

**Psychology 251: Developmental Psychology, Blended Model
In-Person Lecture, Wednesdays 6:30-7:20, Dunning Hall Auditorium**

Contact Information

Instructor: Dr. Beth Kelley

Office Hours: Wednesdays 5-6 pm, Thursdays 12-1 pm, Humphrey Hall, Room 351

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NOTE: Your learning lab instructor will also be having office hours and providing you with their e-mail address-you are encouraged to go to their office hours particularly as they will be the ones grading the majority of your work.

Please e-mail or call me only in the case of an emergency.

However, you are strongly encouraged to come to my office hours if you have any questions about the material or the course. If you are unclear about any of the big-picture concepts, I think generally you will benefit from an in-person discussion in my office hours. If you are unable to attend either of my office hours because you have class during this time, please send me an e-mail *with your schedule from Solus attached* to attest to this fact, and I will choose another time that you are available for us to meet. You should **ONLY** ask for an individual meeting if you have class during my office hours.

If you have questions you would like answered over e-mail about the **CONTENT** of the lectures, please e-mail psyc251@queensu.ca. This e-mail will be monitored by the head TA for the course. If s/he is at all unsure about the answer, she will pass the e-mail along to me

If you have any questions you would like answered over e-mail about the **LOGISTICS** of the course (how the grades are calculated, special accommodations, etc.), please also e-mail psyc251@queensu.ca. Please read over the relevant bits of the syllabus before e-mailing the head TA because she is not obligated to answer any questions that could be clearly answered by reading the syllabus.

Course Description

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.

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.

Course Introduction

This blended-model course will introduce the fundamental theories, methods and applications in the field of developmental psychology through small-group work in learning labs, reading the textbook and accessing the associated online material, and attending lectures.

By the end of the course, you will have a good introductory understanding of some of the key questions in developmental psychology such as:

- 1. *What develops and when? How do nature and nurture work together over time to shape development? What innate structures and/or constraints are we born with and how do these change over time? When do we learn to walk and talk? When do we learn to understand other's perspectives? When do we learn to regulate our emotions?***
- 2. *What are some of the mechanisms that lead to changes? What are the underlying cognitive mechanisms? What role do children play in their own development? Do children passively learn from others or do they actively construct their own knowledge? How does growing up in different sociocultural contexts affect children's development?***
- 3. *How do we measure these developments? What are the research methods used to approach questions 1 and 2? For example, how do you test a young child who can't tell you what they're thinking? How do you determine what methods are appropriate for your given research question? What are the particular ethical considerations in working with children?***
- 4. *What does it all mean for our everyday lives? How can developmental psychology research promote children's well-being? What is its role in practical issues such as parenting styles, developmental disorders, education, and caring for children?***

Blended Course Model:

I chose to make this course a blended model course because research in the field of educational psychology has repeatedly shown that students are better at retaining material when they actively integrate this material into their existing knowledge base, when they are given the opportunity to grapple with opposing viewpoints, and when they are able to make the material personally relevant to them. By enabling students multiple methods of engaging with the material (online lectures, in-person lectures, learning labs, group discussion, group problem-solving, textbook material, online content), I hope that you will take home much more from this course than simply sitting in a lecture passively absorbing the material.

The various components of the course are designed for different purposes and different ways of learning. All components are important to get the most you can out of this course and to obtain a good grade in the course.

In-Person Lectures: The in-person lectures (taking place during your scheduled lecture time: Wednesdays from 6:30-7:20 in Dunning Auditorium, are designed to cover the difficult and important topics for the week and extend 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 discussing the applicability of the material to society as a whole. While clearly I cannot take attendance in a 400-person class, these lectures are strongly recommended and the content contained in them is content that you will be responsible for.

Textbook Material: Reading the textbook is very important for you to obtain the foundational knowledge that is required for the course and will allow you to actively participate in lectures and learning lab discussions, as well

as being 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.

Online Lectures: The online lectures are optional though highly recommended, particularly if you're struggling with understanding the concepts from the textbook. The online lectures will discuss the key points of the textbook, focusing primarily on the learning objectives for the week. If you think that you learn better by listening rather than reading, then you might focus more of your study time on these lectures and less on reading the textbook, although doing both is highly recommended.

