PSYC*2450, Course Outline: Fall 2020

General Information

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DUE to the COVID-19 pandemic, this course is offered in an alternative format.

Alternative Delivery Synchronous – AD-S Virtual: see below for day and time of class lecture
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Course Title: 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: F20

Class Schedule and Location:

When: Monday & Wednesday, 5:30 - 6:50 pm
Where: Online using Zoom, accessible through Courselink, under the Content tab/ Zoom module.

Please see my policy on communication in the course policies section of this outline below.

Instructor Information

Instructor Name: Karl H. Hennig, Ph.D., C.Psych.
Instructor Email: khennig@uoguelph.ca
Office hours: Monday & Wednesday, 3 - 4 pm or email instructor to schedule an appointment
Entered the following URL into your browser:
https://zoom.us/my/khennig

GTA Information

GTA#1 Name: TBA
GTA#1 Email: TBA
GTA#2 Name: TBA
GTA#2 Email: TBA
GTA#3 Name: TBA
GTA#3 Email: TBA
*Zoom limits TA office hour length to 40min.

TA grading & re-assigning grades:

Please see the steps to take when requesting a regrade in the course policies section further down in the outline

GTA virtual office hours will be posted on 'Courselink/front News page' subsequent to each graded assignment. A link to Zoom will be provided.

Synchronous Course Delivery:
Note that in recording synchronous lectures and students' faces may be visible in the recording when the instructor's screen is not being 'shared.' Should students wish to ensure their image is not shared at any time, they can turn off their own computer cameras.

Course Content

Specific Learning Outcomes: (Five Broad 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 developmental psychology
   1.2. Inquiry and Analysis: Understand the process of evidence-based inquiry in the field

2. Literacy
   2.5. 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
  4.2. Written Communication: Write clearly and demonstrate general knowledge in the field.

5. Professional and Ethical Behaviour
  5.5. Personal Organization/ Time Management

Additional information concerning Undergraduate Learning Outcomes is available at:
[Learning Outcomes Resources](#)

Lecture Content:
Course Content by Week and Date
Lecture slides and links to Zoom lectures are available on Courselink under the Content tab/ Zoom module.

Week	Dates	Topic	Activities
1	Sept.14	Introductions	• Review the Course Outline • Read: begin reading text in advance of class lectures
1-2	16& 21	Heredity & Physical Development	• Read Chapters 3 (pp.95-107 ONLY) & 6 (*see Note below re. page numbers)
2-3	23 & 28	Piaget	• Read Chapter 8
3-4	30 & Oct.05	Information Processing	• Read Chapter 9 • DUE: Sunday Oct.04, 11:59pm Reflection Paper#1 (submit to DropBox)
4-6	Oct.07	Midterm-Practice Exam Intelligence	Read Chapter 10 • A 10 min. practice exam will begin Oct.07 class
	12	*NO CLASS Thu., Oct.12 Fall Break	
5	Oct.14	**MIDTERM#1 EXAM** (Online) Chapters 3 (pp.95-107 ONLY), 6, 8, & 9 (inclusive)	• MIDTERM EXAM - see under Quizzes tab on Courselink). • Read Chapter 10 (contd.)
6-7	21 & 26	Language Development	• Read Chapter 11
7-8	28 & Nov.2	Emotional Development	• Read Chapter 12 • DUE: Sunday Nov.01, 11:59pm Reflection Paper#2 (submit to DropBox)
8-9	Nov.04 09	Self Development **MIDTERM#2 EXAM** (Online) Chapters 10 – 12 (inclusive) Self-Development (contd.)	• Read Chapter 13 • MIDTERM EXAM (see under Quizzes tab on Courselink). • Read Chapter 13 (contd.)
10	16 & 18	Sex/Gender Development	• Read Chapter 14
11	23 & 25	Moral Development	• Read Chapter 15

Week	Dates	Topic	Activities
12	30	Family	● Read Chapter 16
12	Dec.02 (from Oct.12)	Review of Essay Questions for Final Exam	● DUE: Friday Dec.04, 11:59pm Reflection Paper#3 (submit to DropBox) ***Dec.04 Last day to drop F20 one-semester courses**
	TBA	**FINAL EXAM** 13-16 (inclusive) PLUS 3 of 3 Cumulative Essay Questions) **Location**: Courselink/ online	

*Note. Chapter numbers above indicate the Original textbook chapter (top of page vs. Custom text chapter).

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
In-class Zoom quizzes		5% (Best 10 of >15 in-class quizzes)	1, 3, 5
Midterm 1		25%	1, 3, 5
Midterm 2		25%	1, 3, 5
3 Reflection Papers		3 X 5 = 15%	1, 4
Final Exam (Chapters 10-16)	TBD	30%	1, 2, 3, 5
Research Projects (optional)	Nov.25, 11:59pm	1% BONUS	1.2, written alternative: 1.1, 4.2
TOTAL		100%	

It is very important that students carefully read the 'Grading Policies' section below, 'Late Assignments.'

