

Psychology 2410B (530)
Introduction to Developmental Psychology
School of Behavioural and Social Sciences

General Information

Course #: PSY2410B
Section #: 530
Term: Winter
Year: 2020
Course Day and Time: Tuesdays 2:30-4:30pm and Thursdays 2:30-3:30pm
Course Location: MSJ 204

Instructor Information

Name: Elizabeth Kelly
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Telephone number: N/A
Office hours: Tuesdays 1:30-2:30pm and by appointment.
Office location: UH 365

Course Description

A survey of theory and research in developmental psychology including: learning, cognition, perception, personality, and social development in infancy and childhood.

Antirequisite(s): Psychology 2040A/B, Psychology 2480E, Health Sciences 2700A/B, and the former Psychology 2044.

Prerequisite(s): At least 60% in a 1000 level Psychology course.

Extra Information: 3 lecture hours.

Course Weight: 0.50.

Required Course Materials

- Textbook: Kail, R.V. & Barnfield, A. M. C. (2019). *Children and their development* (4th Canadian ed.). Toronto, ON: Pearson Education Canada.
- Any ancillary materials offered by the publisher to go with the course textbook are optional.
- Other course information and materials, such as announcements, grades, supplemental readings, discussion assignments, and lecture slides, will be posted on OWL. Note that lecture slides are outlines only and cannot take the place of attending lectures.

Learning Outcomes and Brescia Competencies

By the end of this course, among other skills, students should (*note: competency levels in brackets*):

- be able to describe the physical growth, emotional, cognitive and social development of the child and to integrate this knowledge in an overall understanding of human development.
Competencies: Critical Thinking (2); Inquiry and Analysis (2-3); Social Development – Cognitive Development (3); Self-Awareness and Development (2); Valuing (2).
- understand and be able to compare and contrast the basic themes and main theories in developmental psychology.
Competencies: Critical Thinking (2); Social Development – Cognitive Development (3); Valuing (2).
- explain the main research designs and techniques used in developmental psychology and their uses.
Competencies: Communication (2-3); Critical Thinking (2); Problem Solving (2).
- be able to critically analyze research articles in developmental psychology.
Competencies: Critical Thinking (2); Inquiry and Analysis (2-3); Social Development – Cognitive Development (3)
- describe how developmental psychology can influence public policy.
Competencies: Critical Thinking (2); Social Awareness and Engagement (2); Valuing (2).

Notes:

(i) "Students may vary in their competency levels on these outcomes. They can expect to achieve these outcomes if they honor course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students" (Nilson, 2010, p.37).

(ii) For a description of Brescia Competencies, see: <http://brescia.uwo.ca/academics/brescia-competencies/>

Teaching Methodology and Expectations of Students

This course will provide an overview of child development from infancy up to adolescence. There will be a general survey of theory and research in developmental psychology, with focus on the biological, psychological, and social processes of growth and change. The course will consist of lectures, discussion assignments, and exams.

Students are expected to attend class regularly, actively participate in discussions, and prepare well in advance of exams. The course involves a fair amount of reading on your own. It is best to read textbook sections before the corresponding lectures. You are advised to attend every class. If you are absent it is recommended that you find out what you missed and make arrangements to catch up by requesting to borrow notes from a classmate.

Course Content

In this course we will take a “topical” perspective of child development. This means following development through childhood across specific areas of development. Where appropriate, different concepts within those topic areas will be discussed; e.g., Piagetian, Vygotskian, and Information Processing theories of cognitive development.

The course structure follows the textbook chapter sequence through different aspects of development. Topics will be covered in the order listed on the schedule, however dates are meant as a guideline. Please note that the listing provides an idea of when topics are scheduled to be covered; over the course of the term lectures may move ahead of, or fall behind, the absolute dates.

Evaluation

Midterm Test and Final Exam

There will be a two-hour midterm test and a three-hour final exam, based on the textbook, lectures, and any supplemental (non-discussion assignment) readings. The test and exam will consist of multiple-choice and short answer questions and are not cumulative.

Discussion Assignments

Discussion assignments are designed to offer students a variety of learning experiences. There will be ten short discussion assignments due throughout the term. Each discussion assignment builds on the material covered in the textbook for the corresponding week, usually by providing additional depth on a specific topic and requiring completion of an exercise that entails the application of chapter material. Discussion assignments include two components: written submission of the assignment and attendance at the discussion session. The discussion assignments are intended to help students actively engage with course content and provide an opportunity for class participation.

