

Psychology 2110: Introduction to Child Development Spring 2015

Class meetings: MWF 10:00-10:50, PE250

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Course description: This is an introductory course on child psychology. It describes how the biological, cognitive, cultural, environmental, and social factors together influence development throughout childhood. It also introduces you to the major phenomena, methods, theories, and findings of developmental psychology, especially as they apply to infancy and childhood.

Textbook:

Siegler, Eisenberg, DeLoache, Saffran, & Graham (2014) *How Children Develop. Fourth Canadian Edition*, Worth Publishers.

Coursework and grading: There will be three exams for this class, two midterms (30% each) and one final (40%). The final exam is cumulative, covering all materials presented throughout the semester. Students should come prepared for each class by reading the assigned textbook chapters or journal articles.

Grading scale:

A+	95 – 100	B+	80 – 84	C+	67 – 69	D+	55 – 59	F	0 – 49
A	90 – 94	B	75 – 79	C	63 – 66	D	50 – 54		
A-	85 – 89	B-	70 – 74	C-	60 – 62				

Online exams: All exams will be computer administered via Moodle at the Testing Center (University Hall, Room B700). More information regarding the online exam procedure can be obtained from the link: <http://www.uleth.ca/teachingcentre/testing-centre>. It will be up to you to go to the computer lab some time within the allotted period to take the tests. The tests will contain multiple-choice questions and may contain short answer questions. The dates during which you will be allowed to write the tests are in the course schedule.

Make-up policy: No make-up midterm or final exam will be given without a valid medical note or other official documentation.

Research bonus marks (optional): This course provides students with an opportunity to participate in active research programs of faculty members and students in the Department of Psychology. Calls for volunteers to assist in these studies will be made during the semester. If you are asked to volunteer, and you accept, each study usually requires one hour or less of your time, but this will depend on the individual research study. In recognition for your time, and in recognition that you are learning something about the discipline of child development, beyond what you would in the

normal classroom environment, an extra 1% for each study in which you participate will be added to your total grade at the end of the semester, up to a maximum of 2%. Note that there is no guarantee that all students will be able to achieve the maximum bonus. Your professor will not know which particular study you participated in. Students who wish to receive the research experience (and the bonus) but who do not want to participate in the study as research participants can still sign up for the study as “observers” (if the nature of the study allows it—please make sure to tell the researcher that this is the case), or will be given alternative options by the Department. Please check with the researcher to ensure that you have not completed this study previously.

Students with special needs: If you have any special needs that require accommodation, it is your responsibility to contact Counseling Services to acquire an official letter concerning your situation. Accommodations will only be given upon receiving the official notification from that office.

Classroom etiquette: As college level students, you are expected to exhibit good manners in classroom to show your respect to both the professor and to other students. This entails at least the following three basic aspects: 1) Turning off your cellphones and other electronic devices. Computers can only be used for note-taking purpose. 2) Arriving and leaving on time: unexcused late arrivals could be both disruptive to the instructor and to other students. Be punctual at the beginning of the class and don't pack your stuff until the instructor has completely finished lecturing. 3) No talking in class unless you are allowed to. Casual conversations should be carried out outside the classroom. Loud talking is very disruptive, especially for such a large class as ours.

Academic integrity: I am obliged to report to the University of any suspected cases of academic misconduct. plagiarism, cheating, and shared work. Please refer to the University calendar for the complete set of policies regarding academic integrity.

Additional readings:

Keen, R. (2003) Representation of objects and events: why do infants look so smart and toddlers look so dumb? *Current Directions in Psychological Science*, 12 (3): 79- 83.

Birch, S. A. J. & Bloom, P. (2004) The curse of knowledge in reasoning about false belief. *Psychological Science*, 18 (5): 382-386.

Pierce, L. J., Klein, D., Chen, J. K., Delcenserie, A., Genesee, F. (2014) Mapping the unconscious maintenance of a lost first language. *Proceedings of the National Academy of Sciences of the United States of America*, 111 (48): 17314–17319.

Olsson, A., Nearing, K. I., & Phelps, E. A. (2007) Learning fears by observing others: the neural systems of social fear transmission. *Social Cognitive and Affective Neuroscience*, doi: [10.1093/scan/nsm005](https://doi.org/10.1093/scan/nsm005).

Keen, R. (2003) Representation of objects and events: why do infants look so smart and toddlers look so dumb? *Current Directions in Psychological Science*, 12 (3): 79- 83.

Tentative course schedule

Month	Date	Day	Reading	Notes
Jan	7	W	Chapter 1	
	9	F		
	12	M		
	14	W	Chapter 2	
	16	F		
	19	M		
	21	W	Chapter 3	
	23	F		
	26	M		
	28	W	Chapter 4	
	30	F		
Feb	2	M		
	4	W	Chapter 5	
	6	F		
	9	M		
	11	W		
	13	F	Midterm	Feb 9 – Feb 13
	16	M		<i>No class</i>
	18	W		<i>No class</i>
	20	F		<i>No class</i>
	23	M	Chapter 6	
	25	W		
	27	F		

Month	Date	Day	Reading	Notes
March	2	M		
	4	F	Chapter 7	
	6	F		
	9	M	Chapter 8	
	11	W		
	13	F	Chapter 9	
	16	M		
	18	W	Chapter 10	
	20	F		
	23	M	Chapter 11	
	25	W		
	27	F	Chapter 12	
	30	M		
Apr	1	W	Midterm	Mar 27 – Apr 1
	3	F		<i>No class</i>
	6	M		<i>No class</i>
	8	W	Chapter 13	
	10	F		
	13	M	Chapter 14	
	15	W	Chapter 15	
	17	F		
	20-24		Final exam	