Psychology 251: Developmental Psychology, Online

Information

Course Description

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

What this course will look like:

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

You will notice that this course follows a modular structure in which you will find each week of the course. Each week is complete with readings, interactive course notes, videos, non-graded self-check activities, and assessments. Together, these instructional materials will help you work through key concepts and provide you with ample opportunity to refine your skills. At the top of each week, you will find the learning outcomes and all supporting content listed below. You must complete all required tasks for each week.

Textbook Material: Reading the textbook is very important for you to obtain the foundational knowledge that is required for the course and is critical for all assessment components. Please note that you are only responsible for the page numbers listed; other material will not be assessed, although you can certainly read it for interest, or use it in your essays.

Interactive Course Notes: The interactive course notes are designed to cover the difficult and important topics for the week, and extend upon the current week's material. This extension will consist of discussing other research findings related to the topic (i.e., research not covered in the textbook), as well as discuss the applicability of the material to society as a whole. All content contained in the interactive lesson notes, including the videos, is required for the course and is critical for all assessment components.

University Operating Dates

(LMS to include)

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.

Required Text

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

Please note: The Launchpad programme is not required!
A copy of this text is available from the reserve library. Also, you may wish to buy the Fourth Edition of this textbook (PLEASE DO NOT BUY earlier editions than this as they are NOT Canadian!).

Timeline

The Course Timeline 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 log in to the course.

Please note, some students may see an onQ Calendar for their course. However, the onQ calendar does not display all dates associated with your course assignments. For complete information all of your assignments in this course and the start and close dates, please refer to the Course Timeline.

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

All times are in Kingston time (Eastern Time).

Suggested Time Commitment

Students can expect to spend, on average, about 9 hours per week completing relevant readings, interactive course notes, assignments, and course activities.

Assessments

Weighting of Assessments

This is how your final mark will be determined in the course. Please refer to the Course Timeline for due dates.

Assessment	Weight	Alignment with Learning Outcomes
Discussion Forum (x4 @5%)	20%	1,2,3,5,6
Essay (Best grade of 1 of 2 possible essays)	20%	1,2,3,4,5
Midterm Exam	20%	1,2,3,4
Take-home Final Exam	40%	1,2,3,4,5

Assessments and Activities Description

Discussion Forums (4 discussion forums worth 5% each)
There are four discussion forums in this course. The discussions will allow you to interact with your peers to explore key topics, perspectives, and applications of concepts to real-world practice. More information about each discussion forum can be found in the Course Timeline.

Essays (best 1 of 2 - worth 20%)
Throughout the term, students will have the opportunity to complete two different essays. Students are strongly encouraged to complete both essays. However, the essay with the higher grade will be the only one to count toward the final mark. These essays are designed to encourage you to relate the material, to you personally or to the world at large. Only information from the textbook, interactive lesson notes and video content can be used as source material. The essays will be submitted to Turnitin which will be embedded into OnQ. More information about each essay can be found in the Course Timeline.

For both essays, 0.5% of your total grade for the essay will be taken off for every 5 minutes to 12 hours that your essay is late. Because the best grade out of 2 is taken, there are no exceptions to this rule. It is STRONGLY suggested that you NOT blow off the first essay just because you have another one to write-you never know whether you may be sick in the future and you will learn a great deal from the process of writing the first one and receiving feedback on it. Please see the assignments page for more information about these essays.

Midterm Exam (worth 20%)
You will complete your midterm exam using the onQ quiz tool. The midterm will consist of 80 multiple choice questions. You will have 1.5 hours to complete your exam. The midterm exam will cover all content covered from Week 1 through Week 6, including all videos covered in the interactive course notes. The vast majority of the questions will be designed to test at the conceptual level, with some applied and some factual questions.

Note: If you are unable to write the midterm exam, you do not need to provide any documentation, you will simply be required to let the head TA know (at psyc251@queensu.ca), and write the makeup midterm. You may also write the makeup midterm if you are not pleased with your first mark. The highest of the two marks will be taken. Please let psyc251@queensu.ca know by **October 19th at 9 am** to ensure you have access to your makeup exam.

The makeup midterm exam will be held on Thursday, October 22nd .

More information about the midterm exam can be found in the Course Timeline.

Take-home Final Exam (worth 40%):
The take-home final exam will consist of 3 written essay questions which you will receive ahead of time during Week 12 of the semester. You will write a response for all 3 essay questions. There is no page requirement for these essays, as the purpose is that you focus on the quality of your response rather than the quantity of the length of your response. You will have 3 hours to complete your exam. The final exam date and time is TBD.

Grading Policy

The Psychology Grading Policy, "mixed-marking method," is outlined on the following webpage: https://www.queensu.ca/psychology/undergraduate/current-students/departmental-policies/grading-policy

A full list of Departmental Policies can be found at: http://www.queensu.ca/psychology/Undergraduate/psycdepartmentalpolicies.html

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

Communication

Contacting the Teaching Team

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

General questions:

For general questions about the course, please post to the Course Questions Forum (located in a drop-down menu under "Help", on the upper navigation bar).

