

Psychology 251: Developmental Psychology
Queen's University, Fall 2019
Thursdays 6:30-9:30pm, BioSci Auditorium

Contact Information:

Instructor: Laura Lambe, Ph.D. Candidate, pronouns she/her l

Office hours: Thursdays 10:30-12:30, Humphrey 235

Email: laura.lambe@queensu.ca

Teaching Assistants:

Please e-mail the appropriate TA depending on your last name (see below) with questions, queries, etc. Your TA should be the primary contact person for content-related questions and grading. They will be able to respond to you more quickly!

Last names A-G

TA: Sylvia Pinherio

Office hours: Wed 2-3

Email: 17sgdv@queensu.ca

Last names H-Q

TA: Michael Slinger

Office hours: Thurs 11-12

Email: 17mwms@queensu.ca

Last names R-Z

TA: Mark Payumo

Office hours: Mon 11-12

Email: 11mep13@queensu.ca

All TA office hours are held in Humphrey Hall Room 220

**Please note that Sylvia will be the TA in charge of all academic accommodations and considerations. She should be contacted (regardless of your last name) in the event you require accommodations or considerations.

Acknowledgement of Territory

Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory. This 'acknowledgement of territory' statement is an institutional recognition of the traditional inhabitants of the land on which Queen's University is located. We are grateful to live and learn on these lands.

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.

Required Course Materials

- 1) **Required Textbook:** “How Children Develop: 5th Canadian Edition” by Robert Siegler, Nancy Eisenberg, Judy DeLoache, Jenny Saffran & Susan Graham.

NOTE: The loose-leaf or e-text versions are fine. The launchpad program is NOT required. The 4th edition of this textbook is also acceptable, but please do not use earlier versions as they are quite different.

There are 3 copies of the textbook on reserve at the library. There should also be plenty of used copies floating around as this is the same textbook used last year ☺

- 2) **Required Program:** “My Virtual Child” online program by Pearson. Go to www.myvirtualchild.com and register for a new student account. Select “I need to buy access” to purchase and make your account. When creating your child, be sure to enter the class ID **26914**. Step-by-step instructions will be posted on OnQ.

Course Website:

This syllabus, announcements, PowerPoint slides, weekly quizzes, and other course material will be posted on OnQ.

Evaluation:

Assignment	Weight	Due date
Online weekly quizzes (best 8 of 10)	10%	Weekly before class
<i>My Virtual Child</i>		
In-class discussions (5 of 6)	5% (participation)	In-Class (see outline)
Essay assignment	25%	November 14 th
Midterm exam	25%	October 10 th
Final exam	35%	During exam period

Assessment Details:

Weekly Quizzes: There are 10 quizzes in OnQ. Of the 10 quizzes, your best 8 will count towards your final grade. The quizzes will consist of 10 multiple-choice questions based on the weekly material from the textbook readings. Once opened you have 60 minutes to complete each quiz.

My Virtual Child: We will each become “parents” to a virtual child as part of this course. The purpose of this learning tool is to gain a better understanding of child development and to think critically about how nature and nurture interact to influence development. Raising your virtual child is much quicker than a real child – it should take between 6-8 hours to raise your child from infancy to age 18. Each “child” will have individual differences and you will be presented with different choices when raising your child. Like real life, you cannot change your parenting decisions, but the program keeps a timeline so you can look back at your choices to help you complete assignments. You will complete two assignments as part of this activity:

In-class discussions: We each only have the opportunity to raise one child. Thus, we will have regular in-class, small group meetings to discuss our children’s development and their differences. There will be 6 in-class discussions, 5 of which will count towards your grade. You will be given an **IN-CLASS** prompt about your child to discuss in a small group and required to submit a brief summary of your discussion to OnQ. You will have 24-hours to submit your (brief!) answers to the discussion questions. These will be marked for participation only. It is recommended that you follow the course schedule in terms of raising your child so you can make the most out of our in-class discussions.

Essay Assignment: When you have raised your virtual child, write a 3-5 page essay on your experience. You will be provided with detailed instructions and a rubric. This essay is due the final day of class. You will be deducted 5% for each day late.

Midterm Exam: The midterm exam will consist of multiple choice and short-answer questions. It is a closed-book exam covering material from the first 5 weeks of class, and will be written during class time.

Final Exam: The final exam will consist of multiple choice and short-answer questions. It will cover material from the ENTIRE term, although it will be more strongly weighted to the second half of the semester. The specific date for the final will be announced later in the semester.

Remember: The exam dates for each Term are listed on the Faculty of Arts and Science webpage under “[Important Dates](#).” Student exam schedules for the Fall Term are posted via SOLUS immediately prior to the Thanksgiving holiday. **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.** Also, as indicated in Academic Regulation 8.3, students must write all final examinations in all on-campus courses on the Kingston campus.

Grade Conversion:

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale

(see below). Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale (see below).

Arts & Science Letter Grade Input Scheme

Assignment mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
F0 (O)	0

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

Class Attendance:

It is expected that you attend class regularly. Please be here, and be engaged when you are here. This class works best when all of us are involved in discussing and learning the material. Students who attend class regularly tend to receive higher grades in this course. However, I do understand that life is unexpected and things like illness and family emergencies occur. The course is designed to account for these hiccups, such that only a certain amount of quizzes and in-class discussions will count towards your grade.

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](#)).

