

Psychology 251: Developmental Psychology

LAND ACKNOWLEDGEMENT: Let us acknowledge that Queen's is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to live, learn and play on these lands. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous Peoples who lived, and continue to live, upon it and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. To read more about the history of the land, see the Queen's Encyclopedia at <http://www.queensu.ca/encyclopedia/t/traditional-territories>.

EQUITY, DIVERSITY AND INCLUSION STATEMENT: Queen's is committed to counteracting discrimination in this institution and developing a climate of educational equity that recognizes and respects the equal dignity and worth of all who seek to participate in the life, work and mission of the University. Such a climate is created and maintained by developing a university-wide commitment to and understanding of educational equity, supported by policies, programs, curricula, practices and traditions that facilitate individuals - and equity-seeking groups- free, safe, and full participation.

The instructor would like to acknowledge that she is coming from the positionality of a white, cisgender, heterosexual female, and that she cannot begin to be able to experience what life for those with different positionalities might be like. She would encourage all students to think about their positionality, and to respect the positionality of everyone in the class by encouraging different opinions and perspectives.

Contact Information

Instructor: Dr. Beth Kelley

Office Hours:

E-mail: kelleyb@queensu.ca

Please e-mail me only in an emergency. All regular emails can be directed to the head TA (psyc251@queensu.ca) see below.

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 (i.e., outside of office hours) if you have class during both of 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, s/he 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, etc.), please also e-mail psyc251@queensu.ca. Please read over the relevant bits of the syllabus before e-mailing the head TA because s/he is not obligated to answer any questions that could be clearly answered by reading the syllabus.

If you have accommodations and you want to be sure that your accommodations are present, or if you need academic consideration, you should be emailing Tara Karasewich (the department's accommodations/academic considerations facilitator) at psyc.accom@queensu.ca

Queen's 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.

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 course will introduce the fundamental theories, methods and applications in the field of developmental psychology through reading the textbook 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 as a society?**

Grading Policy

The Psychology Grading Policy, “mixed-marking method,” is outlined on the following webpage:

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

In brief summary, all assignments will be given a numerical grade which will be converted to a numerical grade at the end of the course.

A full list of Departmental Policies can be found at:

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

Course Materials

The following material is available from the Queen's Campus Bookstore:

Required Text: **Robert Siegler, Jenny Saffran, and Susan Graham and Elizabeth Gershoff “How Children Develop: Seventh Canadian Edition”**(or looseleaf version or e-text) Please note: The Launchpad programme is not required! Please also note that the 7th edition is the required text for this class.

Material from this text will be assigned as reading in preparation for the lectures. 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 that is also covered in the book, it has an excellent chance of being on the test. If something is covered in the lectures but not in the textbook, 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, it is still fair game, but is *definitely* less likely. In other words, you are well-served by coming to class!

Evaluation

Assessment	Weight	Alignment with Learning Outcomes
Discussion Forums (Best grade out of 2 possible discussion questions)	20%	1,2,5,6
Essay (Best Grade of 1 of 2 possible essays)	20%	1,2,3,4,5
Midterm Exam	20%	1,2,3,4
Final Exam	40%	1,2,3,4,5
Bonus Mark-Volunteer Research Participation	2%	

Assessment Detail

Discussion Forums: There are two discussion forum activities in this course. While you are **strongly** encouraged to do both of them, you only have to do one. Each discussion activity will require you to post an ‘initial post’ and a ‘reply post’, each of which will be worth 10%. The discussions will allow you to interact with your peers to explore key topics, perspectives, and applications of concepts to real-world practice.

Discussion Post 1-

Initial Post due Friday, September 13th at 11:59 pm. The purpose of this discussion activity is to differentiate between the various processes that occur during pregnancy, recognize the effects of genes and environment (including culture and historical period) on prenatal development, and to explore hazards of prenatal development.

