



Psychology 351

Developmental Psychology

Winter 2015

Instructor: Kayla Ten Eycke

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Office: AD 155

Hours: Tues/Thurs, 11:00-12:00
or by appointment

Lecture Location: ENE 243

Days/Time: Tues/Thurs, 9:30-10:45

TAs: Tania Bhullar tania.bhullar@live.ca

Jacqueline Boon jmboon@ucalgary.ca

Course Website: Course content will be posted to D2L

Course Description and Goals

This class is intended as a survey course covering psychological processes from conception through early adolescence. This course offers a review of different theories of development and provides an introduction to important topics of development. The course focuses on the topics of prenatal development, physical growth, perceptual and cognitive processes, language acquisition, personality development, and social processes.

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

- Explain key aspects of physical, cognitive, social, and emotional development from infancy through early adolescence
- Describe the factors that shape prenatal, infant, and child development
- Critique the major theories of developmental psychology and supporting experimental research
- Analyze various childhood behaviours using theories and theoretical frameworks of developmental psychology
- Choose appropriate developmental research designs and methods to answer a given research question
- Form opinions on controversial topics in developmental psychology

Prerequisites

Psychology 200 and 201 (Principles of Psychology I and Principles of Psychology II).

Required Text

Berk, L. (2012). *Infants and children* (7th ed.). Toronto, ON .

The text is available in the University Bookstore, or from Amazon.ca. A Please note that Berk, L. (2012). *Infants, children, and Adolescents* (7th ed.). Toronto, ON is an acceptable text to use (it is identical but includes an extra 4 chapters). A copy of the text will be placed on reserve at the Taylor Family Library Reserves.

Required Website Access

My Virtual Child

My Virtual Child is an interactive web-based simulation that allows you to raise a child from birth to age 18 and monitor the effects of your parenting decisions over time. This website lets you apply the key concepts that you will be learning in class, and you will be required to write 2 assignments based on your “Virtual Child’s” development. Access to My Virtual Child (www.myvirtualchild.com) is required for the course and can be purchased on the My Virtual Child website or at the University of Calgary Bookstore (bundled with new copies of the text). When creating your virtual child, you must sign in to our class, using the class ID: 13149. More details about My Virtual Child will be provided in class.

Socrative

Socrative facilitates student engagement in course material with educational activities on tablets, laptops and smartphones. Socrative uses real time questioning - this means that you will be asked a few questions on your smartphone (or tablet or laptop) in-class and your answers will be submitted directly to the course instructor. You will need to setup a free account on www.socrative.com. You can access the Socrative interface on www.socrative.com, or you can download the free Socrative app if you are using a smartphone or tablet (www.socrative.com/apps.php). Please bring your smartphone, laptop, or tablet to class to participate in Socrative activities. If you do not have access to a smartphone, laptop, or tablet, you may handwrite answers to questions on paper and physically submit them in class. Socrative will be used in two ways: (1) to participate in In-class questions and activities, worth 5% of your final grade (see below), and (2) to participate in anonymous class polls and questions with no grade assigned. More details about Socrative will be provided in class.

Evaluation

Tests (75%)

Tests are non-cumulative and will be composed of multiple choice and fill-in-the-blank questions. Material on the exams pertains to both the lectures and readings in the text.

Test 1: 25%, Tuesday, February 10th, in class. Covers chapters 1-4 and lecture material covered January 13th- February 5th.

Test 2: 25%, Tuesday, March 17th, in class. Covers chapters 5-8 & 11 and lecture material covered February 12th – March 12th.

Test 3: 25%, Scheduled during the final exam period. Covers chapters 9,10,12,13 and lecture material covered March 19th-April 14th.

Written Assignments (20%)

You will be required to write 2 assignments based on your “Virtual Child’s” development. The assignments involve answering 4 essay-style questions (you will be given some flexibility about which questions you choose to answer). Assignments will be no more than 3, double-spaced pages. For assignment 1, you will be required to raise your child through 5 years, 11 months, and for Assignment 2, you will be required to raise your child through 15 years. More details for the assignments will be discussed in class and assignments will be posted on D2L at a later date. A hard, paper copy of written assignments must be submitted at the beginning of class on the specified due date (see below). Late assignments will be accepted with a 10% per day penalty (including weekends).

Written Assignment 1: 10%, Due Tuesday, March 24th at 9:30am.

Written Assignment 2: 10%, Due Tuesday, April 14th at 9:30am.

