

# PSYC\*2450 Course Outline: Winter 2016

## General Information

**Course Title:** Introduction to Developmental Psychology

**Course Description:** This course is designed to be an introduction to child and adolescent development, with an emphasis on the current theories and latest research. The course will cover many of the perspectives of developmental psychologists, such as cognitive, social, behavioural, and physiological approaches, to name a few. Developmental issues will be focused on for the prenatal, neonatal, infancy, and early to late childhood periods.

**Credit Weight:** 0.5

**Academic Department:** Psychology

**Semester Offering:** W16

**Class Schedule and Location:**

**When:** Monday, Wednesday, Friday: 11:30 – 12:20

**Where:** ROZH 101

## Instructor Information

**Instructor Name:** Carol-Anne Hendry, Ph.D., C. Psych.

**Instructor Email:** chendry@uoguelph.ca

**Office hours:** By appointment

**Office location:** Centre for Psychological Services (CPS) 119A

## GTA Information

GTA#1 Name: Pamela Taylor

GTA#1 Email: ptaylo02@uoguelph.ca

GTA#2 Name: Sharon Hou

GTA#2 Email: shou@uoguelph.ca

GTA#3 Name: Jessica Dalley

GTA#3 Email: jdalley@uoguelph.ca

GTA#4 Name: Kevin Noble

GTA#4 Email: noblek@uoguelph.ca

GTA office location and office hours: TBA

## **Course Content**

### **Specific Learning Outcomes:**

Upon successful completion of this course, students will be able to:

#### 1. Critical and Creative Thinking

1.1. Depth and Breadth of Understanding: Understand basic concepts from core areas in the field of child abnormal psychology

1.2. Inquiry and Analysis: Understand the process of evidence-- based inquiry in the field 1.4.

1.3 Creativity. Evaluates creative solutions to problems and creative ways of investigating topics

#### 2. Literacy

2.1 Visual Literacy: Read and apply information as presented in graphs, tables, images, and visual media

#### 3. Global Understanding

3.1. Cultural Understanding: Identify similarities and differences across cultures as these pertain to some core areas in the field

3.2. Sense of Historical Development: Identify similarities and differences across historical contexts pertaining to some core areas in the field

#### 4. Communication

4.1. Oral Communication: Demonstrates confidence as a speaker; facilitates discussion; actively listens, reflects upon, and responds effectively to questions

4.2. Written Communication: Write clearly and demonstrate general knowledge in the field.

#### 5. Professional and Ethical Behaviour

5.1 Teamwork. Demonstrates personal responsibility, accountability, and sensitivity to the group

5.5. Personal Organization/ Time Management [Discussed but not assessed]

## Lecture Content:

<b>Weeks</b>	<b>Dates</b>	<b>Chapter Readings</b>
1	Jan 11, 13, 15	Introductions, Heredity & Environment (C.3)
2	Jan 18, 20, 22	Physical Development (C.6)
3	Jan 25, 27, 29	Cognitive Development: Piaget & Vygotsky (C.8)
4	Feb 1, 3, 5	Cognitive Development: Information Processing (C.9) (MIDTERM #1) = C.3/C.6/C.8
5	Feb 8, 10, 12	Intelligence (C.10)
	<b>READING WEEK</b>	
6	Feb 22, 24, 26	Language & Communication (C.11)
7	Feb 29, Mar 2, 3	Emotions, Temperament, & Attachment (C.12) (MIDTERM #2) = C.9/C.10/C.11
8	Mar 7, 9, 11	Self Development (C.13) <b>40<sup>th</sup> CLASS DAY</b>
9	Mar 14, 16, 18	Sex, Differences & Gender (C.14) MIDTERM #2
10	Mar 21, 23,	Moral Development (C.15) /March 25 <sup>th</sup> = GOOD FRIDAY
11	Mar 28, 30, Ap1	March 28= EASTER MONDAY/ The Family (C.16)
12	Apr 4, 6, 8	Wrap Up