For this activity, you will be given a selection of interview questions (outlined below) to ask an individual who is either pregnant, or who has been pregnant in the past. In your initial post to the discussion forum you will summarize the information you learn from the interviewee. In your reply post you will compare and contrast the responses you receive from your interviewee with the responses one of your peers received to explore the differences between each experience. **Both your initial and reply posts should make explicit connections to the course materials.**

To create a diverse pool of perspectives, think about who you might want to interview. For example, a grandmother, new mother, a mom who gave birth in Canada, a mom who gave birth in Japan, etc. Please see below for more details.

Using the interview questions outlined below, interview an individual who is pregnant or who has been pregnant in the past, to learn about their experience.

Once you have conducted your individual interviews using the interview questions outlined below, write a short summary of the interview to share with your peers in the discussion forum. Be sure to make explicit connections to the course materials (e.g., consider how your interviewee's experience may or may not align with what has been presented in the course).

Your post should be approximately 450-500 words (maximum 550 words).

Interview questions:

Developmental stages:

1. When did you first feel your baby move?
2. Were there things in the outside world that your baby reacted to in the womb (voices, etc)?

Hazards to Prenatal Development:

3. Did you avoid any foods/medications etc while pregnant?
4. Where did you get your information?
5. Were there "old wives tales" about things to avoid/take?

Genes & environment:

6. Was genetic testing available to you?
7. Did you consider what "family traits" might be passed down to your baby?

Reply Post due Sunday, September 22nd at 11:59 pm

Read some of the summaries that your peers have posted to the discussion forum.

Reply to one of your peers' summaries. In your reply, compare and contrast the similarities and differences between interviewees' experiences. Be sure to make explicit connections to the course materials (e.g., consider how the interviewees' various experiences may or may not align with what has been presented in the course)

Your post should be approximately 450-500 words (maximum 550 words).

A note on integrating course material: In either post, you do not need to reference material in the traditional fashion. Instead, you can say things like: "As discussed in the lecture", or, "in a study discussed in the textbook (p. X)". However, be as specific as possible in referring to course material (e.g., provide page/week numbers, refer to specific research studies or theories, etc.). When you are referring to ideas that are not your own, make sure to credit the appropriate source. You are encouraged to paraphrase and cite the source rather than use direct quotations—direct quotes will bring your mark down as I want to see that you truly understand the material. That being said, however, if you do use direct quotes be SURE to put them in quotation marks (see section on Turnitin). You do not need a bibliography/reference page for this assignment.

Please note that it is impossible in OnQ to extend only some folks' discussion posts final deadlines and thus all of you must finish your reply post by Sunday, September 22nd

at 11:59 pm regardless of whether you have accommodations or not. If you have a seven-day extension on assignments generally, you may have until Friday, September 20th at 11:59 pm to hand in the initial post, but you must have the reply post in by September 22nd at 11:59 pm without exception. See below section on “rules for assessments” for what will happen if you miss one of your deadlines. If you miss both discussion posts, the “rules for assessments” applies-it does not matter whether you have academic considerations for both of them.

Discussion Post 2

Initial Post due Friday, November 1st at 11:59 pm The purpose of this discussion activity is for you to think critically about two cognitive theories (Piagetian Theory and Sociocultural Theory) and two socio-emotional theories (Behaviourism and Bandura’s Social Learning Theory), and ways these theories can be applied to your or your peers’ future career(s). This is also an opportunity for you to explore the various avenues of psychology, and careers you may wish to explore in your future.

Describe one key tenet of BOTH Piagetian theory and Sociocultural theory (i.e., one of each) that are applicable 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). Your post should also discuss how both of these tenets would inform your practice with students, patients, or clients. Provide concrete examples of how you could apply the two tenets you discussed to your responsibilities in your chosen career.

Your post should make explicit connections to the course materials to support your arguments.

Your post should be approximately 450-500 words (maximum 550 words).

Reply Post due Sunday November 10th at 11:59 pm

Read some of your peers’ posts and select one to reply to.

In your reply, describe one key tenet of BOTH behaviourist theory and Bandura’s Social Learning Theory that are applicable to your peer’s chosen career.