Online Clarification: These online webinars are scheduled weekly on Thursdays from 2-3 and are designed to address material that you have indicated that you have questions about (through your learning lab exit tickets) or through quiz items that were problematic for the class. You will also have the opportunity to ask questions in real time.

Learning Labs: These labs are the key portion of this course that make it a blended-model course. They are designed for you to delve into key topics related to the course in much greater conceptual detail than the lecture allows for, through active learning activities and group discussion and group work with your peers. Work will be collected both before and after each learning lab and participation will be graded, effectively making attendance mandatory. Your preparation work will not be graded unless you attend that learning lab. I hope that you will find these labs extremely interesting, informative, and stimulating.

Online Content: Movies and other content related to both the lectures and the learning labs will be placed online in OnQ. This material is material that you are responsible for, unless otherwise noted.

Grading Policy

The Psychology Grading Policy, "mixed-marking method," is outlined on the following webpage:
<http://www.queensu.ca/psychology/Undergraduate/psycdepartmentalpolicies/psycgradingpolicy.html>

A full list of Departmental Policies can be found at:

<http://www.queensu.ca/psychology/Undergraduate/psycdepartmentalpolicies.html>

Evaluation

Assessment	Weight	Alignment with Learning Outcomes
Online Weekly Quizzes (best 10 out of 12)	10%	1,2,3,4
Learning Lab Activities (best 8 out of 10 8 X 2.5 marks)	20%	1,2,3,4,5,6
Best grade of one of three possible essays	20%	1,2,3,4,5
Midterm Exam (best out of two possible)	20%	1,2,3,4
Final Exam	30%	1,2,3,4,5

Assessment Detail

Online Weekly Quizzes (best 10 of 12-worth 10%): Students will have the opportunity to take 12 quizzes based on the main topics in the readings and other resources provided (for example, recordings, videos etc). Weekly quizzes consist of 10 multiple-choice questions and once opened will only stay active for 11 minutes. These quizzes are designed to provide immediate feedback to help students recognize their current knowledge on the subject and identify personal learning gaps of key terminology, theories and concepts. You will only be given one chance to take these quizzes. Once the quizzes are closed, you will have access to which questions you got wrong-it will be up to you to figure out (from your notes, the textbook, the online clarification webinars etc.) why you got the question wrong. **These low stake quizzes should be considered as a tool that will help students to ensure they are on track with the knowledge required to be successful in this course. Additionally, some of the questions used in these quizzes may be used in the midterm and final exam. Quizzes will become available to you at 9 am on Thursday of the week the quiz is to be covered, and will close at 9 am on the following Wednesday. Your score and the answers which you got wrong will be made available the next day after the quiz closes (Thursday at 9 am). If you do not write them in the allotted time you will receive a zero for that week (though remember you will only be graded on your top ten quizzes).**

Learning Lab Activities (best 8 of 10-worth 20%): Students will work in assigned small groups for the duration of the course in order to apply and extend their understanding of key course concepts. Activities will include analyzing related video content, reading and analysis of primary sources, debating perspectives, translating the information from the course for the general public, etc. Active participation and contribution is an important aspect of the course and is expected in each learning lab. **You will hand in prep work before each lab on an individual basis. If you do not attend the actual learning lab to which the prep work is attached, you will not be graded on this prep work. At the end of each learning lab a group assignment will be handed in. If you do not attend your learning lab, you will not receive a grade for that day. Switching of labs is not allowed under any circumstances.**

Individual assignments will also apply if your learning lab falls on Thanksgiving or in the unlikely event of a snow day. In these cases you will *not* need to get Dr. Kelley's approval. If your learning lab falls on Thanksgiving, you will have until Friday the 12th at 5 pm to hand in your group learning lab assignment-your TA will go over how this will work in more detail. If there is a snow day, your TA will let you know when your group assignment is due.

Essays (best 1 of 3-worth 20%,): Students will write two out of three essays, which are discussed in more detail below. **The essay with the higher grade will be the only one to count toward the final mark.** As you can see, these essays are designed to encourage you to relate the material (specifically, the major developmental theories), to you personally or to the world at large. Only information from the textbook, lectures, learning labs and online material can be used as source material. The essays will be submitted to Turnitin which will be embedded into OnQ.