In-Class Questions and Activities (5%)

There will be 15 in-class question sets (1-5 questions) over the course of the semester that are worth a total of 5% of your final grade. Each question set is worth 0.5%, and you are able to earn a maximum of 5% (thus, you must answer 10/15 questions correctly to get the full 5%). These questions will be answered in real-time using the Socrative app (see above), or hand-written and submitted directly to the instructor in class. Please note, there will be both In-class question sets and activities (worth 5%), and anonymous in-class polls (no grade assigned). It will be clear to you if you are answering one of the 15 in-class question sets that contribute to your final grade. These questions must be answered in-class. Late submission of answers will not be accepted.

Department of Psychology Grade Distribution Policy

The distribution of grades in Psychology courses (the percentage of A grades, B grades, etc.) will be similar to the distribution of grades in other courses in the Faculty of Arts. The Department monitors the grade distributions of 200-, 300-, and 400-level courses in the Faculty to ensure that the grade distributions in Psychology courses are comparable. Based on these reviews, students can expect that 1) up to 30% of grades in 200- and 300-level psychology courses will be “A” grades (A+, A, and A-), and 2) up to 40% of grades in 400-level psychology courses will be “A” grades.

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student’s thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule

Date	Notes	Topics	Readings
T Jan 13	<i>Winter term lectures begin.</i>	1A. History, Theory, and Research Strategies	Ch 1
R Jan 15		1B. History, Theory, and Research Strategies	
T Jan 20		2A. Genetic and Environmental Foundations	Ch 2
R Jan 22		2B. Genetic and Environmental Foundations	
<i>F Jan 23</i>	<i>Last day to drop Winter Term half-courses.</i>		
<i>M Jan 26</i>	<i>Last day to add or swap Winter Term half courses. Last day for change of registration from audit to credit or credit to audit.</i>		
T Jan 27		3A. Prenatal Development	Ch 3
R Jan 29		3B. Prenatal Development	
<i>F Jan 30</i>	<i>Fee payment deadline for Winter Term fees.</i>		
T Feb 3		4A. Birth and the Newborn Baby	Ch 4
R Feb 5		4B. Birth and the Newborn Baby	
T Feb 10	***TEST 1***		
R Feb 12		5A. Physical Development	Ch 5, 8, 11
<i>Feb 15-22</i>	<i>Reading Week. No lectures. University open (except Family Day).</i>		
<i>M Feb 16</i>	<i>Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>		
T Feb 24		5B. Physical Development	
R Feb 26		6A. Cognitive Development in Infancy and Toddlerhood	Ch 6
T Mar 3		6B. Cognitive Development in Infancy and Toddlerhood	
R Mar 5		6C. Cognitive Development in Infancy and Toddlerhood	

T Mar 10		7A. Emotional and Social Development in Infancy and Toddlerhood	Ch 7
R Mar 12		7B. Emotional and Social Development in Infancy and Toddlerhood	
T Mar 17	***TEST 2***		
R Mar 19		8A. Cognitive Development in Early Childhood	Ch 9
T Mar 24	Written Assign. 1 Due	8B. Cognitive Development in Early Childhood	
R Mar 26		9A. Emotional and Social Development in Early Childhood	Ch 10
T Mar 31		9B. Emotional and Social Development in Early Childhood	
R Apr 2		10A. Cognitive Development in Middle Childhood and Early Adolescence	Ch 12
T Apr 7		10B. Cognitive Development in Middle Childhood and Early Adolescence	
R Apr 9		11A. Emotional and Social Development in Middle Childhood and Early Adolescence	Ch 13
T Apr 14	Written Assign. 2 Due	11B. Emotional and Social Development in Middle Childhood and Early Adolescence	
W Apr 15	<i>Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses.</i>		
Apr 18-29	<i>Winter Term Final Examinations. ***TEST 3***</i>		

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present

a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Absence From A Test/Exam

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered except under exceptional circumstances. Students are advised to wait until the final examination schedule is posted before making any travel arrangements.

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or via the Department Office (Admin 255), or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Course Credits for Research Participation (Max 2% of final grade)

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **April 15, 2015**.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS).

They are located in Administration 170 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911

suvpaca@ucalgary.ca

Student Union Faculty Rep.: Phone: 403-220-3913

socialscirep@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca

(<http://www.su.ucalgary.ca/services/student-services/student-rights.html>).

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **January 23rd, 2015**. Last day for registration/change of registration is **January 26th, 2015**. The last day to withdraw from this course is **April 15th, 2015**.