

Psychology 2110A - Introduction to Child Development
Department of Psychology
The University of Lethbridge
Fall 2012

Location:

MWF; 10:00-10:50; PE261

Instructor:

Dr. Margaret Forgie

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Office Hours: By individual appointment at a mutually convenient time.

Teaching Assistant: TBA**Course Description:**

Psychology 2110 provides students with an introduction to the field of Developmental Psychology. In this course, the aim is to come to an understanding of the fundamentals of scientific psychology as they apply to the normative pattern of development in humans. At this introductory level, the emphasis is on the period of early childhood (including pre-conception and the prenatal period). Three general areas will be emphasized: a description of processes that apply to all children, or universals (e.g., prenatal development; human predispositions toward specific environmental stimuli); a description and investigation of the sources and types of individual differences among children (e.g., sex differences; attachment and parenting style); and, finally, the problems that arise from severe disturbances or deviations in the normative path (e.g., genetic disorders, environmental deprivation, exposure to toxins). In order to understand the growth of behaviour in all humans, it is essential to address these developmental issues from a broad, interactionist perspective that emphasizes all aspects of a child's life. In taking this perspective, we will consider the biological, cognitive, social, and emotional processes that are characteristic of human development, which necessarily includes discussion of the different contexts in which these processes occur (e.g., physical environment, daycare, school, family, peers).

Course Prerequisite:

The required prerequisite for this course is Psychology 1000. Students who have not taken Psychology 1000 or an equivalent (e.g., a verified transfer credit) will be deregistered from the course without warning. Prerequisite waivers for Psychology 1000 will be considered in exceptional circumstances, and such requests must be submitted to me prior to the end of the add/drop period. Please note that submitting a request for a waiver does not guarantee that you will receive one. I will evaluate each case individually.

Required Text:

Shaffer, D.R., Kipp, K., Wood, E., and Willoughby, T. (2012). *Developmental Psychology: Childhood and Adolescence, Fourth Canadian Edition*. Nelson Education Ltd.: Toronto, ON.

Course Rules and Regulations:

Attendance at lectures is not mandatory, yet each student is responsible for any material that is presented in the lecture (content, as well as any announcements etc.) whether or not you choose to

attend. Cell phones **MUST** be turned off during class and texting is absolutely prohibited. Students are permitted laptops or tablets for the sole purpose of taking notes. Unless you are a student with special needs (see below), there is **NO** reason to be doing anything with your computer other than taking notes during the lecture. Likewise, there is no reason for conducting a social chit-chat session during the lecture. These behaviours are rude, disrespectful and disruptive to students and professors alike. In addition, though everyone is late every now and then (or needs to leave a bit early), including me, once class is in session, you are not welcome to disrupt the class with your late arrival. Should you have an ongoing situation that prevents you from arriving or leaving class on time, please contact me personally.

NB: All students are expected to be familiar with Part 4 of the University of Lethbridge Calendar that governs Academic Regulations, Policies, and Program Requirements. In particular, all students should be familiar with Sections 5 and 9 (note that Section 9 was updated online after the printing of the paper Calendar). <http://www.uleth.ca/ross/2012-13/calendar/part04.pdf#page=16>

Course requirements:

(1) Lectures and Readings. Each class a lecture will be presented on a particular topic/area of developmental psychology with a companion reading from a chapter (or portion thereof) of the required textbook. All students are expected to have read the appropriate textbook material prior to each lecture. Note that the lecture guides the course not the textbook. Thus, students that approach learning by memorizing textbook material rather than attending lecture should not expect to be adequately prepared for examinations. In addition, I will post brief summaries of text slides **FOLLOWING** each lecture, but don't expect those notes to be adequate preparation for exams on their own.

(2) Evaluation. Your percentage mark in the course will be based on your performance on three out-of-class tests given throughout the semester (each covering approximately 4 to 5 weeks of lectures and readings). **All tests will be based on material from both the lecture and the textbook.** Each of these tests will consist of multiple-choice questions and each test will count equally towards your final grade. Exams are **non-cumulative** and material to be covered on each test will be clearly outlined prior to the start of the exam. There is **no** cumulative final exam in this course and, therefore, none will appear on the final exam schedule; Test 3, however, will be written during the final exam period. These out-of-class tests will be closed book, and will be written in the University's Testing Facility using the Moodle testing utility (see below). **NB. All students are to write the exams within the scheduled dates. NO EXCEPTIONS WILL BE MADE**

Extra Credits for Research Participation:

In addition to the foregoing, this course provides students with an opportunity to participate as a subject in ongoing research projects. If you volunteer to be a participant each project usually requires about one hour of your time. In recognition of the value of your data, and in recognition that you are learning something about the discipline of psychology beyond that of the typical classroom environment, an extra credit of 1 to 2% for each study (variable) in which you participate will be added to your final course percentage. **MAXIMUM EXTRA CREDIT = 5%**. These extra credits are added only after all grade cutoffs have been established, such that students who choose not to participate are not disadvantaged.