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 (I have given you an extra five minutes in case the system gets overloaded). For example, if you hand in the first essay on October 12th at 1 am, and you would have received a 13/15 if you had handed it in on time, you will receive a grade of 11.5/13 as you were 25 hours 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.

Essay 1: Describe Piagetian theory and Sociocultural theory, and how the findings and tenets of these theories will apply to your future life as an educator, nurse, psychologist, or whatever your future career may be (if it is not one of these three, then please feel free to pick whichever one you want or whatever you think your career may be). How would you use their findings to inform your practice with your students, patients, or clients? What aspects of these theories do you agree with and would therefore inform your practice and which do you disagree with and would therefore not apply to your practice?

Final essay due October 10th at 11:59 PM

Essay 2: Interview your own parent(s) (you may interview one or both) about your development and use their answers to the assigned questions, as well as two others you come up with, to describe how your own development as it related to theory and research on Baumrind's parenting theory and Bronfenbrenner's Bioecological Theory. If your parents are unavailable, do not speak English, or you are estranged from your parents, or if you feel in any way that this might not be a pleasant process for you, please write the next assignment.

Final essay due November 14th at 11:59 PM

Essay 3: Pretend that you are an advisor to the new Minister of Poverty and Children's Rights and advise this minister by telling him the **five** most important things that he should know about child development (on the material that we have covered thus far), how these things might be compromised in children in poverty, and some things he could do to improve the lives of children in poverty in this area

Final Essay due November 14th at 11:59 PM

Midterm Exam (worth 20%) The midterm exam be held during your learning labs and will consist of 80 multiple choice questions. The vast majority of the questions will be designed to test at the conceptual level, with some applied and some factual questions

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 exam. 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 16th at 9 am so that we may print off enough makeup exams.

Final Proctored Exam (worth 30%): The final exam will consist of 80 multiple choice (worth 20%) from the **second half of the course** only. The vast majority of the questions will be designed to test at the conceptual level, with some applied and some factual questions. Additionally, there will an essay question worth 10% which will be primarily on the second half of the course, although you may wish to use some information from the first half. The students will have a choice of two questions, and will only have to do one of them. The two essay questions will be provided on OnQ by the beginning of November, so that students have ample time to think about them ahead of time. Both questions will be provided and both will be on the final, but you only need to prepare for one of them-there is no trick here!

Academic Considerations for Students in Extenuating Circumstances

Sometimes students miss required work for a variety of reasons. The Faculty of Arts and Science now has a centralized process for reporting missed work due to extenuating circumstances that standardizes the process for students. Please read below for directions on how to apply for academic consideration for missed work, or work that you expect to miss:

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which can be found at: <http://www.queensu.ca/artsci/accommodations>

If you require academic consideration for missed work due to extenuating circumstances, please go to the link above to apply for consideration. Instructors no longer review individual documentation, this is now all centralized through the academic considerations portal. **It should be noted, however, that this only applies to the final exam and the essays, given that you are given two free learning labs and two free quizzes and the midterm has a makeup.**

As noted in Academic Regulation 8.2.1, "the final examination in any class offered in a term or session (including Summer Term) must be written on the campus on which it was taken, at the end of the appropriate term or session at the time scheduled by the Examinations Office." The exam period is listed in the key dates prior to the start of the academic year in the Faculty of Arts and Science Academic Calendar and on the Office of the University Registrar's webpage. A detailed exam schedule for the Fall Term is posted before the Thanksgiving holiday; for the Winter Term it is posted the Friday before Reading Week, and for the Summer Term the window of dates is noted on the Arts and Science Online syllabus prior to the start of the course. Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel /holiday plans or flight reservations.

Accommodations for Students with Disabilities

If you need accommodations, you should contact psy251accommodations@queensu.ca in order to obtain them. In order to obtain special accommodations, you **MUST** have a note from Student Wellness Services detailing precisely what accommodations you require. If you have been approved through Student Wellness Services and require the use of a computer to write the midterm exam, you must complete a request form (<http://www.queensu.ca/registrar/currentstudents/exams/specialarrangements.html>) and submit it to the Exams Office in Gordon Hall, along with a copy of the note from Student Wellness Services, a minimum of **10 working days** prior to the midterm exam-this would be Monday October 1st if your learning lab falls on Monday, Tuesday October 2nd if your learning lab falls on Tuesday, etc.. Please do not wait until the last minute to make **any** special accommodation arrangements or we may not be able to accommodate you. You will also need to make arrangements for the final exam-in this case **all** accommodations are arranged through the exams office: exams@queensu.ca

Note that accommodations may also be extended to those individuals who are experiencing serious mental health issues. If you are under a lot of stress and feeling too anxious or depressed or overwhelmed to function to your full potential, please contact Student Wellness as SOON as you begin to feel this way.