Your post should suggest ways in which these two tenets could inform your peer’s practice with students, patients, or clients. Provide concrete examples of how these tenets could be applied to your peer’s responsibilities in their career.

Your reply post should make explicit connections to the course materials to support your arguments.

Your post should be approximately 450-500 words (maximum 550 words).

A note on integrating course material:

In either post, you do not need to reference material in the traditional fashion. Instead, you can say things like: “As discussed in the interactive course notes (Module X.Y)”, or, “in a study discussed in the textbook (p. X)”. However, be as specific as possible in referring to course material (e.g., provide page/module numbers, refer to specific research studies or theories, etc.). When you are referring to ideas that are not your own, make sure to credit the appropriate source. You are encouraged to paraphrase and cite the source rather than use direct quotations —direct quotes will bring your mark down as I want to see that you truly understand the material. That being said, however, if you do use direct quotes be SURE to put them in quotation marks (see section on Turnitin). You do not need a bibliography/reference page for this assignment.

Please note that it is impossible in OnQ to extend only some folks’ discussion posts final deadlines and thus all of you must finish your reply post by Sunday, November 10th at 11:59 pm regardless of whether you have accommodations or not. If you have a seven-day extension on assignments generally, you may have until Friday, November 8th at 11:59 pm to hand in the initial post, but you must have the reply post in by Sunday, November 10th at 11:59 pm without exception. See below section on “rules for assessments” for what will happen if you miss one of your deadlines. If you miss both discussion posts, the “rules for assessments” applies-it does not matter whether you have academic considerations for both of them.

Essays (best 1 of 2-worth 20%): Students will write two 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.** You do not have to write

both, but you are strongly suggested to do so. As you can see, these essays are designed to encourage you to relate the material, to you personally or to the world at large. **Only information from the essay readings, textbook and lectures can be used as source material.**

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 Sunday, October 6th 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. There are no extensions on the essays unless you have accommodations or academic considerations. Your extension will be for as long as you are given—that is, usually 7 days for accommodations on assignments and 3 days for extensions due to academic considerations. If you miss the first essay, you will just have to write the second one. If you miss both, see the “rules for assessments” section below. 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.**

Essay #1 Due Friday, October 4th at 11:59 pm

The purpose of this assignment is for you to critically discuss the nature and nurture influences on language development using a historical case study, while considering the strengths and limitations of a single case research design.

For this assignment, you will read the famous case study of Genie, critically reflect upon and assess her case, and in the form of a written essay, answer the essay questions outlined below.

Once you have read the article, answer the essay questions outlined below in the form of a written essay.

For each of the questions, make sure to consider evidence from the course materials when building your argument. It is recommended that you include an introductory paragraph that summarizes the main facts about Genie’s case, and a concluding paragraph that summarizes your argument about Genie’s language development.

Essay Questions:

1. What is your one main hypothesis regarding the cause of Genie’s speech delays?
2. Does Genie have "language" post-rescue? Why or why not?
3. How does Genie’s case contribute to our understanding of nature and nurture influences on language development?
4. In what ways does Genie’s language development mirror the patterns of language development we see in young children?

A note on integrating course material: You do not need to reference material in the traditional fashion. Instead, you can say things like: “As discussed in the lecture (week 1)”, “in a study discussed in the textbook (p. X)”, or “in the case study article (p. X)”. However, be as specific as possible in referring to course material (e.g., provide page/module numbers, refer to specific research studies or theories, etc.). When you are referring to ideas that are not your own, make sure to credit the appropriate source. You are encouraged to paraphrase and cite the source rather than use direct quotations; —direct quotes will bring your mark down as I want to see that you truly understand the material. That being said, however, if you do use direct quotes be **SURE** to put them in quotation marks. You do not need to include a bibliography/reference page. **Please only use course material and the case study article linked in the assignment instructions above to answer the essay questions.**

Your essay must be 5 pages; double-spaced, 12-pt Times New Roman font, 1-inch margins.

