



Psychology 2110A – Introduction to Child Development – Spring 2014

Department of Psychology

Location:

MWF, 12:00-12:50 pm, PE261

Instructor Information:

Dr. Margaret Forgie (D850)

Phone: (403) 329-2437

Email: forgie@uleth.ca (preferred contact)

Office Hours: by individual appointment

Course Description:

This course is designed to provide an introduction to the field of developmental psychology, which is the application of the fundamentals of scientific psychology to the understanding of the normative pattern of development in humans. At this introductory level, the emphasis is placed on the period of early childhood (conception to five years of age) with the aim to give students a foundation for more advanced courses in developmental psychology at senior levels. All topics will be addressed from a broad, interactionist perspective that includes biological, cognitive, social, and emotional processes. In doing so three main areas will be addressed: a description of processes that apply to all children, or universals (e.g., genetics, prenatal development, predispositions toward specific environmental stimuli); a description and investigation of the sources and types of individual differences (e.g., sex differences, attachment and parenting style); and a description of the consequences of severe disturbances or deviations to the normative path (e.g., genetic disorders, environmental deprivation).

Course Prerequisites:

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) may be deregistered from the course without warning. Requests for a waiver must be submitted to me in writing prior to the end of the add/drop period (using the Prerequisite Waiver form that is available from the Registrar's Office). Submitting a request for a waiver does not guarantee that you will receive one; each case will be evaluated individually. Regardless of specific background, all students are expected to have a working knowledge of the fundamentals of psychology and the scientific approach to understanding human behaviour.

Required Text:

Shaffer, D.R., Kipp, K., Wood, E., & Willoughby, T. (2012). *Developmental Psychology: Childhood and Adolescence* (4th Canadian ed.). Toronto ON: Nelson Education.

Course Format:

(1) Lectures and Readings. Each class, a lecture will be presented on a particular topic/area of psychology. All students are expected to prepare in advance of class by reading assigned textbook material. Although attendance at lectures is not mandatory, each student is responsible for any material that is presented in class (content, as well as any announcements) whether or not you choose to attend. Class meetings may include discussion, films, and other activities that will NOT be made available to students who do not attend class.

(2) Evaluation (100%). Your mark in the course will be based on your performance on three out-of-class exams given throughout the semester (each covering approximately 4 to 5 weeks' worth of lectures and readings). Exams are closed-book and will be based on material from both the lectures and the readings. Each of these tests will consist of multiple-choice questions and will count equally toward your final grade. Additional work will not be assigned for those who wish to improve their course grade and the weighting of exams will not be changed for poor performance. Due to university regulations, the third exam will be written during the final exam period.

Exam dates:

Exam 1: Tuesday February 11 to Saturday February 15

Exam 2: Tuesday March 18 to Saturday March 22

Exam 3: Tuesday April 22 to Saturday April 26

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 regarding your individual situation. Please note that no accommodations will be given without official notification from the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>).

Missed Exam Policy:

With the exception of extreme extenuating circumstances (e.g., prolonged illness, accident, or bereavement), all students must write the exams within the designated time period. Should you find yourself in an extreme situation, please contact me ASAP via email so that I may assist you with understanding your options. Medical reasons must be supported by a physician's statement that you were either unable to attend university for the entirety of designated time period, or your performance would be seriously affected by sudden onset of illness during that time period. Your documentation must include the physician's name and contact information. Similar documentation is required for any non-medical reason (e.g., bereavement). Please see policy on email below.

NB: Without documentation, a grade of 0 (zero) will be recorded for any student who does not write the exam during the designated time period.

Course Rules and Regulations:

Students are responsible for familiarizing themselves with the Academic Regulations and Policies contained within the University of Lethbridge Academic Calendar. In particular, all students should be familiar with Sections 5 and 9. (<http://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2013-14/part04.pdf>).

As per the University Calendar, Section 5.h.1.: "*When a student disrupts instructional activities, the instructor may exclude the student immediately from instructional space and/or from future scheduled instructional meetings of that course pending further actions by the Dean.*"

When students conduct a social chit-chat session during the lecture, it disrupts instructional activities and, consequently, professors will respond according to the University Calendar regulation. To minimize other forms of disruption, cell phones **MUST** be turned off during the lecture and texting is absolutely prohibited. Students are permitted laptops or tablets for the sole purpose of taking notes. Avoid engaging in off-task internet use (e.g., Facebook, Google, Texting) as it distracts you and others around you. Unless you are a student with special needs (see below), there is no reason to be doing anything with your device other than taking notes. A diversity of viewpoints will inevitably exist in the

classroom. Voicing well-reasoned disagreement with others' viewpoints is perfectly fine; being combative, intolerant, or disrespectful towards others is not (see the University Calendar Section 5.b.1).

Copyright, Moodle, and Intellectual Property:

With the exception of information that is freely available on the internet, all course information should be treated as copyright protected. You are free to download and print a SINGLE copy of any materials posted for your use within Moodle, and you are free to take your own notes in class and from the textbook (of course!). You are *not* permitted to distribute the information in any form to persons not registered in this course in this semester. Once the information is in your hands, you are responsible for what you do with it and your instructor will not be held responsible for students who choose to violate the law. The Students' Union maintains a Note Bank for students to turn in their class notes at the end of semester. Stop and think before you turn in your "notes". You are legally responsible for what you submit. Still photographs of, and audio or video recording of, lectures or any other in-class presentation or activity is *strictly prohibited*. Doing so violates intellectual property rights and the privacy of your classmates who have not consented to have their voice/questions recorded.