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. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Student Wellness Services and register as early as possible. For more information, including important deadlines, please visit the Student Wellness Services website at: <http://www.queensu.ca/studentwellness/home>

If you are **registered with Student Wellness Services** (LaSalle Building, 613-533-6467; <http://www.queensu.ca/studentwellness/home>), **special accommodations** are allowed under the following conditions: the student notifies the head TA at least **one week prior to the midterm exam**. If such contact has not been made, it may not be possible to provide the accommodations in a timely fashion. ***Please note that it is important to contact Student Wellness Services as early as possible in Fall Term to allow time for you to be registered for special needs consideration.***

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!

Material from this text will be assigned as reading in preparation for the lectures and learning labs. However, the lectures will only partially overlap with material from the textbook. Any material assigned as reading may be tested on the exams, regardless of whether it was also covered in lecture. **PLEASE** do not ask me what is going to be on the test-it makes me very cranky! Focus your study on the material specifically related to the learning outcomes for each week. If we cover something in the lectures (lectures meaning both the in-class and online lectures for this paragraph) that is also covered in the book and the learning labs, it has an excellent chance of being on the test. If something is covered in the lectures or the learning labs but not in the textbook or online lectures it has a very good chance of being on the test. And if something is covered in the book but is not covered in the lectures or learning labs, it is still fair game, but is *definitely* less likely. In other words, you are definitely well-served by coming to class the in-person lectures and the learning labs!

Please show your respect for me and your fellow students by turning off your cell phones, remaining reasonably quiet in class, and doing your best to be invisible and silent if you must come in late or leave early.

In-Person Lecture Slides

As a courtesy to students, I will post the lecture slides on OnQ by the beginning of the in-person lectures. I will do my best to have them up well ahead of time, but this may not be possible.

Academic Integrity

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see <http://www.academicintegrity.org>). 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: <http://www.queensu.ca/secretariat/senate/policies/princpri/>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. **See Academic Regulation 1 Academic Integrity** of the Arts & Science Calendar:

<http://www.queensu.ca/artsci/academic-calendars/regulations>.

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 to 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.

SUGGESTED TIME COMMITMENT

Students can expect to spend approximately 10 hours a week (114 hours per term) in study, listening, attending lectures, attending learning labs, and participating in online activity for PSYC 251

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). **This 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. Stanka Fitneva by email at fitneva@queensu.ca or 613.533.2363

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 Participant Pool Coordinator, [Cheryl Hamilton](#), 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](#)).

PSYC 251- Course Outline

This outline will allow you to keep track of where we are in the course, what material you are responsible for that week, and give you the learning outcomes for each week and where these outcomes will be covered and where they will be assessed. Blended courses may feel a little overwhelming at times-hopefully, this outline will make you feel a little less overwhelmed!

Key for covering: L= in-person lecture, OL=online lecture O= supplementary materials online, LL=learning lab, T=textbook

Key for assessment: Q=quizzes, P=papers, E=midterm and final exams, LL=learning lab

Week 1: What is Developmental Psychology?: September 6-12

Learning Outcomes

- Identify the key elements of the syllabus and describe course policies. L, O, OL, LL Q
- Describe some of the reasons for studying developmental psychology. OL, T, Q
- Discuss historical influences on the field of developmental psychology OL, T Q, E,
- Identify the key themes in developmental psychology L, OL, T, LL Q, P, E
- Evaluate research methods in this field and predict what sorts of research studies would be most effectively investigated by each method L, OL, LL, T Q, E, LL

Learning Resources

Required:

- Syllabus
- Chapter 1 (all pages for both 5th and 4th edition)
- Online Lecture: The Syllabus*
- Online quiz for Week 1
- In-Person Lecture: Welcome to the course, syllabus, and Chapter 1

Suggested:

- Online Lectures for Week 1: Key Reasons for Studying Developmental Psychology, Historical Influences, Key Themes, and Research Methods

Learning Labs

There are no learning labs this week! The learning labs will be staggered to the following week so that no student has to go to their learning lab without having already attended the in-person lecture on that topic. It will be a little confusing with the new schedule, but you will have your lecture on Wednesday nights and then the learning labs that deal with that lecture will be held the Monday, Tuesday, and Wednesdays after the lecture. Thus, this year your learning labs this year will not start until the third week of classes (if you consider the Thursday and Friday after Labour Day as week 1).

