | Chap. 12 |

| Date | Lecture | Topic | Assigned Readings |
|--|---------|---|--|
| June 22 | 14 | Emotional Development, Temperament, and Attachment | Chap. 12 |
| June 27 | N/A | TEST #2 (IN CLASS – 80 minutes) | Chap. 7, 8, 11, &12 (as listed above) |
| June 29 | 15 | Development of the Self and Social Cognition | Chap. 13 |
| July 4 | 16 | Development of the Self and Social Cognition | Chap. 13 |
| July 6 | 17 | Sex Differences and Sexual Behaviour | Chap. 14 |
| July 11 | 18 | Moral Development, Altruism, and Aggression | Chap. 15 |
| July 13 | 19 | The Family | Chap. 16 |
| July 18 | 20 | The Family | Chap. 16 |
| July 20 | 21 | Extrafamilial Influences: Television, Computers, Schools, and Peers | Chap. 17 |
| July 25 (Make-up day for Monday class on Victoria Day [May 23]) | 22 | ASSIGNMENT #1 DUE (by end of class) Extrafamilial Influences: Television, Computers, Schools, and Peers | Chap. 17 |
| Spring Final Exam Period (Aug. 2 – 13) | | FINAL EXAMINATION (TEST #3 – 2.5 hours) Date, time, and location TBA by the Registrar's office | Chap. 13 through 17 (as listed above) |

*****Note.** Any material assigned as reading may be tested on the tests/exams, regardless of whether it was also covered in lecture. All material covered in lecture that is not in the readings may also be tested on the tests/exams.

ACCOMMODATIONS TO COURSE REQUIREMENTS

If, on medical, religious, or compassionate grounds, you are unable to write a midterm test or final examination or complete coursework on the scheduled date, please follow the instructions presented here. All issues are dealt with on a case-by-case basis, according to UW and Departmental policies and regulations. You should understand that academic accommodations will not be granted automatically upon request. The instructor maintains full discretion in assessing whether reasons qualify as compassionate or not. Please read the instructions below carefully. **In all cases, action must be taken at the earliest possible opportunity, preferably prior to the scheduled assignment, test, or exam.** Instructors are under no obligation to offer more than one opportunity to write a make-up exam.

Students who are requesting accommodation for course requirements (*assignments, midterm tests, final exams, etc.*) due to illness should do the following:

- seek medical treatment as soon as possible and obtain a completed [UW Verification of Illness Form](#)
- submit that form to the instructor **within 48 hours**.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed assignment deadline or midterm test, the instructor will either:

1. waive the course component and re-weigh remaining term work as he/she deems fit according to circumstances and the goals of the course; OR
2. provide an extension/make-up test. ***Please note that make-up tests may be in an alternate (e.g., essay) format rather than multiple choice format.***

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of bereavement or another compelling reason, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required. Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

Students requesting accommodation based on religious or cultural grounds must contact the Associate Dean of Arts, in writing, by the following deadlines:

- for the final exam: within one week of the [final exam schedule being posted by the Registrar's Office](#)
- for tests or assignments: before the 'drop – no penalty period' ends (Friday, May 20 2016)

The Associate Dean will contact Dr. Seeds to make alternate arrangements.

The following includes occasions and observances for Spring 2016 that might warrant accommodation on religious/cultural grounds:

| Dates | Religious holiday |
|-------------------|-----------------------------------|
| Saturday, May 21 | Wesak (Buddhist) |
| Sunday, May 29 | Ascension of Baha'u'llah (Baha'i) |
| Wednesday, July 6 | Eid-ul-Fitr (Muslim) |
| Monday, July 11 | Imamat Day (Islam Ismaili) |

Elective arrangements (e.g., travel plans), co-op interviews, and employment are not considered acceptable grounds for granting accommodations for academic course requirements.