Additional Notes:

In-Class Zoom polling Quizzes:

The best 10 (out of at least 15) quizzes will be used to compute the term grade for this component. Each quiz is composed of two multiple choice questions. You can only complete these quizzes in class using the polling tool within Zoom, available within Courselink and integrated within the Zoom lecture. Each quiz is based on the lecture that is presented on that

day. If you do not attend a lecture that contains a quiz, you miss the quiz and there is no make-up.

Midterm Exams. Midterm exams are online open-book. The exam is composed of multiple choice questions with a 60 min. time limit and will be completed within the Respondus LockDown Browser available on CourseLink.

I strongly suggest that students ensure that their computer setup is working by completing the 10 minute practice exam available at the start of the designated class (see Table above).

Note that this is a timed exam. Do not leave your compute as the exam will be automatically submitted at the end of this time, whether you have completed the exam or not. Leaving your compute also risks your computer going into 'screen saver' and the exam submit before you are completed. Technical problems are the student's responsibility. There are no makeup exams. Final term grades will be based on the remaining grades. A practice exam will be used to test out your computer and internet access.

Reflection Papers. Students are to write three 1½ -3 page (single space) papers that are based on a fundamental question of interest to you. Questions will be presented in the opening slides presented in class for each text chapter. Students can also generate their own questions of interest. Do not include a Title page, but DO indicate name and Reflection#.

Tips: Start with a clear, focused question of interest which has sufficient material from the text to form an interesting and informed discussion. NOTE. This assignment is intended to be a relatively light reflection of personal interest. Example questions will be presented in class after each section is presented. Students are free to use class examples for their paper.

Evaluation will be based on 2 Parts:
Part A: Accurately re-present material from the textbook relevant to your question, including exact page numbers (use top of the page numbers). Students are also free to use external material, however be sure to cite your reference in text and include the full reference at the end of your paper.
Part B: Your reflection and integration of the material. This could include presenting a concrete illustration or personal instance of the concept, or application of the course material to another area of interest. Ensure accuracy and fittingness in your application.

Submit to DropBox by the due date. See below regarding submission file format options. Also note that Turnitin will be used for these assignment to detect plagiarism, which includes similarities with fellow students as well as the course text. Be sure to restate text (or other material) in your own words (i.e., not more than 2-4 words the same as the text in a series as a rough guideline).

Research (bonus). Depending on project availability a 1% bonus added to the final term grade. Students who do not wish to be involved with research will have the option of completing a

written assignment that will entail reading a brief article and answering a series of questions. For purposes of confidentiality, neither the course instructor or any of the TAs will have knowledge of whether you completed a project or not, or whether you chose to do the research or written assignment alternative. An independent project coordinator will send this information to the instructor after the final exam has been written. For both the research and alternative written assignments, participants will be asked to provide first and last name, and course number information in order for students to receive their bonus credits for participation. Identifying information will NOT be associated with the research data or written assignment. Further, the instructor will not read or have access to any written assignments, which will be destroyed upon marking. Should you have any further questions please feel free to contact your course instructor. Students will be required to sign up on SONA to create an account and fill out some pre-screening questions to filter which studies they are eligible to participate in.

Final Exam. The final exam is an online open book exam that will be completed as the Midterms using the Respondus LockDown Browser available on CourseLink (see further below under 'Resources.' See above for date and time. NOTE. Students are responsible to check their course outlines for potential exam conflicts.

Exam format. The final exam is another Midterm with the addition of 3 Short Essay questions taken from among the Essay Questions presented in class. Students are encouraged to work on the essay questions presented in class in preparation for the exams.

Final examination date and time:

Final Exam (on Chapters 13-16, inclusive)
Date & Time: TBA
Location: Online via Courselink/Quizes

Final exam weighting:

The final exam is worth 30% of the final term grade

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.

ISBN 9780176899981 shipping for free in Fall order online 2-3 day turnaround; can have a digital option.

The course text can be ordered from the University Bookstore who will ship the text for free. A less expensive PDF electronic version will also be available from the Bookstore.

Course Reserve: A link to the text can be found on Course Reserve via Courselink/Content tab/ Ares Course Reserve Lists

PDF TEXT WARNING: Note regarding the eText versions. There are several PDF versions of this text that appear to be getting passed around, sometimes from individuals breaking copyright. There are several differences between the course text listed above and the various eText versions that are circulating: page numbers that I refer to in my Power Point slides are not the same, the illustrative figures are not always the same, and some smaller sections are missing in these unofficial eTexts. Do NOT use any of these unofficial eText PDFs, which are typically circulated as non-copyright documents.

