

**Psychology 351**
**Developmental Psychology**
**Fall 2021**

**Instructor:** Dr. Alexandra Twyman      **Lecture Location** D2L, Asynchronous Online  
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**Office Hours:** Zoom, by appointment      ceilidh.mcconnell@ucalgary.ca

### Course Description

This course provides a general introduction to the field of developmental psychology, primarily focusing on prenatal development to early adolescence. Topics will include developmental methodology and theory relevant to biological, cognitive, emotional, and social development.

### Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see <https://live-arts.ucalgary.ca/psychology/about#program-learning-outcomes>), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Identify, compare, and evaluate theories of developmental psychology	Multiple choice tests	1, 2	C
Evaluate, decide, and apply terminology in psychology to specific, concrete examples	Multiple choice tests; Written Assignments	1, 2, 4, 5, 7	C
Recall and recognize key developmental theories, experiments, and treatments	Multiple choice tests; written assignments;	1, 4, 7	I, C
Reflect, organize, and apply developmental theories and concepts in psychology to everyday situations	Written Assignments	2, 4, 7	I, C
Judge, evaluate, and ask questions about psychological issues	Written Assignments	2, 4, 7	C, A
Demonstrate positive classroom citizenship through participation and engagement	Class demos, introduction pages, and written assignments	1, 7	C

Identify, reflect, and think about how to apply knowledge from this class to support positive development for all children to promote equality and inclusivity in society	Multiple choice tests; written assignments	8	I, C
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Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles in a diverse world, 7 = apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity,\* and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

### Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

### Student Support and Resources

[UCalgary Student Wellness Services | University of Calgary](#) 403.210.9355.

Our mental health is just as important as our physical health, and yet we often will neglect our mental wellbeing, which in turn often influences our physical well being. There are really wonderful and qualified people who can help you out! If you are going through a tough time, there is no need to go it alone. The hardest step to take is often that first phone call, but once you have taken that step, you will be amazed at how well taken care of you will be, and much mental health can improve with help and support. These resources are free to use for University of Calgary students. So if you are in need, please give them a call!

### Course Format

Class materials will be posted to the course D2L page by the day/time of each scheduled class as per the course schedule below.

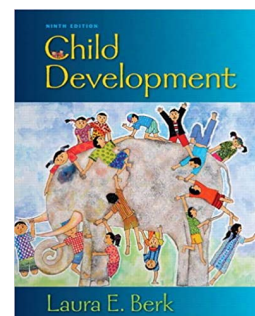
### Prerequisites

Psyc 200 & 201 (Principles of Psychology I & II)

### Required Text

Our class textbook can be obtained from the campus bookstore. This textbook has been around for a few years, so there should be some used copies floating around for you to use. This textbook is one of my favorites to use because Dr. Berk is a very good writer and her information is of high quality. I've included the book cover so that you know you have the correct book!

Berk, L. (2013). *Child Development, 9<sup>th</sup> edition*. Pearson.



### Assessment Methods

### Unit Tests: Total of 60%

The unit tests are designed to test your understanding, integration, and application of the core principles of developmental psychology in each of the three units.

All of the unit tests will be multiple choice and will cover the material in that unit (see class schedule for exact topics in each unit test). They will be posted on D2L at 12:00 am. on the test writing date and be available until 11:59 p.m on the test writing date. Thus you can pick the ideal exam start time anytime on the test writing date.

*Tests in this course are closed book. The use of resources, including class notes, the textbook, online resources, and calculators is prohibited during the exams in this course. Students may not communicate with others about course material or the exam either in person or electronically during exams.*

Unit 1 Test (biological development)– 22.5% - Oct 1<sup>st</sup>

Unit 2 Test (cognitive development)– 22.5% - Oct 29<sup>th</sup>

Unit 3 Test (social development)– 15% - Dec 3<sup>rd</sup>

*“ Without instructor approval, test extensions will not be granted. Any missed tests will be required to be completed within ONE week of the missed test, and only with the explicit permission of your instructor”*

### Term Project: 40%

The lectures are designed to introduce you to the topics of developmental psychology, and to give you a broad overview of the topic. In the term project, you are able to pursue an area of development that is of particular interest (maybe even passion?) to you and that relates to diversity and equality. Diversity can mean so many things to so many people. It might mean diversity in terms of income, ethnicity, age, or developmental disability. I'd like you to spend some time thinking about how the developmental issues raised in this class relate to diversity and equality, and you will be exploring that theme through some aspect of diversity that is meaningful to you.

As an overview of your term project, it is broken down into three steps (topic approval; annotated bibliography, and final presentation).

***Topic Approval (1 page):*** You will suggest a topic that is in an area of interest to you, explain how it relates to diversity from your perspective, and demonstrate that you have found empirical journal articles on your topic (you can think of it as learning how to write a small version of a grant proposal).

***Annotated Bibliography (3 pages):*** In the second component of the term project, you will be reading and critiquing empirical journal articles on your topic that you found in your literature search.