More information about the discussion assignments including content, written submission requirements, participation guidelines, evaluation, and late (non-attendance and/or non-preparation) penalties will be provided at the first class and outlined in a discussion assignment general instruction document posted on OWL.

Evaluation breakdown

Course Component	Weight	Material	Date
Midterm Exam	35%	Ch. 1-6	Feb. 11
Final Exam	45%	Ch. 7-14	TBA
Discussion Assignments	20% (2% X 10)	Ch. 1-14	Throughout term (see schedule)

Note that there will be no re-taking of tests/exams nor extra work available for the purpose of improving grades.

Academic Accommodation

For course components worth 10% or more of the total course grade (i.e., the midterm test and final exam), please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar. Documentation must be submitted to one's academic advisor in order to receive approval to write a make-up test or exam. The instructor must be notified of any such case via email as soon as possible. Make-ups are usually scheduled within a week or two after the missed test or exam (usually on the Friday afternoon of the following week).

For course components worth less than 10% of the total course grade (i.e., discussion assignments), academic accommodation will not normally be considered because discussion sessions cannot be made up. Note however that the evaluation of discussion assignments is structured such that students can be absent occasionally and still do very well on this course component. See the discussion assignment general instruction document posted on OWL for more information about late penalties for non-attendance at, and/or non-preparation for, discussion sessions.

Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the course instructor or other university faculty. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

Schedule

Date	Topic	Reading	Assignment Due Dates
Jan. 7 (Tues.)	Overview & Introduction	Ch. 1	
Jan. 9 (Thurs.)	The science of child development	Ch. 1	
Jan. 14 (Tues.)	Genetic bases of child development	Ch. 2	Discussion #1
Jan. 16 (Thurs.)	Prenatal development, birth, and the newborn	Ch. 3	
Jan. 21 (Tues.)	Growth and health	Ch. 4	Discussion #2
Jan. 23 (Thurs.)	Growth and health (cont.)	Ch. 4	
Jan. 28 (Tues.)	Perceptual and motor development	Ch. 5	Discussion #3
Jan. 30 (Thurs.)	Day Care Tour		
Feb. 4 (Tues.)	Theories of cognitive development	Ch. 6	Discussion #4
Feb. 6 (Thurs.)	Theories of cognitive development (cont.)	Ch. 6	
Feb. 11 (Tues.)	Midterm Exam (Ch. 1-6)		
Feb. 13 (Thurs.)	Cognitive processes and academic skills	Ch. 7	
Feb. 18 (Tues.)	<i>Reading Week</i>		
Feb. 20 (Thurs.)	<i>Reading Week</i>		
Feb. 25 (Tues.)	Cognitive processes and academic skills (cont.)	Ch. 7	Discussion #5
Feb. 27 (Thurs.)	Intelligence and individual differences in cognition	Ch. 8	
Mar. 3 (Tues.)	Intelligence and individual differences in cognition (cont.)	Ch. 8	Discussion #6
Mar. 5 (Thurs.)	Language and communication	Ch. 9	
Mar. 10 (Tues.)	Emotional development	Ch. 10	Discussion #7
Mar. 12 (Thurs.)	Understanding self and others	Ch. 11	
Mar. 17 (Tues.)	Understanding self and others (cont.)	Ch. 11	Discussion #8
Mar. 19 (Thurs.)	Moral understanding and behaviour	Ch. 12	
Mar. 24 (Tues.)	Moral understanding and behaviour (cont.)	Ch. 12	Discussion #9
Mar. 26 (Thurs.)	Gender and development	Ch. 13	
Mar. 31 (Tues.)	Social influences	Ch. 14	Discussion #10
Apr. 2 (Thurs.)	Social influences (cont.)	Ch. 14	
TBA	Final Exam (Ch. 7-14)		

2019-20 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12.

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#Page_10).

Personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. Submitting a **Self-Reported Absence** form provided that the conditions for submission are met;
2. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Requests for Academic Consideration Using the Self-Reported Absence Portal

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

1. Students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
2. The duration of the absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;
4. Self-reported absences will **not** be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may **not** be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students **must** communicate with their instructors **no later than 24** hours after the end of the period covered by the Self-Reported Absence form to clarify how they will fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such

requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. An SMC can be downloaded from http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf ;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

The [full policy on requesting accommodation due to illness](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to the [Registrar's website](http://brescia.uwo.ca/academics/registrar-services/), <http://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work, and arrange academic accommodations if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through **Mental Health & Wellness at Brescia** (<http://brescia.uwo.ca/life/mental-health-wellness/>) and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.
