

# PSYC\*6630, Course Outline: Fall 2023

## General Information

**Course Title:** Developmental Psychology

**Course Description:**

The purpose of this course is to provide an overview of the major theories, research methods, and empirical findings in developmental psychology. We will examine the conceptual underpinnings of taking a developmental approach to understanding behavior in any area of psychology, but a particular focus of the course will be on the development of biological, cognitive, affective, and social processes at multiple levels of analysis.

**Credit Weight:** 0.50

**Academic Department (or campus):** Psychology

**Semester Offering:** Fall 2023

**Class Schedule and Location:** Wednesday 9:00-12:00

## Instructor Information

Instructor Name: Stephanie Craig, Ph.D., C.Psych.

Instructor Email: stephanie.g.craig@uoguelph.ca

Office location and office hours: Office hours by appointment only

## GTA Information

N/A

## Course Content

**Specific Learning Outcomes:**

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

1. Explore key theories and principles of development.
2. Discuss and appraise current conceptualizations of the interplay of genetic and environmental influences on children's development.
3. Integrate knowledge of developmental psychology with biological, affective, cognitive, and/or social aspects of behavior.

4. Critically analyze, evaluate, and have in-depth discussions about assigned readings including theoretical arguments and empirical findings.
5. Examine and evaluate research methodologies employed in developmental science.
6. Effectively communicate key tenets of developmental psychology.
7. Demonstrate knowledge and skills in professionalism (e.g., punctuality, effective communication, collaboration) via group-based assignments and through interactions with other students and faculty.

The above learning outcomes align with CCAP competencies as outlined below.

CCAP Competencies & Facets	Level	Specific LO
<p><b>Professionalism &amp; Interpersonal Relationships</b>            Demonstrates knowledge of theories and empirical data regarding relationships (e.g., diversity, interpersonal relationships, power relationships, therapeutic alliance, interface with social psychology, etc.)</p> <p>Demonstrates knowledge of others, including the macro-(e.g., work, national norms, etc.) and micro environments (e.g., personal differences, family, culture, gender differences, etc.) in which people function</p> <p>Engages in a professional level and style of conduct and deportment (e.g., organization, timeliness, dress and hygiene, practicing within one’s competence)</p>	<p>Intermediate</p> <p>Basic</p> <p>Advanced</p>	<p>1,2,3,4,5,6</p> <p>1,2,3,4,5</p> <p>7</p>
<p><b>Assessment &amp; Evaluation</b>            Demonstrates knowledge of human populations served and human development</p>	<p>Intermediate</p>	<p>1,2,3,4,5,6</p>
<p><b>Research</b>            Engages in critical consumption and interpretation of the scientific literature and performs scientific review and critique (i.e., evaluate its significance, limitations, and contribution)</p>	<p>Basic</p>	<p>1,2,3,4,5</p>

**Lecture Content:**

<b>Week</b>	<b>Date</b>	<b>Topic</b>
1	Sept 13	Introduction
2	September 20	Developmental Theory and Processes
3	September 27	Biology, Brain, Genes, and Development
4	October 4	NO CLASS
5	October 11	Temperament and Personality
6	October 18	Emotional Development and Regulation
7	October 25	Cognitive Development Social Cognition and Theory of Mind
8	November 1	Family Relationships Parenting and Attachment
9	November 8	Prosocial Behavior Moral Development
10	November 15	Physical/Motor Development Gender Development
11	November 22	Executive Functioning Language
12	November 29	Social Development Peer Relationships

\*Schedule is tentative and may change.

**Course Assignments and Tests:**

<b>Assignment or Test</b>	<b>Due Date</b>	<b>Contribution to Final Mark (%)</b>	<b>Learning Outcomes Assessed</b>
Weekly Readings and Participation	Weekly	15%	1, 2, 3, 4, 5, 6, 7
Discussion Facilitator	On assigned days; dates TBD	15%	1, 2, 3, 4, 5, 6, 7
Peer Feedback	On presentation days	15%	7
In-class Presentation	By the last day of class	40%	1, 2, 3, 4, 5, 6, 7
Infographic	One week after your presentation	15%	3, 6

**Additional Notes:**

- 1. Weekly Readings and Participation:** Students are expected to come to class prepared to discuss *all* assigned readings, which will focus on theory and research related to diverse areas of developmental psychology. This participation requires the completion of assigned readings *prior* to class. I expect our discussions to be lively, wide ranging, and involve critical evaluations of the readings. We will not be devoting our time to simply reviewing or summarizing the research. It is expected you will contribute to class discussions each week, though some weeks you might have more to say than others, depending on your background and interests. Participation will also be graded based on the quality of contributions.