***Final Presentation (7 minute prerecorded presentation):*** As the last step, you will be synthesizing what you have read, and will share with us and the class the main findings of your research in a class presentation. This is your chance to become the expert on an area of your interest. And you will get to share this new found knowledge with the class. Some examples of topics might be “Fostering positive outcomes for first generation immigrants” or “Should children with attention disorders be prescribed medication?” or “Adolescent dating among LGBTQ youth”. Full details of the term project will be posted

on our D2L homepage. The term project will be submitted through the Dropbox assignments folder on D2L.

Topic Approval – 13.33% - Friday Sept 17<sup>th</sup> at 11:59 p.m.

Annotated Bibliography – 13.33% - Friday Oct 15<sup>th</sup> at 11:59 p.m.

Final Presentation – 13.33% - Friday Nov 19<sup>th</sup> at 11:59 p.m.

*“Without instructor approval, late assignments will be penalized 10% per day, including weekends, in accordance with standard practice in the psychology department”*

### **University of Calgary Academic Integrity Policy**

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary’s reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy:

<https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

### **Department of Psychology Criteria for Letter Grades**

Psychology course instructors 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%

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	Topic/Activity/Readings/Due Date
	<b><u>UNIT 1: Biological Development</u></b>
W Sep 8	Chapter 1. History and Theory
F Sep 10	Chapter 1. History and Theory
M Sep 13	Chapter 2. Research Methods
W Sep 15	Chapter 2. Research Methods
R Sep 16	<b><i>Last day to drop a class without a penalty</i></b> Chapter 2. Research Methods
F Sep 17	<b><i>Last day to add or swap a course</i></b> <b>Topic Approval Due at 11:59 p.m. on D2L Dropbox</b> Chapter 2. Research Methods
M Sep 20	Chapter 3. Prenatal Development
W Sep 22	Chapter 3. Prenatal Development
F Sep 24	<i>Fee payment deadline for Fall Term full and half courses.</i> Chapter 3. Prenatal Development
M Sep 27	Chapter 4. Infancy
W Sep 29	Chapter 4. Infancy

F Oct 1	<b>Unit 1 Test Due at 11:59 p.m. on D2L Tests</b>
	<b><u>UNIT 2: Cognitive Development</u></b>
M Oct 4	Chapter 6: Piaget and Vygotsky
W Oct 6	Chapter 6: Piaget and Vygotsky
F Oct 8	Chapter 6: Piaget and Vygotsky
M Oct 11	<i>Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>
W Oct 13	Chapter 7: Information Processing
F Oct 15	Chapter 7: Information Processing <b>Annotated Bibliography Due at 11:59 p.m. on D2L Dropbox</b>
M Oct 18	Chapter 8: Intelligence
W Oct 20	Chapter 8: Intelligence
F Oct 22	Chapter 9: Language Development
M Oct 25	Chapter 9: Language Development
W Oct 27	Chapter 9: Language Development
F Oct 29	<b>Unit 2 Test Due at 11:59 p.m. on D2L Tests</b>
	<b><u>UNIT 3: Social Development</u></b>
M Nov 1	Chapter 10: Emotional Development
W Nov 3	Chapter 10: Emotional Development
F Nov 5	Chapter 10: Emotional Development
Nov 7-13	<i>Term Break No Classes</i>
R Nov 11	<i>Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>
M Nov 15	Chapter 11: Self and Social Understanding
W Nov 17	Chapter 11: Self and Social Understanding
F Nov 19	Chapter 11: Self and Social Understanding <b>Final Presentation Due at 11:59 p.m. on D2L Dropbox</b>
M Nov 22	Chapter 14: Family
W Nov 24	Chapter 14: Family
F Nov 26	Chapter 15: Peers
M Nov 29	Chapter 15: Peers

W Dec 1	Chapter 15: Peers
F Dec 3	<b>Unit 3 Test Due at 11:59 p.m. on D2L Tests</b>
M Dec 6	Class Presentation
W Dec 8	Class Presentation
R Dec 9	<i>Fall Term Lectures End.</i> <b><i>Last day to withdraw with permission from Fall Term half courses.</i></b>

### **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 **Wednesday, December 8, 2021.**

### **Supporting Documentation**

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](http://ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see [ucalgary.ca/registrar](http://ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

### **Absence From A Test/Exam**

Makeup tests/exams are **NOT** an option without the approval of the instructor. Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up 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. **Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam on a day/time scheduled by the instructor. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam** <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

### **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 by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. **If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam** <https://www.ucalgary.ca/registrar/exams/deferred-exams>. **Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).**

**Reappraisal of Graded Term Work** <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

**Reappraisal of Final Grade** <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

### **Academic Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

### **Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **Instructor Intellectual Property**

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor.



The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **Freedom OF Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

### **Student Support and Resources**

<https://www.ucalgary.ca/registrar/registration/course-outlines>

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is Thursday, September 16, 2021.** Last day add/swap a course is **Friday, September 17, 2021.** The last day to withdraw from this course is **Thursday, December 9, 2021.**

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>

### **Student Support and Resources**

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