Essay 2 Due Friday, November 15th at 11:59 pm

The purpose of this assignment is to apply Bronfenbrenner’s Bioecological model to understand risk and protective factors, and to support healthy child development.

As we have learned so far in this course, Bronfenbrenner’s Bioecological Model discusses the importance of the many different levels of context that influence a child. This model also stresses the importance of bidirectional

influences. For this assignment you will consider the thousands of Syrian child refugees who have recently moved to Canada. You will do so by reading two articles, and then answer the question prompts in the form of an essay.

For each of the prompts, make sure to consider evidence from the course materials when building your argument. It is recommended that you include an introductory paragraph that summarizes the main purpose of your essay, and a concluding paragraph that summarizes your argument.

Essay Prompts

1. Use Bronfenbrenner's Bioecological Model to present a case conceptualization of the factors that might contribute to the struggles that Syrian refugee children may face as they adjust to their life in Canada. Be sure to discuss one factor at each level of the model: microsystem, mesosystem, exosystem, and macrosystem (you do not need to discuss the chronosystem).
2. Use your knowledge of developmental psychology to briefly outline an intervention plan that addresses how some of these concerns could be addressed or mitigated.
3. Discuss how you would evaluate whether your intervention plan was successful.

A note on integrating course material: You do not need to reference material in the traditional fashion. Instead, you can say things like: "As discussed in the lecture (week 1)", "in a study discussed in the textbook (p. X)", or "in the case study article (p. X)". However, be as specific as possible in referring to course material (e.g., provide page/module numbers, refer to specific research studies or theories, etc.). When you are referring to ideas that are not your own, make sure to credit the appropriate source. You are encouraged to paraphrase and cite the source rather than use direct quotations; —direct quotes will bring your mark down as I want to see that you truly understand the material. That being said, however, if you do use direct quotes be SURE to put them in quotation marks. You do not need to include a bibliography/reference page. **Please only use course material and the case study article linked in the assignment instructions above to answer the essay questions.** If you miss both essays, the "rules for assessments" applies-it does not matter whether you have academic considerations for both of them.

Your essay must be 5 pages; double-spaced, 12-pt Times New Roman font, 1-inch margins.

Midterm Exam (worth 20%) The midterm exam be held during class time and will consist of 80 multiple choice questions that you will have 90 minutes to answer, unless you have extra time on tests as an accommodation. You will write the exam at 7 pm on Wednesday, October 9th. This exam will be put on by the exams office and so the venue will be determined by them. 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 will write the makeup midterm at 7 pm on Wednesday, October 23rd. You will need to let the head TA know (psyc251@queensu.ca) know so that I can have enough exam papers available and the exams office can prepare accordingly. Please let psyc251@queensu.ca know by Wednesday, October 16th at noon if you will be writing the makeup midterm. There will be no opportunity to rewrite the midterm, so if you do not feel prepared for the first one, I would strongly suggest you take the reading week to study more and write the second one. If you miss both midterms, the "rules for assessments" applies-it does not matter whether you have academic considerations for both of them.

Please note that the makeup exam is being scheduled by the exams office as a completely separate exam. Therefore, if you have accommodations and will NOT be writing the makeup exam, you will need to opt out of writing it. Tara (the psychology accommodations person) will send you emails reminding you about this-please follow up on them or else you will be charged money for not writing the exam.

Final Proctored Exam (worth 40%): 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 20% 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 three questions and will only have to do one of them. The three 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. All three questions will be provided and all three will be on the final, but you only need to prepare for one of them-there is no trick here! The exam will be 3 hours long (unless you have accommodations for extra time) and written during the regular final exam period. If you cannot write the final exam for any reason, you **MUST** have academic considerations. If you have academic considerations, you will receive an incomplete grade, then write the final exam during the department's makeup period in early January. If you do not have academic considerations, you will receive a zero on the exam. **You must write the final exam to pass the course.**

Timing of Final Examinations

Once the exam schedule has been finalized, the exam date will be posted on your SOLUS account. 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 on SOLUS immediately prior to Thanksgiving and on the Friday before Reading Week for the Winter Term. **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. For information regarding what is considered extenuating circumstances and qualifications for Academic Consideration, please visit the [Faculty of Arts and Science's Academic Consideration webpage](#).**

If you are unable to attend an exam and receive approval for a deferred proctored exam, a further deferral of that exam will not be accommodated.