## Course Assignments and Tests:

<b>Assignment or Test</b>	<b>Due Date</b>	<b>Contribution to Final Mark (%)</b>	<b>Learning Outcomes Assessed</b>
Midterm 1	Feb 1 -5 (online)	25	1.1, 1.2, 2.5, 3.1, 3.2, 4.2
Midterm 2	March 14 -18 (online)	25	1.1, 1.2, 2.5, 3.1, 3.2, 4.2
Group Assignment	April 1	20	1.1, 1.2, 2.5, 3.1, 3.2, 4.2, 5.1
Final Exam	April 20	30	1.1, 1.2, 2.5, 3.1, 3.2, 5.2

### Additional Notes:

**Midterms:** These are completed **online** within the assigned timelines provided on courselink for PSYC 2450. Midterm format is multiple choice. There are NO makeup exams (see Grading Policies below). All midterms are based on the course text, readings, and lecture material.

**Final Exam:** The final exam will NOT BE cumulative. Students are responsible to check their course outlines for potential exam conflicts. This is a non-cumulative exam covering Chapters 12-16.

**Group Assignment:** Students will be assigned to groups of 4-6 for a selected case study provided by the instructor. Detailed instructions for the group assignment will be reviewed in class and available on courselink by the third week of classes.

**Final examination date and time: 20-Apr-16/14:30 16:30**

**Final exam weighting: 30% of the final grade**

[Examination Regulations](#)

## **Course Resources**

### **Required Texts:**

Shaffer, D. R., Kipp, K., Wood, E., & Willoughby, T. (2013). Developmental Psychology. This is a custom course text designed for this course and composed of 11 chapters from the following textbook:



Shaffer, D. R., Kipp, K., Wood, E., & Willoughby, T. (2013). Developmental Psychology: Childhood and Adolescence (4th Canadian Edition). Toronto, CA: Nelson Education Ltd. Two copies of the above full text on which our course custom text is based, is available on reserve in the library.

### **Other Resources:**

Lecture PowerPoint slides and additional study materials including the Course Outline will be available for download on Courselink (under the Content tab).

Two copies of the above full text on which our course custom text is based, is available on reserve in the library.

## **Course Policies**

### **Grading Policies**

**Midterms and Exams.** There will be NO rescheduling of exams for reasons of conflict. There are NO makeup midterms or exams. If a midterm exam is missed for a valid reason (e.g., illness accompanied by a medical note with dates of illness indicated), the final term grade will be based on the remaining grades. A grade of 0% will otherwise be assigned for the missed midterm or exam.

These policies are binding unless academic consideration is given to an individual student.

## **Submission Policy**

- All group assignments are to be submitted through the course drop box (Courselink) prior to midnight on the day they are due.
- Feedback and grades for assignments will be delivered approximately two weeks from the date of submission
- Please note that students are responsible for ensuring their submission is complete. Incomplete or unreadable attachments will be penalized according to the late assignment policy (below).

## **Late Assignment Policy**

- Late assignments will be penalized at a rate of 20% per day and will not be accepted after 1 week past the deadline.
- An assignment due date can only be extended at the discretion of the instructor with submission of compelling and documented evidence of a family, medical, or analogous emergency.

### **Course Policy on Group Work:**

Students will be required to work in groups for their case study assignments. Please note that all students in the group will receive the same grade on the assignment, regardless of their perception of the distribution of work.

### **Course Policy regarding use of electronic devices and recording of lectures:**

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

## **University Policies**

### **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and

students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:  
[Academic Misconduct Policy](#)

### **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email [csd@uoguelph.ca](mailto:csd@uoguelph.ca) or see the website: [Student Accessibility Services Website](#)

### **Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#) .

### **Drop date**

The last date to drop one-semester courses, without academic penalty, is Friday, March 11<sup>th</sup>, 2016. For regulations and procedures for Dropping Courses, see the Academic Calendar: [Current Undergraduate Calendar](#)