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](#)) 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:

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. **Students will be required to submit their essay 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.

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 be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Privacy Statement for External Software:

This course makes use of *MyVirtualChild* for in-class discussions and the essay assignment. Be aware that by logging into the site, you will be leaving onQ, and accessing Pearson's website and the *MyVirtualChild* program. Your independent use of that site, *beyond what is required for the course (for example, purchasing the company's products)*, is subject to Pearson's terms of use and privacy policy. You are encouraged to review these documents, using the link(s) below, before using the site. <https://www.pearson.com/us/privacy-statement.html>

Accommodations for Disabilities:

Queen's University is committed to achieving full accessibility for people 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 academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the [QSAS website](#).

If you require academic accommodations for this course, please submit your required documentation through OnQ as soon as possible. In order to obtain special accommodations, you **MUST** have a note from Student Wellness Services detailing precisely what accommodations you require.

Academic Considerations for Students with 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 (see [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#)). 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.

Participant Pool (bonus marks!):

In this course you can earn bonus points by participating in the Psychology Research Participant Pool. For every half hour of research completed, you can increase your final mark in this course by 0.5% up to a **maximum of 3%**. If you are enrolled in more than one eligible course, you will select the course toward which your research participation will be credited when you sign up for a study. You can complete studies toward each course. You cannot apply the same study credit to more than one course, and research credit cannot be used to improve a failing mark to a passing mark. The last day to participate in research for bonus credit is the last day of classes. For more details, please see the information posted at the [Psychology Participant Pool page on the Department website](#).

All students will be activated in the participant pool by the 3rd week of the term. If you have previously used the participant pool, you will use the same userid and password that you used previously. If you are new to the participant pool, you will receive an email with your login information by the 3rd week of class.

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 Add/Drop 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.

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. To complete an alternative assignment, you must contact **the principal investigator** of a particular study (see the study’s contact information on SONA for their email) before the last week of classes for the semester to complete the alternative assignment option. Although the length of studies will vary, all alternative assignments will last approximately 30 minutes, so you will earn 0.5% for each alternative assignment that you complete.

Off-campus students: please note that you can participate in online studies and researchers who offer these studies also offer online alternative assignments.

Please note: we understand that life happens and you may be unable to attend the session you sign up for as a result of extenuating circumstances. If you are unable to attend your scheduled session due to an extenuating circumstance, please contact the researcher directly to reschedule the session and/or receive an “excused no-show” notation. An “excused no-show” is guaranteed if you contact researchers 3 or more hours in advance of your appointment.

Research is an important activity that directly impacts science and society, and that also impacts a larger system (e.g., time in lab space is very limited and can be costly—for example, booking a 1 hour session in the fMRI facility costs \$400). We thank you in advance for ensuring that you attend your scheduled sessions, and that you follow up with the researcher as soon as possible if you miss a session due to extenuating circumstances. However, if you reach 2 *unexcused* no-shows in a given semester, you will not be able to sign up for additional studies/alternative assignments that semester. You will be automatically granted the ability to sign up for studies to earn research credit the following academic semester.

Note that your course instructor is not involved in the administration of studies and alternative assignments. If you have questions about studies, please contact the researchers listed on SONA. Questions about the pool (e.g., credits, prescreening) should be directed to the participant pool coordinator at participant.pool@queensu.ca.

***Course Schedule:**

Date	Topic	Reading	Assignment
September 5 th	Introduction + Syllabus The Science of Child Development	Chapter 1	
September 12 th	Early Developmental Processes	Chapter 2 Chapter 3	Weekly Quiz 1
September 19 th	Theories of Cognitive Development Infant Development	Chapter 4 Chapter 5	Weekly Quiz 2 In-Class Discussion 1 *Virtual child should be developed to 19months

September 26 th	Language and Symbolic Development <i>Guest Lecture by Dr. Stanka Fitneva</i>	Chapter 6 Chapter 7	Weekly Quiz 3 In-Class Discussion 2 *Virtual child should be developed to 4 years
October 3 rd	Intelligence and Achievement	Chapter 8	Weekly Quiz 4 In-Class Discussion 3 *Virtual child should be developed to 8 years
October 10 th	In-class midterm		
October 17 th	Theories of Social Development	Chapter 9	Weekly Quiz 5 In-Class Discussion 4 *Virtual child should be developed to 10y11m
October 24 th	Fall reading week – no class		
October 31 st	Emotional Development <i>Guest Lecture by Dr. Tom Hollenstein</i>	Chapter 10	Weekly Quiz 6 In-Class Discussion 5 *Virtual child should be developed to 15y
November 7 th	Attachment and the Self Family and Parenting	Chapter 11 Chapter 12	Weekly Quiz 7 In-Class Discussion 6 *Virtual child should be developed to 18 years
November 14 th	Peer Relationships <i>Guest Lecture by Dr. Wendy Craig</i>	Chapter 13	Weekly Quiz 8 Essay Due!
November 21 st	Prosocial Development <i>Guest Lecture by Dr. Valerie Kuhlmeier</i>	Chapter 14	Weekly Quiz 9
November 28 th	Sex and Gender Course Wrap-up	Chapter 15	Weekly Quiz 10
TBA – during exam period	Final exam		

*Please note that I reserve the right to modify the course syllabus as the course progresses and/or as external events dictate. Any changes will be communicated to you through email or OnQ.