Rules for Assessments

If you need a reweighting in any of these circumstances, it is YOUR responsibility to contact Dr. Kelley or Tara Karasewich (kelleyb@queensu.ca or psyc.accom@queensu.ca) to ensure that your name is put on the reweighting list. If you do not contact them, they will have no way of knowing that your grade needs to be reweighted. If you have any questions about any of this, please contact Tara Karasewich at psyc.accom@queensu.ca

- You only have to do one of the discussion posts, though you are **STRONGLY** encouraged to not blow off the first one-you will get feedback on it which will help you with the second, you never know when you're going to be sick in the future, and week 2 is a heck of a lot less busy than week 8 generally. If you miss both of them, you must have academic considerations for the second one in order to get a reweighting. If you have academic considerations for the second one, you will have 10% of your grade reweighted to your essay, and 10% reweighted to your final. If you only miss half of the discussion post in this situation (you didn't do the first one and you missed half the second), the 10% will be added to your essay. If you do not have academic considerations for the second one, you will receive a zero on the discussion questions.
- There will be two dates for the midterm exam. One will be scheduled for Wednesday of the week before reading week, and one for Wednesday of the week after reading week-both during the second half of class. If you are sick or otherwise unable to write the midterm for the first of these dates, you will have to choose the other one to write. If you are sick or otherwise unable to write during the second date, then you must have academic considerations through the portal for the second scheduled option. If this is the case, then 10% will be added to your essay and 10% will be added to your final exam. If you do not have academic considerations for the makeup midterm, you will receive a zero on the midterm.

- If you are sick for both essays, you must have academic considerations through the portal for the second essay. If this is the case, 10% worth will be added to your discussion question and 10% will be added to your final. If you do not have academic considerations for the second essay deadline you will receive a zero on the essay.
- **Please note that only ONE reweighting will be done. That is, if you miss both discussion posts, you must make sure that you write at least one of the essays, one of the midterms, and the final. If you miss both midterms, you must write at least one of the discussion questions, at least one of the essays, and the final. If you do not write everything remaining, then you will receive a zero on the second missed assignment. For example, if you miss both the discussion questions and the midterm (even with academic considerations), you will get a reweighting for the midterm but a zero on the discussion questions. You must write the final exam in order to pass the course. Please note that all of these assignments are considered to be essential, as they are all critical in assessing your understanding of the material and your ability to apply it in different scenarios. That being said, however, I am trying to give you as much flexibility as possible, and that is why I am allowing for the reweighting. I strongly suggest that you do the first discussion question, the first essay and the first midterm if you are able, as you never know when you will be sick later on. This will allow you not only to get feedback and do better on the second one around (except for the midterm), but it will also allow you some free time to work on your other classes if you are happy with your first mark. Again, if you have any questions about any of the logistics of missing anything, you can contact Tara Karasewich at psyc.accom@queensu.ca.**

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 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](#). Please note that Tara Karasewich and I will receive your accommodations through the new Ventus system and so technically you do not have to provide me with your accommodations letter. If you are unclear about any of your accommodations please contact Tara Karasewich at psyc.accom@queensu.ca

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 Consideration for Students in Extenuating Circumstances

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to:

- Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)
- Responses to traumatic events (e.g., Death of a loved one, divorce, sexual assault, social injustice, etc.)
- Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see 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 and the [portal where a request can be submitted](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

For guidance on **submitting requests**, please see refer to the Resource Guides available on the [Academic Consideration website](#) under "Applying for Academic Consideration."