*This week one of the Online Lecture components is required, as it is SO important that you know the syllabus details.

Week 2: Early Developmental Processes: September 13-19

Learning Outcomes

- Describe the process of conception, and identify the major processes occurring during the periods of the zygote, embryo and fetus. **O, OL, LL, T Q, LL, E**
- Recognize the impact of fetal behaviour and learning. **L, O, OL, LL, T Q, LL, E**
- Apply what is known about hazards to prenatal development to discuss prevention of negative outcomes for the developing baby. **L, OL, LL Q, LL, E**
- Describe the effects of genes and environment as they pertain to developmental psychology and defend the position that it is impossible to truly separate the effects of genes and environment on development. **L, OL, T Q, LL, E, P**
- Discuss the general processes of brain development. **L, OL Q, E**

Learning Resources

Required:

- Chapter 2 pp. 44-70 (5th edition) or pp. 39-66 (4th edition)
- Chapter 3 pp. pp. 93-124 (5th ed.) or 85-119 (4th ed)
- In-person Lecture: Chapters 2 and 3
- Online Quiz for Week 2
- Online video: *Prenatal Development*

Suggested

- Online Lectures for Week 2-Conception and Stages, Prenatal Behaviour and Learning, Teratogens, Gene by Environment Interactions, Brain Development
- Online videos: *Newborn States* (just because it's the cutest baby ever and will make your day!)
- Questions and Confusions from Week 1-webinar

Learning Labs

Before coming to your learning lab this week, please read the required readings and read the learning lab information for the Week 2's learning lab and hand in your prep work before your learning lab in the dropbox.

Learning Lab Activity: Case studies of research questions and discussion of the best research methods to use

Week 3: Theories of Cognitive Development: September 20-26

Learning Outcomes

- Describe the major tenets of Piagetian, Information-Processing, Core Knowledge, Sociocultural, and Dynamic Systems Theories. **L, OL, LL, T, O** **Q, E, LL**
- Evaluate the major strengths and weaknesses of these theories. **L, OL, LL, T** **Q, E, LL, P**
- Apply these theories to your own field. **LL, OL, L, T** **P**

Learning Resources

Required:

- Chapter 4 (all pages for both editions)
- In-Person Lecture: Chapter 4
- Online Quiz for Week 3
- Online Videos: *Object Permanence, The A-not-B Error, Piaget's Conservation Task, Dynamic Systems Theorist Karen Adolph*
- Week 3 course survey

Suggested:

- Online Lectures for Week 3: Piagetian Theory, Information-Processing Theory, Sociocultural Theory, and Dynamic Systems Theory
- Questions and Confusions from Week 2-webinar
-

Learning Labs

Before coming to your learning lab this week, please read the required readings and read the learning lab information for Week 3's learning lab, as well as handing in your prep work to the dropbox.

Learning Lab Activities: Letter to a pregnant teen.

Week 4: Language and Symbolic Development: September 27-October 3

Learning Outcomes

- Distinguish the differences between language and communication. **L, OL, Q, E**
- Describe the major components of language and identify the early language milestones. **L, OL, O, T Q, E,**
- Compare the nativist position on language acquisition to current conceptions of language acquisition and discuss the importance of social communicative abilities. **L, OL, LL, T Q, E, LL**
- Describe the development of symbol use and understanding. **T,OL Q, E**

Learning Resources

Required:

- Chapter 6 (all pages for both editions)
- In-Class Lecture: Chapter 6
- Online Quiz for Week 4
- Online Videos: *Janet Werker's Speech Perception Experiment, Fast Mapping and Pragmatic Cues, Dual Representation*
- Online Milestones Chart from the Center for Disease Control

Suggested:

- Online Lectures for Week 3: Language Components and Milestones, Theories of Language, Non-linguistic Symbol Development
- Online Videos: *Baby Signs, The Wug Test*
- Questions and Confusions from Week 3-webinar
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Learning Labs

Before coming to your learning lab this week, please read the required readings and read the information for Week 4's Learning Lab, as well as handing in your prep work to the dropbox .