Online Course Information and Testing:

It is the responsibility of all students to familiarize themselves with the Moodle LMS and to check the site on a regular basis to keep abreast of the course material. <https://moodle.uleth.ca/>

(1) Course Information: All course information will be available from the Moodle LMS system. This information includes the syllabus and class-by-class updates on the projected schedule and reading list appended to this syllabus. Students will be able to track their standing in the course by accessing the Moodle grade book. The running updates for the course will include a brief synopsis of the material covered during each class and an abbreviated version of lecture slides. Updates will be posted after each class. Students should not assume that these summaries are adequate preparation for exams.

(2) Examinations: Exams will be written out of class at the University of Lethbridge Testing Centre, using the online Moodle testing utility (<https://moodle.uleth.ca>). Your Moodle username is equivalent to your U of L email username (the part of your email address that comes before "@uleth.ca") and your Moodle password is your email password. Should you require assistance with Moodle or your account, please contact the Teaching Centre staff (email: teachingcentre@uleth.ca)

Students should familiarize themselves with Testing Centre procedures and hours of operation before arriving to write the exam (see: <http://www.uleth.ca/teachingcentre/testing-centre>). Access is granted on a first-come, first-served basis. Once you enter the facility, you will be required to present valid picture ID (either your student card or a valid driver's license) and to fill out a brief form that registers your exam. All students must submit their exam by the closing date and time of the testing centre. Please allow yourself adequate time to complete your exam. It is strongly recommended that students write the exam as early as possible during the scheduled exam time because seating in the Testing Centre is limited and demand for seats is high.

(3) Email: Other than posts to Moodle, my primary method of communicating with you for general notices and points of interest to supplement course material will be via in-class announcements or by email to the class listserv. Please check your U of L email account on a regular basis, or have that account forwarded to your preferred email provider. Please do your best to remember to do regular housekeeping of your U of L account so that you do not miss important notices that relate to this course due to a full mailbox. 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).

NB: Email Policy

Please note that I will not reply to any email that is not sent from your U of L account unless it is an emergency situation. Furthermore, I will not reply to an email that does not include the course number in the subject header and your ID# and full name (as it appears on your registration) in the signature. Finally, I will not reply to email regarding basic course information that has been made available in class, has been posted on Moodle, is given within this syllabus, or you are disrespectful to me.

Extra Credits for Research Participation:

In addition to the foregoing, this course provides students with an opportunity to get involved as a participant 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 = 3%. These extra credits are added only after all grade cutoffs have been established for course work (see Grading Scheme), 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 access the Sona System, use your user name and the password [psyc2110a]. Once you have signed in you should 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 January 17, 2014.

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, so 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 April 15, 2014. If you experience problems with the Sona System, or you have inquiries regarding participation or credits, please contact Ms. Leanne Wehlage-Ellis at wehlage@uleth.ca.

Grading Scheme:

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

A+ > 90	B+ 77 - < 80	C+ 67 - < 70	D+ 56 - < 60
A 85 - < 90	B 73 - < 77	C 63 - < 67	D 50 - < 56
A- 80 - < 85	B- 70 - < 73	C- 60 - < 63	F < 50

Projected Course Schedule and General Reading List (as of January 8, 2014)

What follows is a general schedule of topics and readings to assist you with understanding the nature of the course and the reading load.

Jan. 8	Introductory Class – Course Information, Explanation of exams and Requirements (All students are expected to attend this class)
Jan. 10, 13, 15	Theory and Research in the Developmental Sciences: Chs. 1 & 2
Jan. 17, 20, 22	Foundations of Development I: Ch. 3
Jan. 24, 27, 29, 31	Foundations of Development II: Chs. 4 & 5
Feb. 3, 5, 7, 10	Foundations of Development III: Ch. 6

Test 1: opens Tuesday, February 11 and closes Saturday, February 15

Feb. 12, 14	Language, Learning, and Cognitive Development I: Ch. 7
Feb. 17, 19, 21	Reading Week - No Classes
Feb. 24, 26, 28	Language, Learning, and Cognitive Development II: Chs. 7 & 8
Mar. 3, 5, 7	Language, Learning, and Cognitive Development III: Chs. 8 & 9
Mar. 10, 12, 14	Language, Learning, and Cognitive Development IV: Chs. 9 & 11
Mar. 17, 19, 21	Language, Learning, and Cognitive Development V: Ch. 11

Test 2: opens Tuesday, March 18 and closes Saturday, March 22

Mar. 24, 26, 28	Social and Personality Development I: Ch. 12
Mar. 31, Apr. 2, 4	Social and Personality Development II: Ch. 13
April 7, 9	Social and Personality Development III: Ch. 15
April 11, 14	The Ecology of Development - Family and Peer Relationships: Chs. 16 & 17

Test 3: opens Tuesday, April 22 and closes Saturday, December 26