N.B: The COVID-19 pandemic is an evolving situation. If you have symptoms or are deemed a close contact of someone with COVID, please access our [COVID-Related Absence Reference Guide](#) on the [Academic Consideration website](#). This guide will provide you with information on applying for consideration, the types of documentation (including non-medical documentation) you can use to support your request, as well as insight into how the Faculty office will assess these requests.

If you need to request academic consideration for this course, you will be required to provide the following name and email address to ensure it reaches our team accordingly:

Instructor/Course Coordinator Name: Tara Karasewich

Instructor/Course Coordinator email address: psyc.accom@queensu.ca

Students are encouraged to submit requests as soon as the need becomes apparent and to contact Tara psyc.accom@queensu.ca as soon as possible once Consideration has been verified. Any delay in contact may limit the Consideration options available.

Please follow up with the Tara psyc.accom@queensu.ca within 3 days of receiving verification of your Consideration request.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, [please see our website](#).

Respect

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. Also, as mentioned earlier, please respect the opinions of those who have different perspectives than yourself.

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. **Please note that if you have taken this course before, submitting the same assignment is also considered plagiarism (yes, you can plagiarize yourself) so please do not do this.**

Here are a couple of great websites that explain plagiarism a little better than the Queen's site does:

- <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
- <https://writingcenter.unc.edu/esl/resources/academic-integrity>
- <https://uwaterloo.ca/academic-integrity/integrity-students>

Please note that if it is determined by the professor that you have plagiarized, you will receive a zero on that assignment/exam and your plagiarism will be reported to your Faculty. Each Faculty has a different policy, but for the Faculty of Arts and Science you get one time's plagiarism with no penalty other than that of the course instructor-the second time you run the risk of being expelled. For your essays, please make sure to get your assignment in early enough for the similarity report to be generated-if you hand it in at the last minute you may not get the similarity report in time to be able to change it. As a rule of thumb, I generally look at any similarity report that is above 10%

Using generative AI writing tools such as ChatGPT in your submitted work is not permitted in this class. This type of use constitutes a Departure from Academic Integrity.

Important University Dates

Please visit the [Faculty of Arts and Sciences Sessional Dates website](#) for all academic deadlines.

SUGGESTED TIME COMMITMENT

Students can expect to spend approximately 10 hours a week (120 hours per term) in study, listening, attending lectures, and reading the textbook for PSYC 251

Participant Pool Information

Students in this course have the option of volunteering in psychological research conducted by faculty and advanced students in the Psychology Department. For every half hour of research completed, you can increase your final mark in this course by 0.5% up to a maximum of 2%. 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 [Departmental Participant Pool website](#).

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 sign up for studies

We use the website [Sona](#) for the participant pool. All students will be activated in the participant pool in the 3rd week of classes. 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 during the 3rd week of class.

During the first week of the semester, you will be emailed a link to an online prescreening questionnaire. 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.

If you are in multiple 2nd year Psychology courses that use the participant pool, you must assign your credits to a particular course. For example, if you are in PSYC 251 you can have 2 credits assigned to it. If you have 3 credits assigned to that course, the extra credit won't count unless it's applied to another course. If you have credits assigned to the incorrect courses, please contact participant.pool@queensu.ca. The final day you can request a credit reassignment is the final day of class.

Signing up for studies is done through the Sona site directly: [CLICK HERE](#)

What if I don't want 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

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

What if I can't make a research appointment?

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.

Who should I contact for help?

*Note: 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) should be directed to the participant pool coordinator at participant.pool@queensu.ca.

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 1: What is Developmental Psychology?: September 4

Learning Outcomes

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

Learning Resources

Required:

- Syllabus
- Chapter 1 (all pages)

Week 2: Early Developmental Processes: September 11

Learning Outcomes

- Describe the process of conception, and identify the major processes occurring during the periods of the zygote, embryo and fetus.