Mediocre participation	Superior participation
Comments that are broad and do not apply to the readings or do not involve any analysis/interpretation of the readings. E.g., "That article was interesting."	Critical comments about empirical approach, findings, and conclusions of readings.
Simple summaries of research findings.	Informed comments about ways to empirically or theoretically extend the work that is discussed.
	Comments that make connections to other theoretical/conceptual perspectives or related lines of research.

- 2. Discussion Facilitator:** For the first three weeks, 3-4 students will summarize the key points from the readings and lead a discussion on the topic. This involves preparing a succinct review of the readings and raising thought-provoking questions to foster discussion with the class. The goal is to critically analyze, evaluate, and have in-depth discussions about theoretical arguments and empirical findings from the readings and to integrate knowledge with other domains of child development. You are encouraged to think critically about the implications of indigenization, equity, diversity, and inclusion (I-EDI) in your discussions. In doing so, I recommend thinking about the implications of I-EDI issues on our understanding of development and developmental theories. Facilitation will be evaluated according to degree of preparation, the quality of discussant contributions, and how well the facilitators provide the support required moment to moment by the larger group.
- 3. Peer Feedback:** Students will be required to provide feedback to their peers on their presentations. A rubric will be provided by the course instructor for this purpose. The rubric should be completed after the presentation so as to not interfere with learning during the presentation (though you may take some notes throughout the presentation). It is expected that feedback will include positive and helpful aspects of the presentation as well as constructive feedback to help guide the presenter's skill development in this area.
- 4. Presentation:** Students will present on a developmental domain (to be assigned during the first day of class). At a minimum, this presentation should cover: the relevance of the domain for child development, our current understanding of children's developmental progression along this domain (think infancy to adulthood), ways to measure aspects of this domain, and how this domain relates to other developmental domains. You should

plan for a 1-hour presentation. Sample readings will be provided by the instructor, but it is expected that students will assign relevant readings to the group at least 1 week prior to the presentation.

- 5. Infographic/Handout:** On the week after your presentation, you will be asked to share your infographic/handout with the group. The handout should explain the nature and/or development of a single construct (e.g., attachment, theory of mind). Your target audience should be a caregiver looking to learn more about the construct. Handouts will be evaluated according to the following criteria: Accuracy of information, relevance of information (i.e., the key issues are described), and readability/ease of use.

**Final examination date and time:** N/A

**Final exam weighting:** N/A

### **Course Resources**

#### **Required Texts:**

We will read and discuss published peer-reviewed articles and book chapters. These will be made available on Courselink. A reading list will be posted following the first day of class.

#### **Recommended Texts:**

Miller, P. H. (2016). *Theories of Development Psychology* (5th ed.). Worth Publishers.  
This is a graduate-level overview of the major theories of developmental psychology.

Siegler, R. S., Saffran, J. R., Graham, S., Gershoff, E. T., & Eisenberg, N. (2020) *How Children Develop* (Canadian Ed.). Worth Publishers.

This is an advanced undergraduate-level, thematically organized overview of developmental psychology.

### **Course Policies**

#### **Grading Policies**

All assignments must be submitted by the specified deadline. For presentations and discussion facilitator, you must notify me in advance if you cannot present that day. It is also your responsibility to arrange to switch days with another classmate if you cannot present on your assigned day. You will be asked to submit documentation.

[Graduate Grade interpretation](#)

#### **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**

**Disclaimer:** This course is an in-person seminar course and attendance is required. However, in light of ongoing concerns around COVID-19, I will allow students to attend virtually (hybrid) for single classes if they are symptomatic or testing positive for COVID-19. This course is not designed to be a hybrid course; however, I appreciate that many graduate students do not want to miss important information and I would rather not spread illness within the class.

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**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

For information on current safety protocols, follow these

links: <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>

<https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives

## **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:

[Grounds for Academic Consideration](#)

## **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 [Graduate Calendar](#).

### **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](mailto: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. 03, 2021. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Graduate Calendar](#)