If you miss a class due to a minor illness or other problems, please check your course outline for information regarding attendance requirements and make sure that you are not missing a test/exam. Cover any readings and arrange to borrow notes from a classmate; professors cannot give personalized lectures for students who miss class. (If you miss class for a legitimate reason – e.g., death in the family, illness – Dr. Seeds would of course be pleased to answer any questions during her office hours *after* you have borrowed and reviewed lecture notes from a classmate.)

THE WRITING CENTRE

[The Writing Centre](#) works across all faculties to help students clarify their ideas, develop their voices, and write in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit [The Writing Centre](#). Group appointments for team-based projects, presentations, and papers are also available.

Please note that writing specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not proof-read or edit for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.

THE OFFICIAL VERSION OF THE COURSE OUTLINE

If there is a discrepancy between the hard copy outline (*i.e., if students were provided with a hard copy at the first class*) and the outline posted on LEARN, the outline on LEARN will be

deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

CONCERNS ABOUT THE COURSE OR INSTRUCTOR (INFORMAL STAGE)

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs ([Richard Eibach as of July 1, 2014](#)) is available for consultation and to mediate a resolution between the student and instructor. Contact information is as follows:

Richard Eibach
Email: reibach@uwaterloo.ca
Phone: 519-888-4567 ext. 38790

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

ACADEMIC INTEGRITY, ACADEMIC OFFENSES, GRIEVANCE, AND APPEALS

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to

[Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Turnitin.com: Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

Note: students must be given a reasonable option if they do not want to have their assignment screened by Turnitin®. Please see Dr. Seeds to discuss your alternatives as soon as possible should you not wish for your assignment to be screened by Turnitin®. See [guidelines for instructors](#) for more information.

OTHER HELPFUL INFORMATION

University of Waterloo [Department of Psychology](#)

University of Waterloo [Registrar's Office](#)

[Canadian Psychological Association](#)

[American Psychological Association](#)

[Association for Psychological Science](#)

[Ontario Psychological Association](#)

[Society for Research in Child Development](#)

[International Congress of Infant Studies](#)

[Ontario Association for Infant and Child Development](#)

[Offord Centre for Child Studies](#)

[Developmental Psychology \(Division 7\) of the American Psychological Association](#)

[Developmental Psychology Section of the Canadian Psychological Association](#)

[DevelopmentalPsychology.org](#)

Learning Contract

1. Everyone has the *right to learn* and the *responsibility* not to deprive others of their right to learn.
2. Every student is accountable for his or her own actions.
3. In order to benefit most from this class, please consider the following:
 - Attend all scheduled classes and arrive on time
 - Late arrivals and early departures are very disruptive
 - Please let the instructor know immediately if you have a problem that is preventing you from performing satisfactorily in this class
4. Please consider carefully whether using a laptop in class will facilitate or potentially undermine your learning. For example, while a laptop can be helpful for efficient note-taking and filing, it may also hamper deeper encoding of lecture material and significantly undermine learning for individual students who cannot resist multitasking during class time on tasks unrelated to the course material.
5. It is the student's responsibility to check the LEARN website and email regularly for important or time-sensitive messages. Students should use their UW accounts for all email correspondence to UW personnel for reasons such as identification, reliability and security. If an alternate account is used, change your email address on QUEST to the one that you want posted on the University Directory, or activate your UW account and forward your email from your UW account to your alternate address. Please see [UWaterloo policies about official student email address](#) for university policies and information about using your official UW email address.
6. In the event that minor revisions are made to the Course Outline after hard copies have been printed but prior to the first class, the official Course Outline will be the one posted on LEARN. If any revisions are made, an announcement will be posted on LEARN to this effect.
7. Students who are experiencing extenuating circumstances that may reasonably affect their performance in this class should inform the instructor as well as their academic advisors regarding their personal difficulties at the earliest possible date. The sooner Dr. Seeds is informed about these potential difficulties, the easier it will be for her to help accommodate the student's needs around these difficulties.