Learning Lab Activities: Interview of Piaget and Vygotsky; discussion of essay, rubric, expectations, and plagiarism.

Week 5: Conceptual Development: October 4-10

Note: Paper #1 Due Wednesday, October 10th at 11:59 pm-submit to Turnitin through OnQ

Learning Outcomes

- Describe: **Q, E, LL**
 - The various categories which infants and children divide the world into L, **OL, T**
 - “Theory of Mind” and how infants and children understand other people **L, OL, T**
 - The child’s understanding of living things, spatial representation, and number. **OL, L, T**
 - Causal reasoning and how it influences children’s understanding of the world. **L, OL, T**
- Examine the methods used to study children’s conceptual development. **L, OL, T Q, E,**
- Compare and contrast infants’ understanding of the world to the understanding of children. **L, OL, T, O Q, E,**
- Distinguish competency versus performance and implicit versus explicit understanding. **L, OL E**

Learning Resources

Required:

- Chapter 5, pp. 218-234 (5th ed.) or pp. 198-211 (4th ed.)
- Chapter 7 (all pages for both editions)
- In-Person Lecture: Chapters 5 and 7
- Online quiz for Week 5
- Online videos: *False Belief Task*

Suggested:

- Online lectures: How do we study infant cognition?, How do infants and children form categories?, How do infants and children understand other people’s minds?, How do infants and children understand causality?, How do infants and children understand biology, space, and number?
- Online videos: *Intermodal Perception, Magical Thinking*
- Questions and Confusions from Week 4-webinar
-

Learning Labs

Before coming to your learning lab this week, please read the required readings and read the information for Week 5’s Learning Lab and turn your prep work in to the dropbox.

Learning Lab Activity: Dear Doctor-creating questions and answers that a developmental pediatrician might have to answer about young children’s language development.

Week 6: Intelligence and Academics: October 11-17

NOTE: You will write your midterm exam within your Learning Lab this week. If you do not write it, you will need to write the makeup exam next Friday, October 19th at 5:30 pm. You may also write the makeup if you didn't do well on the first midterm but you will need to let psyc251@queensu.ca know before Wednesday, October 16th at 9 am.

Learning Outcomes

- Compare the different theories of how intelligence is measured-that is, is intelligence one thing or many? **L, OL, T, O** **Q, E,**
- Describe the contents of intelligence tests. **L, OL, T, O** **Q, E**
- Explain the controversy surrounding intelligence testing and describe the factors contributing to scores on these tests. **L, OL, T** **Q, E,**
- Discuss the acquisition of academic skills and compare typical acquisition to children with learning disabilities or other exceptionalities. **LL, L, OL, T, O** **Q, E, LL**

Learning Resources

Required:

- Chapter 8 (all pages for both editions)
- In-Person Lecture: Chapter 8
- Online Quiz for Week 6
- Online Videos: *Phonemic Awareness*
- Case Studies for next week's Learning Lab

Suggested:

- Online Lectures: Is intelligence one thing or many?, What do intelligence tests measure?, What factors contribute to scores on intelligence tests?, and How do we learn to read and write and why do some children struggle?
- Online Videos: *Ellen Winner on Giftedness*
- Questions and Confusions from Week 5-webinar
-

Learning Labs

Before coming to your learning lab this week, be sure to study as the midterm is this week!!!!.