Directions for Participation

Following add/drop you will receive an email to your U of L account with your Login name and password. It is **IMPORTANT** that you keep this information. The first time you login to the Sona System, you will use your user name and the password [psyc2110a]. Once you have signed in you may

change your password. Please go to <http://psychleth.sona-systems.com> and sign in as soon as you receive notification to do so. Studies will then become available on September 17, 2012.

NOTE: There will be NO transfer of credits between courses. If you are registered in another course that offers credits, a second email will be sent to you with a different email and password. Sign up in the course that you want your credits to be assigned. Further studies and timeslots will be added throughout the semester, please keep checking, but remember participation is on a first-come basis. Note that there is no guarantee that all students will be able to achieve the maximum credit. The last date to participate in studies is December 4, 2012. If you experience problems with the Sona System, or you have inquiries regarding participation, please contact Leanne at wehlage@uleth.ca.

Students with Special Needs:

If you have a documented condition that prevents you from fully participating in this course, including evaluation procedures, it is your responsibility to contact me if special arrangements are necessary to accommodate your individual situation. Please note that you must contact Counselling Services to acquire an official letter registering your situation. No accommodations will be given without official notification from that office.

Grading:

Letter grades will be assigned to final percentages according to the following scale:

A+ (90+)	B+ (77-79)	C+ (67-69)	D+ (56-59)
A (85-89)	B (73-76)	C (63-66)	D (50-55)
A- (80-84)	B- (70-72)	C- (60-62)	F (< 50)

Web Sites, Internet Testing, and E-mail:

(1) Course Information. All students have a U of L computer account. Your account name is equivalent to your username and your password is the same as you use for email. You will need this information to access Moodle to obtain course information and to write exams. If you require assistance with anything related to using computers at the U of L, please contact the Student Help Desk. Should you require assistance with your Moodle account please contact the Curriculum Redevelopment Centre (CRDC).

(2) Internet Examinations. Exams for this course will be closed book exams, written out-of-class, using the Moodle testing utility. All students will write their exam at the University of Lethbridge's Testing Facility. Please read the section of this syllabus that describes the exam format.

(3) Taking Your Test. Please see the following URL for Testing Centre Location and Procedures related to taking your test. http://fusion.uleth.ca/crdc/testcenter/testcenter_student_info.htm
Opening and closing days for each of the three tests in this course are given on the course schedule.

(4) E-mail Accounts. My primary method of communicating with you for general notices and points of interest to supplement lecture material, will be via email and in-class announcements. Occasionally you will also receive emails from the account Memorandum, Department regarding Extra Credit Participation (check that your junk/spam filter allows this account to send to your U of L account). Please be sure you check your U of L email on a regular basis, or have that account forwarded to your usual email provider. Finally, do your best to do regular housekeeping so that you do not miss important notices that relate to this course due to a full mailbox.

Preliminary Course Schedule and Projected Reading List¹

Sept. 5 Introductory Class – Course Information, Explanation of Exams and Requirements, and a Moodle Demonstration
(All students are expected to attend this class)

Sept. 7, 10 Theory and Research in the Developmental Sciences: Ch. 1 & 2
Sept. 12, 14, 17 Foundations of Development I: Ch. 3
Sept. 19, 21, 24, 26 Foundations of Development II: Ch. 4 & 5
Sept. 28, Oct. 1, 3, 5 Foundations of Development III: Ch. 6
Oct. 8, 10, 12 Language, Learning, and Cognitive Development I: Ch. 7
October 8: NO CLASS - Statutory Holiday - Thanksgiving Monday

Test 1: opens Tuesday, October 9 and closes Sunday, October 14

Oct. 15, 17, 19 Language, Learning, and Cognitive Development II: Ch. 7 & 8
Oct. 22, 24, 26 Language, Learning, and Cognitive Development III: Ch. 8 & 9
Oct. 29, 31, Nov. 2 Language, Learning, and Cognitive Development IV: Ch. 10
Nov. 5, 7, 9 Language, Learning, and Cognitive Development V: Ch. 11

Test 2: opens Tuesday November 13 and closes Sunday, November 18

Nov. 12, 14, 16 Social and Personality Development I: Ch. 12
Nov. 19, 21, 23 Social and Personality Development II: Ch. 13
Nov. 26, 28, 30 Social and Personality Development III: Ch. 14 & 15
Dec. 3, 5, 7 The Ecology of Development - Family and Peer Relationships: Ch. 16 & 17

Test 3: opens Monday December 10 and closes Friday, December 14

¹This is a general schedule and reading list to assist you with understanding the topics and reading load for this class. We will not cover all parts of some chapters, and I will announce specific readings in class, via email, and will post to Moodle as we cover each topic. Material to be covered on each exam will be clearly outlined prior to each test. Regardless of the material that we have covered by that point, exam dates will not change.