

PSYCHOLOGY 453

Course Information

This course provides advanced study in the field of developmental psychology for undergraduate students with an interest in development during infancy. The course format is project-based. Students will gain writing skills and knowledge of theory and concepts in developmental psychology by completing a paper on a topic of their choice within the field of infant developmental psychology. With successful completion of this course, students will have a knowledge base that promotes critical thinking, application, and effective communication outside of the classroom and supports further learning in advanced psychology, biology, and neuroscience courses.

Learning Outcomes

After successful completion of Psychology 453, students will be able to:

- Compare, contrast, and synthesize experimental findings that support existing theories in infant developmental psychology
- Engage in critical reading of primary and secondary sources
- Evaluate academic writing
- Combine critical reading skills, writing skills, and conceptual knowledge to create a written review of research

Course Website

All communication and materials related to this course will be posted on the course website on OnQ. Access to this site is restricted to students who are registered in this course. In addition, course announcements may be sent through Queen's email addresses, so it is important to access your account on a regular basis throughout the term. Queen's Microsoft Teams will be used for remote office hours.

Required Reading

All readings are provided through the course website.

Evaluation

This course is project-based, with all activities and readings leading to the last activity, a final paper. Each week has a unique, formative activity related to the final paper. (This course uses TurnItIn for many activities.) Activities are described in detail in the course weekly Content and summarized in the Course Overview. To further summarize the grade structure here:

Week 1	Introduction in Student Café	2%
Week 2	Writing is thinking	5%
Week 3	Starting your research	8%
Week 4	What is your paper topic?	5%
Week 5	The paragraph	5%
Week 6	The reverse outline	10%
Weeks 7-8	Doing your research	10%
Weeks 9-10	The forward outline	20%
Weeks 10-12	Final paper & reverse outline	35%

PAPER ASSIGNMENT

The final paper is described in detail in the Paper Assignment file in the course Content. The paper is a 2000-3000 word research review of a topic in the field of infant developmental psychology. The paper is due during the last week of the course.

Due Dates, Grace Period, and Academic Considerations

Activities are due on the Friday of each week at 11:59p Eastern time.

Students often experience difficulties during the term that impede their ability to fully participate in a course. This is taken into account in the course design by providing a 72-hour grace period on all assignments, for all students. The course maintains equity across all students by limiting extensions to 72 hours. This limit allows the instructor to provide timely feedback to students. No extensions will be granted beyond this 72-hour grace period. There is no need to complete a 'Short Term Academic Consideration' form – the consideration is already built in for everyone. (Students with QSAS Accommodation letters should read the section on Academic Accommodations in the Content-Syllabus.)

In rare situations, these policies are inadequate, and students are unable to meet academic deadlines within the 72-hour grace period. If this occurs, students are encouraged to maintain active engagement in the course by focusing on immediate and upcoming assignments. The instructor also supports individual students by taking a global view of performance across the entire term. Thus, rather than adjusting deadlines on individual assignments, the instructor will review the student's progress, in terms of learning outcomes, at the end of the term. In very rare cases, assignments that are completed may be reweighted; in others, a new or revised assignment is proposed with an extended deadline. This decision depends on the number of assignments that are missing, and how these map onto the learning outcomes in the course.

Academic Integrity

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 (see 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/policies/senate/report-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 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), 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.

Queen's Copyright Information

This material is copyrighted and is for the sole use of students registered in Psychology 453. This material shall not be distributed or disseminated to anyone other than students registered in Psychology 453. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

Grade Conversion

All components of this course will receive numerical 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 Faculty of Arts and Science Official Grade Conversion Scale:

Grade	Numerical Course Average Grade (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 & below