

PSYC*2450 sec.01 Course Outline: Fall 2016

General Information

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: F16

Class Schedule and Location:

When: Tuesday & Thursday, 11:30 - 12:50

Where: ROZH 103 (Rozanski Hall)

Instructor Information

Instructor Name: Karl H. Hennig, Ph.D., C.Psych.

Instructor Email: khennig@uoguelph.ca

Office hours: Thursday 1 - 2:30pm, or by appointment

Office location: MacKinnon-extension Rm.4016 (top floor of the new extension building)

GTA Information

GTA#1 Name: Rachel Moline (0.5)

GTA#1 Email: rmoline@uoguelph.ca

GTA#2 Name: Lindsay Bryant (0.5)

GTA#2 Email: bryantl@uoguelph.ca

GTA#3 Name: Kathryn Quinlan (1.0)

GTA#3 Email: quinlank@uoguelph.ca

<rmoline@uoguelph.ca; bryantl@uoguelph.ca; quinlank@uoguelph.ca>

GTA office location and office hours: TBA

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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 child abnormal psychology
- 1.2. Inquiry and Analysis: Understand the process of evidence-based inquiry in the field
- 1.4. Creativity. Evaluates creative solutions to problems and creative ways of investigating topics

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

- 5.1 Teamwork. Demonstrates personal responsibility, accountability, and sensitivity to the group
- 5.5. Personal Organization/ Time Management [Discussed but not assessed]

Additional information concerning Undergraduate Learning Outcomes is available at:

[Learning Outcomes Resources](#)

Lecture Content:

Lecture with class discussion, video, small group discussion, application/reflection assignments, and course textbook readings. See below "Course Content by Week and Date."

Labs & Seminars: None

Lecture Content by Week and Date

Weeks Dates Chapter Readings

1	Sept.8 & 13	Introductions, Heredity & Environment (C.3)
1-2	15 & 20	Physical Development (C.6)
2-3	22 & 27	Cognitive Development: Piaget & Vygotsky (C.8)
	Oct.3	Review Questions due - submitted to Dropbox (<11:59pm)
5	Oct.6	Midterm #1 (3 Chapters: 3, 6, 8)
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3-4	29& Oct.4	Cognitive Development: Information Processing (C.9)
	10 & 11	No classes - Fall Break
4-6	Oct.13 & 18	Intelligence (C.10)
6-7	20 & 25	Language & Communication (C.11)
7-8	27 & Nov.1	Emotions, Temperament, & Attachment (C.12)
	Nov.4	40 th Day of classes. Last day to drop 1 semester courses
	5	Review Questions due - submitted to Dropbox (<11:59pm)
10	8	Midterm #2 (4 Chapters: 9, 10, 11, 12)
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8-9	Nov.3 & 10	Self Development (C.13)
9-10	15 & 17	Sex, Differences & Gender (C.14)
11	22 & 24	Moral Development (C.15)
12	29& Dec.1	The Family (C.16)
	Dec.1	Last day to complete bonus research - 11:59pm (if studies available)
		Review Questions? - None required for this section
	Dec.8	FINAL EXAM 2:30 - 4:30 pm - 2 hrs; (4 Chapters: 13, 14, 15, 16)

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Review Questions for Midterm 1	October 3 (Submit to Dropbox)	2.5	1.1, 1.2, 2.5, 3.1, 3.2, 4.2
Midterm 1 (3 Chapters)	October 6	25	1.1, 1.2, 2.5, 3.1, 3.2, 4.2
Review Questions for Midterm 2	November 5 (Submit to Dropbox)	2.5	1.1, 1.2, 2.5, 3.1, 3.2, 4.2
Midterm 2 (4 Chapters)	November 8	30	1.1, 1.2, 2.5, 3.1, 3.2, 4.2
In-Class Quizzes	Typically 1 per class	10	1.1, 1.2, 2.5, 3.1, 3.2
Final Exam (4 Chapters)	December 8	30	1.1, 1.2, 2.5, 3.1, 3.2, 4.2, 5.2
Research Projects (optional)	December 1 (Last day)	1-2 BONUS	1.2, written alternative: 1.1, 4.2

Additional Notes:

Review Questions. Review Questions are posted in the PowerPoint slides at the start of each class lecture. These form the structure and content of class lectures, and from which questions for the essay portion of the exams are drawn. Students are encouraged to complete these in groups, which can be formed on the Discussions/Messaging/'Post to entire class' link on Courselink. Grading: Complete a "good draft" of at least 80% of the Review Questions and submit prior to the due date (11:59pm). A pass/fail grade is assigned. A 1.5% deduction will occur on late submissions. Submissions more than 48hrs after the due date will NOT be accepted. Completion of this course component is aimed at encouraging students to be better prepared for the exams.

In-Class Quizzes. The best 15 (out of some 20) quizzes will be used to compute the term grade for this component. You can only complete these quizzes in class using your "i>Clicker". Each quiz is based on the lecture that is presented on that day. If you do not attend a lecture that contains a quiz or you do not have your clicker with you, you miss the quiz and there is no make-up. Register your i>Clicker early at: <http://www.uoguelph.ca/courselink/iclickers.html>. Do confirm i>Clicker registration against the course GradeBook. Registration with the i>Clicker site doesn't always make its way to my own registration file, for whatever reason. It is academic misconduct for students to complete i>Clicker Quizzes for anyone other than themselves.

Exams. These are completed in class on the assigned date. Exam format is multiple choice and short essay. There are NO make-up exams (see Grading Policies below). All exams are based on the course text, readings, and lecture material. Students are responsible to check their course outlines for potential exam conflicts. Follow the links below to find practice tests to prepare for the exams:

Research (bonus). Depending on project availability, 1% bonus marks will be given for each project completed up to a maximum of 2% (for 2 projects). Students who do not wish to be involved with research will have the option of completing a written alternative assignment that will entail reading a brief article and answering a series of questions. The total amount of time required to complete each research project or the corresponding written assignment will be approximately 45 to 60 min. For purposes of confidentiality, neither the course Dr. Hennig (hereafter the *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.

Final examination date and time:

Final Exam (on Chapters 13, 14, 15, &16)

Date & Time: December 8, 2016 2:30am - 4:30pm (2 hours)

Location: TBA

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.

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

Recommended Texts: None listed**Other Resources:**

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

Additional Costs:

In-class quizzes will require an i>Clicker. These can be purchase either used or new. Note that these must be re-registered anew for each semester.

Course Policies**Grading Policies**

Exams. There will be NO re-scheduling of exams for reasons of conflict. There are NO make-up 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 exam.

Research (bonus). Links to research projects where provided, will only be available until Dec.1, 11:59pm. Alternative research assignments will also not be accepted after this time.

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.

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

For more information, contact SAS at 519-824-4120 ext. 56208 or email 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 November 4, 2016. For regulations and procedures for Dropping Courses, see the Academic Calendar:
[Current Undergraduate Calendar](#)