Recommended Texts: None listed

Other Resources:

Respondus LockDown Browser:
The "LockDown Browser is a custom browser that locks down the testing environment in CourseLink. When students use LockDown Browser to access a quiz, they are unable to print, copy, go to another URL, access other applications, or close a quiz until it is submitted for grading. Tests created for use with LockDown Browser cannot be accessed with standard browsers."

https://support.opened.uoguelph.ca/instructors/courselink/integrations/content/respondus-lockdown-browser

The "Monitor" component of Respondus will be enabled. This component takes a video of the student during the exam. Students are instructed to **not leave their desk**, as this will automatically be flagged as requiring review for potential misconduct.

Instructions for downloading the Respondus LockDown Browser will be separately provided (see Courselink, under the Administration tab).

Zoom. Lectures and office hours will take place using Zoom on Courselink (under the Content tab). Zoom lectures will be recorded and uploaded to Courselink for those students unable to attend the live (synchronous) lecture.

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

Course Policies

Communication
Students are minimally expected to read the front NEWS page for the course. This will be the instructor's primary means of communication outside of the classroom. It is strongly recommended that students also read 'Discussions/Posts to-from Dr. Hennig' for more detailed clarifications regarding assignments as well as further course content discussion.

Grading Policies
Late Assignments:
The course follows a strict grading policy. It is your responsibility to meet course deadlines. A degree of academic independence, as well as personal organization and time management are explicit goals/learning outcomes of this course. The manner of submission and due dates are explicitly described in the course website for all your assignments. A reduction of 10% per day will be in effect for late submissions.

Grade re-assignments:
Where students believe their assigned grade does not accurately reflect their submissions, students are to contact the course instructor who will assign another TA to grade the work blindly. Whatever the 2nd grade is, whether higher or lower, the student will be required to accept the re-grade.

File Format Policy

All written assignments are to be uploaded using either MS Word 'docx' or PDF file format ONLY. Any late submissions owing to having to re-uploaded a correct file format will be considered late and penalties applied.

Re-Grading of Assignments Policy

Where a student is of the belief that an assignment has not been accurately graded, they are to pursue a 2-step course policy: 1) as soon as possible, meet with the original TA that graded the assignment, and if a student remains dis-satisfied, 2) they can request from the instructor that another TA re-grade the assignment. Note that the student will be required to accept the re-grade, whether it be higher or lower.

[Undergraduate Grading Procedures](#)

Please note that these policies are binding unless academic consideration is given to an individual student.
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. Similarly, any material created by the course instructor is intended for those enrolled in this course solely. Under no circumstances are you allowed to disseminate course materials to external parties.

Student Rights and Responsibilities when Learning Online
Privacy Rights
Lectures held via Zoom may be recorded for the purpose of review and/or for students who missed the lecture. As a student, you have the right to protect your privacy online and may choose to turn off your video and/or audio when in session. In the event that your video and/or audio remain on, please note that you are consenting to your presence in lecture recordings. Under no circumstances are you permitted to transmit copies of the recordings to others, without the express written consent of the instructor.

Online behaviour
According to the University Secretariat, students have a responsibility to help support community members' access to the tools they need to engage in their learning and development, both in and outside of the classroom. An example of this type of responsibility is the requirement to abide by the following:

Section 4.3.3. Disruption - to not interfere with the normal functioning of the University, nor to intimidate, interfere with, threaten or otherwise obstruct any activity organized by the University, including classes, or to hinder other members of the University community from being able to carry on their legitimate activities, including their ability to speak or associate with others.

As such, appropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include

• Posting inflammatory messages about your instructor or fellow students
• Using obscene or offensive language online
• Copying or presenting someone else's work as your own
• Adapting information from the Internet without using proper citations or references
• Buying or selling term papers or assignments
• Posting or selling course materials to course notes websites
• Having someone else complete your quiz or completing a quiz for/with another student
• Stating false claims about lost quiz answers or other assignment submissions
• Threatening or harassing a student or instructor online
• Discriminating against fellow students, instructors and/or TAs

- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your username and password

University Policies

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

Illness

The University will not require verification of illness (doctor's notes) for the Fall 2020 or Winter 2021 semesters.

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 [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the [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 Dec. 04, 2020 . For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#). Instructors must still [provide meaningful and constructive feedback to students prior to the 40th class](#) day. [Current Undergraduate Calendar](#)

The last date to drop one-semester courses, without academic penalty, is Friday December 4, 2020. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).
[Current Undergraduate Calendar](#)

Additional Course Information

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. 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.

In this course, **your instructor will be using Turnitin.com** to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.