Feel free to help answer your peers' questions on this forum. Most questions are answered within 24 hours.

When to contact your TA: You should contact the lead TA (psyc251@queensu.ca) when you have any questions about the design of the course, the requirements, the logistics etc. Please note that she is not required to answer your question if it has been directly addressed in the syllabus or in the Course Questions Forum.

When to contact your instructor: Your instructor is always available to support you and guide you through the semester. You should contact your instructor (kelleyb@queensu.ca) if you have any questions about the content of the course - that is, if you don't understand a certain concept, or if you need to have a more detailed conversation, please contact your instructor.

Please use your Queen's email for inquires that are more personal in nature, or for issues such as academic accommodations or marking.

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.

Queens 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.

POLICIES

Late Assignment Submission Policy

Discussion Forum Activities:
All discussion forum activities must be completed within the deadlines specified on the Course Timeline. Discussion forum posts beyond these dates will not be accepted.

Essay Assignments:
For both essays, 0.5% of your total grade for the essay will be taken off for every 5 minutes to 12 hours that your essay is late. Because the best grade out of 2 is taken, there are no exceptions to this rule. It is STRONGLY suggested that you NOT blow off the first essay just because you have another one to write-you never know whether you may be sick in the future and you will learn a great deal from the process of writing the first one and receiving feedback on it. Please see the assignments page for more information about these essays.

Midterm Exam:
If you are not able to write the midterm exam, or if you are unhappy with the mark you received on your midterm exam, you will have the opportunity to complete the makeup exam. You do not need to provide any documentation, you will simply be required to let the head TA know at psyc251@queensu.ca, and write the makeup midterm. Please let psyc251@queensu.ca know by **October 19th at 9 am** to ensure you have access to your makeup exam.

The makeup midterm exam will be held on Thursday, October 22nd .

Take-home Final Exam:
For the final exam, 0.5% of your total grade for the exam will be taken off for every 5 minutes to 12 hours that your exam is late. You may not hand in part of your exam on time and part of it late-it will not be accepted until it is all there.

Copyright

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Academic 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.

The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, please visit the QSAS website

Students with course accommodations should send their accommodation requests to ASO and their Instructor as soon as possible to make the appropriate arrangements, using the widget located on the course homepage.

Academic Considerations for Students in Extenuating Circumstances

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. Click here to view the **Senate Policy on Academic Consideration for Students in Extenuating Circumstances**.

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the **Faculty of Arts and Science protocol here**; students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Situation 1: Athletics

1. If you have a University sanctioned athletic game at the same time as an assessment, then you are eligible for academic consideration. Note that practices or travel to events are not eligible for academic consideration.

2. To be eligible for an academic consideration for athletics, you must make a request for academic consideration according to the **"Excused Absence for Significant Event"** **protocol outlined here**. Please also include the time and location of the game.

3. If your request for academic consideration is approved, please forward the confirmation email you receive from the Faculty Office **directly to your instructor**. In your email, make sure to indicate what assessment items you are requesting accommodation for, as well as the assessment date.

4. **Your instructor will then advise Arts & Science Online** of what they would like arranged (in light of the consideration) and what changes need to be made in onQ.

Situation 2: Extenuating Circumstances

1. Submit a request for academic consideration through your Faculty. For Arts & Science students, such requests should be made through the **student portal**. Students in all other faculties should follow the protocol of their home faculty (even though you are taking an Arts & Science elective). Please note that family events such as vacations, weddings, transportation or technology concerns, competing commitments, and academic stress are not considered extenuating circumstances.

2. If your request for academic consideration is approved, please forward the confirmation email (or a screenshot of the email) **directly to the head TA at psyc251@queensu.ca**. Make sure to indicate what assessment items you are requesting accommodation for, as well as the assessment date.

3. **Your instructor will then advise Arts & Science Online** of what they would like arranged (in light of the consideration) and what changes need to be made in onQ.

Academic Support

All undergraduate students face new learning and writing challenges as they progress through university: essays and reports become more complex; effectively incorporating research into writing becomes more important; the types of assignments become more diverse; managing your time and developing the skills you need to read and think critically gets more challenging. I encourage students to contact Student Academic Success Services (SASS). SASS offers many different ways to receive support:

Free online or in-person appointments to get personalized support on writing and academic skills from expert staff and trained peers.

Workshops and drop-in programs. SASS' Events Calendar lists events coming soon.

Online resources that provide strategies for academic skills and writing development at university.

If English is not your first language, SASS has specific resources for English as Additional Language students, including weekly programs and EAL academic skills appointments. You can meet on an ongoing basis with an EAL consultant to work on your academic writing, speaking, listening, and reading skills.

Academic Integrity

The following statement on academic integrity builds on a definition approved by Senate and is designed to make students aware of the importance of the concept and the potential consequences of departing from the core values of academic integrity. It is highly recommended that this statement be included on all course syllabi. Instructors may also consider including this statement with each assignment.

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity: honesty, trust, fairness, respect, responsibility and courage. 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 (see the Senate Report on Principles and Priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour 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, and from the instructor of this course. 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.