- Recognize the impact of fetal behaviour and learning.
- Apply what is known about hazards to prenatal development to discuss prevention of negative outcomes for the developing baby.
- 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.
- Discuss the general processes of brain development.

Learning Resources

Required:

- Chapter 2 pp. 43-69
- Chapter 3 pp. pp. 84-108

Week 3: Theories of Cognitive Development: September 18

Learning Outcomes

- Describe the major tenets of Piagetian, Information-Processing, Core Knowledge, Sociocultural, and Dynamic Systems Theories.
- Evaluate the major strengths and weaknesses of these theories.
- Apply these theories to your own field.

Learning Resources

Required:

- Chapter 4 (all pages)

Week 4: Language and Symbolic Development: September 25

Learning Outcomes

- Distinguish the differences between language and communication.
- Describe the major components of language and identify the early language milestones.
- Compare the nativist position on language acquisition to current conceptions of language acquisition and discuss the importance of social communicative abilities.
- Describe the development of symbol use and understanding.

Learning Resources

Required:

- Chapter 6 (all pages)

Week 5: Conceptual Development: October 2

Learning Outcomes

- Describe:
 - The various categories which infants and children divide the world into L,
 - “Theory of Mind” and how infants and children understand other people
 - The child’s understanding of living things, spatial representation, and number.
 - Causal reasoning and how it influences children’s understanding of the world.
- Examine the methods used to study children’s conceptual development.
- Compare and contrast infants’ understanding of the world to the understanding of children.

Learning Resources

Required:

- Chapter 7 (all pages)

Week 6: Intelligence and Academics: October 9

Learning Outcomes

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

Learning Resources

Required:

- Chapter 8 (all pages)

Week 7: Theories of Social Development: October 23

Learning Outcomes

- List the major tenets of foundational theorists (Freud, Erikson, Watson, Skinner, & Bandura) and identify their impact on current theory.
- Explain the major tenets of the current theories of social development:
 - 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.

Learning Resources

Required:

- Chapter 9 (all pages)

Week 8: Family and Peer Relationships: October 30

Learning Outcomes

- Describe Baumrind's four parenting styles and explain why the authoritative parenting is best, at least in the WEIRD culture.
- Interpret the developmental outcomes of the various parenting styles.
- Compare and contrast the 'average' family of today to the 'average' family of 50-75 years ago.
- Diagram the development of friendship and contrast the factors contributing to friendship across the course of development from toddlerhood to late adolescence.
- Evaluate the importance of parents on children's social competence.

Learning Resources

Required:

- Chapter 12 pp. 438-443
- Chapter 13 pp. 465-478 and pp. 484-487

Week 9: Emotional Development: November 6

Learning Outcomes

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

Learning Resources

Required:

Chapter 10 all pages

Week 10: Attachment and the Development of the Self: November 13

Learning Outcomes

- Identify the various attachment categories and discuss how attachment is measured
- Appraise the effect of the internal working model on relationships with partners and one's own children.
- Describe the developmental timeline of the development of the self-concept.
- Analyze the impact of culture and other aspects of the environment on the development of self-concept.
- Describe the developmental course of self-esteem development and identify how it is measured.

Learning Resources

Required:

- Chapter 11 all pages

Week 11: Moral Development: November 20

Learning Outcomes

- List the major tenets of Piaget's, Kohlberg's, and Eisenberg's theories of moral development.
- Describe the development of conscience, prosocial behaviour, and antisocial behaviour, and explain the factors that influence their development.
- Evaluate the negative effects of peer rejection and bullying on the developing child.
- Assess the effectiveness of programs designed to reduce antisocial behaviour.

Learning Resources

Required:

- Chapter 14 (all pages)
- Chapter 13 pp. 478-483

Week 12: Gender Development: November 27

Learning Outcomes

- Define the terms 'sex' versus 'gender'
- Compare and contrast the major theories on gender development.
- Ascertain the biological and social influences on gender development.
- Evaluate the statement that the differences within the sexes are greater than the differences between them

Learning Resources

Required:

- Chapter 15 (all pages)