Learning Lab Activity: Midterm

Week 7: Theories of Social Development: October 18-24

Learning Outcomes

- List the major tenets of foundational theorists (Freud, Erikson, Watson, Skinner, & Bandura) and identify their impact on current theory. **T, OL, O Q, E**
- Explain the major tenets of the current theories of social development: **OL, T, L Q, E, LL, P**
 - Dodge's Information-Processing Theory
 - Dweck's Theory of Self-Attributions and Achievement Motivations
 - Ethological and Evolutionary Theories (more broadly)
 - Bronfenbrenner's Bio-ecological Model
- Discriminate the various levels of Bronfenbrenner's model and explain their bidirectional effects on the developing child. **OL, T, LL, L, O Q, E, LL, P**

Learning Resources

Required:

- Chapter 9 (all pages with particular focus on pp. 382-412)
- In-Person Lecture: Questions from Week 6 and Extensions of Week 7
- Online quiz for Week 7
- Online Videos: *Albert Bandura's Bobo Doll Experiment*
- ADHD Case Studies for Learning Lab (if you haven't read them already)

Suggested:

- Online Lectures: Foundational Theories, Dodge's Information-Processing Theory, Dweck's Attributions Theory, General Evolutionary/Ecological Theories, Bronfenbrenner's Bioecological Model
- Questions and Confusions from Week 6-webinar

Learning Labs

Before coming to your learning lab this week, please read the required readings read the information (including the case studies) for Week 7's Learning Lab, as well as turning in your prep work to the drop box.

Learning Lab Activities: Questions about ADHD case studies and discussion of parent interview and second essay

Week 8: Family and Peer Relationships: October 29-November 2

Note: You should be interviewing your parents this week.

Learning Outcomes

- Describe Baumrind's four parenting styles and explain why the authoritative parenting is best, at least in the WEIRD culture. **L, T, OL, LL** **Q, E, LL**
- Interpret the developmental outcomes of the various parenting styles. **L, OL, T** **Q, E, LL**
- Compare and contrast the 'average' family of today to the 'average' family of 50-75 years ago. **LL, OL, T** **Q, E, LL**
- Diagram the development of friendship and contrast the factors contributing to friendship across the course of development from toddlerhood to late adolescence. **T, OL** **Q, E,**
- Evaluate the importance of parents on children's social competence. **OL, T** **Q, E,**

Learning Resources

Required:

- Chapter 12 pp. 509-531 (5th ed.) or pp. 472-498 (4th ed.)
- Chapter 13 pp. 550-565 and pp. 581-584 (5th ed.) or pp. 513-526 and 545-540 (4th ed.)
- In-Person Lecture: Questions from Week 7 and Extensions of Week 8
- Quiz for Week 8
- Online Videos: *The Still Face Paradigm*

Suggested:

- Online Lectures: Parenting Styles, Outcomes of Parenting Styles, Changing Families, Friendship Development, Parents' Roles in Peer Relationships
- Questions and Confusions from Week 7-webinar
-

Learning Labs

Before coming to your learning lab this week, please read the required readings and read the online articles on Syrian refugee youth for Learning Lab #8, as well as turning in your prep work to the dropbox.

Learning Lab Activity: Applying Bronfenbrenner's theory to Syrian refugee youth and discussion of final exam essay questions.

Week 9: Emotional Development: November 5-9

Learning Outcomes

- Discuss the functionalist approach to emotion and label the various components of emotional experience. T, L, OL Q, E
- Describe the development of emotion understanding and differentiate the development of basic and self-conscious emotions. T, OL Q, E,
- Illustrate the protracted development of emotion regulation processes and evaluate the importance of effective emotion regulation skills L, T, LL, OL Q, E, LL
- Identify the factors measured in the study of temperament and relate the stability of temperament across childhood to the idea of goodness-of-fit. L, T, LL, OL Q, E,
- Analyze the various factors contributing to healthy emotional development. L, LL, OL Q, E,

Learning Resources

Required:

- Chapter 10 pp. 418-451 (5th ed.) or all pages (4th ed).
- In-Person Lecture: Questions from week 8, and Extensions of week 9
- Quiz for Week 9
- Online videos: *Nancy Eisenberg on Emotional Regulation and Social Competence, Delay of Gratification Task*

Suggested

- Online Lectures: The Functionalist Approach, Basic and Self-Conscious Emotions, Emotion Regulation, Temperament and Goodness of Fit, Healthy Emotional Development
- Online videos: *Twin Studies of Temperament*
- Questions and Confusions from Week 8-webinar
-

Learning Activities

Before coming to your learning lab this week, please read the required readings and read the information for the Learning Lab for Week 9, as well as turning in your prep work to the dropbox.

Learning Lab Activity: Given examples of parenting styles from various TV shows, discuss the aspects of Baumrind's parenting styles that are consistent and inconsistent with these clips.