Turnitin Statement

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service, which governs users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin's Privacy Policy.

Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

As a student, you have the right to opt out of Turnitin. You must notify the instructor by the end of Week 3 of the term, and make arrangements for additional work or alternative strategies to ensure the integrity of the work. In such instances, the instructor is still expected to ensure the integrity of your work.

Computer Requirements

Please note that mobile devices are not recommended for the course as they cause several known issues in onQ.

Computer Specifications

- Windows 8.1 or newer
- OS X 10.13 (High Sierra) or newer
- Dual Core 2 GHz processor
- 4 GB RAM
- Soundcard
- USB headset
- Webcam

Supported Browsers

- Chrome (preferred - latest version)
- Firefox (latest version)
- ***Safari is not recommended as it causes several known issues in onQ***
- ***Edge is not recommended as it causes several known issues in onQ***

Internet Connection

- Wired high speed access: Cable or better
- ***Wifi is not recommended***

Java

- Latest version

Media Player

- Flash (latest version)

Adobe Reader

- Latest Version

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.

Participant Pool (Volunteer Research Participation)/FAQ

Students in this course have the option of volunteering in psychological research being conducted by faculty and advanced students in the Psychology Department. **This is a voluntary activity that is acknowledged by awarding up to 2% bonus marks on your final grade (if you complete 2 hours of research**

participation. These bonus marks will be added to your final grade at the end of the year. Note: Research participation cannot improve a failing grade to a pass.

Although participation is not a requirement, we do consider it to be an integral part of the course and encourage students to participate. Students gain valuable direct experience in methods of psychological investigation and contribute to research.

Each study has been reviewed in detail and cleared by the Department's Ethics Review Committee. Nevertheless, you may decline to participate, for any reason at all, in any study for which you sign up. You may also direct any ethical concerns to the researcher or Participant Pool Officer.

At the conclusion of each study in which you participate, you should be provided with information about the purpose of the study and other relevant details. The idea is to ensure that your participation will benefit your education, as well as add to the fund of knowledge in psychology. You are encouraged to ask questions about the research in order that you understand fully why the study is being conducted, and what your role is, as a participant.

HOW TO USE THE PARTICIPANT POOL

- **Check your Queen's email**.

Each student will receive an email containing instructions and a password to book appointments using the on-line Participant Pool sign-up system (SONA). T**his email will be sent to your Queen's email after the end of the add/drop period (around the 3rd week of Sept).**

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.

- **Sign up for a study**

Signing up for studies is done through the Participant pool website (click here).

For each ½ hour, or portion thereof, of participation in a study, students will receive 0.5% bonus added to their final grade. The participant pool ends the last day of term.

If you can't find the original email sent to you about the participant pool, just click on the Participant Pool link and follow the instructions for a forgotten password.

******* When you sign up for a study, you must select the course you want to apply the credit to using the dropdown box. Any unassigned credits may not be counted.

- **App for phone/SONA website**

You can download the SONA app for Apple and Android so that you can manage your signups, see your total credits etc on your phone. See the Psychology Dept webpage for the links (http://www.queensu.ca/psychology/undergraduate/participant-pool-information).

You can also manage your participation information on the SONA website. You can view your upcoming timeslots, your total credits etc.

- **Cancel appointments:**

Students will be able to cancel appointments in SONA up to 3 hours prior to their appointment. You must contact the researcher via email if you need to cancel less than 3 hours before your timeslot. Students who do not cancel the appointment and fail to show up will be penalized. The penalty is equal to the credit value for the study that is missed. You will never lose credits already accrued, regardless of the penalty. For example, you could have 3 credits in penalties, but if you have already earned 4 prior credits, you will still receive your 4 marks. You will only have to make up the time for a missed study before additional credits can be earned.

- 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 Principal investigator 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 approximately 30 minutes, so you will earn 0.5% for each alternative assignment that you complete.

If you have any questions or concerns regarding your participant pool marks, or should you have any ethical or procedural concerns regarding the conduct of an experiment or experimenter, please contact the Participant Pool Officer, Dr. Daryl Wilson at daryl.wilson@queensu.ca

FAQ (Frequently Asked Questions)

I'm having difficulty logging in to the Participant Pool to register for a study.

Please go to the Psyc Dept website, click on the Undergraduate drop down to go to Quick Links (in the bottom right corner), click on Participant pool information and click the 'Forgot your password?' option.

Once you click on this link, type in your Queen's email address and you will be sent instructions on how to reset your password so you can log in to the PSYC 100 Participant Pool website.

I want to be removed from the prescreen emailing list. Who do I contact?

If you no longer want to be contacted by researchers recruiting participants, email Dr. Lee Fabrigar at fabrigar@queensu.ca to request that your name be removed from the prescreening lists.

I completed a study through the Participant Pool but haven't received my credit. Who should I contact?

Please email the Program Associate, Jenalee Dymond, at psyc100.coord@queensu.ca stating your name, student number, the name of the study, and the date you completed it.

For other FAQs, please visit the main Participant Pool website on the dept of Psychology webpage. (click HERE).