Week 10: Attachment and the Development of the Self: November 12-16

Note: Paper #2/Paper #3 Due Wednesday, November 14th at 11:59 pm-submit to Turnitin through OnQ

Learning Outcomes

- Identify the various attachment categories and discuss how attachment is measured **L,OL, T, O Q, E**
- Appraise the effect of the internal working model on relationships with partners and one's own children. **L, OL, T, Q, E**
- Describe the developmental timeline of the development of the self-concept. **L,T,OL, O Q, E**
- Analyze the impact of culture and other aspects of the environment on the development of self-concept. **L, T,OL Q, E,**
- Describe the developmental course of self-esteem development and identify how it is measured. **OL, L, T, LL Q, E, LL**
- Evaluate the recent cultural phenomenon of protection of self-esteem at all costs. **L, OL, LL, O E, LL**

Learning Resources

Required:

- Chapter 11 pp. 466-499 (5th ed.) or all pages (4th ed.)
- Brummelman et al. (2016) article
- In-Person Lecture: Question from Week 9 and Extensions of Week 10 and Discussion of Final Exam
- Online Quiz for Week 10
- Online Videos: *The Rouge Test, Ainsworth's Strange Situation*

Suggested:

- Online Lectures: Attachment and the Strange Situation, Attachment and Relationships, Development of the Self-Concept, Self-Esteem Development and How Much is Too Much?
- Online Videos: *Harlow's Monkey Studies*
- Questions and Confusions from Week 9-webinar

Learning Activities

Before coming to your learning lab this week, please read the required readings and read the information for Learning Lab #10, as well as turning in your prep work to the dropbox. Also, be sure to read the Brummelman et al article as it will be discussed and analyzed extensively in next week's learning lab.

Learning Lab Activity: Discussion of emotion regulation and answers to questions regarding emotion regulation video

Week 11: Moral Development: November 19-23

Learning Outcomes

- List the major tenets of Piaget's, Kohlberg's, and Eisenberg's theories of moral development. **OL, T, O** **Q, E**
- Describe the development of conscience, prosocial behaviour, and antisocial behaviour, and explain the factors that influence their development. **L, T, LL, OL** **Q, E, LL**
- Evaluate the negative effects of peer rejection and bullying on the developing child. **L, T, OL** **Q, E,**
- Assess the effectiveness of programs designed to reduce antisocial behaviour. **L,T, LL** **E**

Learning Resources

Required:

- Chapter 14 (all pages for both editions)
- Chapter 13 pp. 566-580 (5th ed.) or 526-545 (4th ed.)
- In-Person Lecture: Questions from Week 10 and Extensions of Week 11
- Quiz for Week 11
- Online Videos: *Early Empathy*, *Children's Responses to Heinz's Dilemma*
- Brummelman et al article (if you haven't read it already)

Suggested:

- Online Lectures: Theories of Moral Development, Conscience and Prosocial Behaviour, Antisocial Behaviour, Bullying and its Consequences, Programs to Reduce Bullying
- Online videos
- Online Milestone Chart: Moral Development
- Questions and Confusions from Week 10-webinar

Learning Activity

Before coming to your learning lab this week, please read the required readings and read the information for Week 11's Learning Lab as well as turning in your prep work to the dropbox.

Learning Lab Activity: Critique of Brummelman et al. article

Week 12: Gender Development: November 26-30

Learning Outcomes

- Define the terms ‘sex’ versus ‘gender’ **L, OL, T, E**
- Compare and contrast the major theories on gender development. **L, OL, T, O Q, E,**
- Ascertain the biological and social influences on gender development. **L,T Q, E,**
- Evaluate the statement that the differences within the sexes are greater than the differences between them **L, OL, T, Q, E,**

Learning Resources

Required:

- Chapter 15 (all pages for both editions)
- In-Person Lecture: Questions from Week 11 and Extension of Week 12
- Online Quiz for Week 12

Suggested:

- Online Lectures: Sex vs. Gender, Theories of Gender Development, Biological and Social Influences, Are There Really Innate Sex Differences?
- Questions and Confusions from Weeks 11 and 12-webinar

Learning Labs

Before coming to your learning lab this week, please read the required readings and read the information for Week 12’s Learning Lab as well as turning in your prep work to the drop box.

Learning Lab Activity- Build the ‘perfect’ child