

**Psychology 2110A - Introduction to Child Development**  
**Department of Psychology**  
**The University of Lethbridge**  
**Summer Session I, 2013**

**Location:**

MW; 1:00-3:50; L1060 (Room may change prior to May 8)

**Instructor Information:**

Dr. Margaret Forgie (Department of Psychology, D850)

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**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. 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., and Willoughby, T. (2012). *Developmental Psychology: Childhood and Adolescence, Fourth Canadian Edition*. Nelson Education: Toronto ON.

**Course Rules and Regulations:**

Attendance at lectures is not mandatory, yet 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. 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. 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. 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, everyone (including me) is a bit late every now and then (or needs to leave a bit early). Once class is session, however, you are not welcome to disrupt us with your late arrival or early departure. Should you have an ongoing situation that prevents you from arriving or leaving class on time, please contact me personally. Finally, do not abuse the class listserv by sending communications that are not relevant to this course.

**NB.** All students are expected to be familiar with Part 4 of the current 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>

### **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 an official letter from the Disabilities Resource Centre (<http://www.uleth.ca/ross/disabilities/index.html>).

### **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 for this course will be closed book exams, written out-of-class, using the Moodle LMS. Please read the section of this syllabus that describes the exam format. All students will take their exam at the University of Lethbridge's Testing Facility. 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](http://fusion.uleth.ca/crdc/testcenter/testcenter_student_info.htm)

Opening and closing days for each of the three exams in this course are given on the projected schedule and reading list appended to this syllabus.

(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. Any requests for information pertaining to matters of a confidential nature (e.g., your particular standing in the course) must be sent from your U of L account, and you must include your ID# and your full name as it appears on your registration. 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: I will not answer email concerning basic information that is available in class, on Moodle, or within this syllabus.**

## 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 text. All students are expected to have read the appropriate text material prior to each lecture. Note that the lecture guides the course, not the textbook; thus, students that approach learning by memorizing textbook material should not expect to be adequately prepared for examinations. Class meetings will include discussion, films, and other activities that will NOT be made available to students that do not attend class. In addition, though I will post brief summaries of text slides used FOLLOWING each lecture, you should not 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 closed-book exams. Each of these exams 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. All exam questions will be based on material from both the lecture and the textbook. Although there is no cumulative final exam in this course, Exam 3 is scheduled on **June 26, 2013** (the official date of final exams for MW courses in the SSI 2013 semester). **NB. All students must take their 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 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 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 May 13, 2013. 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 June 21, 2013. If you experience problems with the Sona System, or you have inquiries regarding participation, please contact Ms. Leanne Wehlage-Ellis at [wehlage@uleth.ca](mailto:wehlage@uleth.ca).

## Grading Scheme:

Letter grades will be assigned to final course 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)

**Projected Course Schedule and General Reading List (as of May 3, 2013)**

In the SSI semester, each class meeting is equivalent to a full week of classes for regular courses offered in the Fall or Spring semester. What follows is a general schedule of topics and readings to assist you with understanding the nature of the course and the reading load. We will not cover all parts of some chapters; I will announce specific readings in class and post those readings to Moodle as part of the ongoing updates to the course.

Week 1:

May 8      Introductory Class – Course Information; Explanation of Exams and Requirements  
Theory and Research in the Developmental Sciences: Ch. 1 & 2

Week 2:

May 13      Foundations of Development I: Ch. 3  
May 15      Foundations of Development II: Chs. 4 & 5

Week 3:

May 20      No Class - Statutory Holiday - Victoria Day  
May 22      Foundations of Development III: Chs. 5 & 6

Week 4:**Exam 1 - Opens Thursday May 23 and Closes Saturday May 25**

May 27      Foundations of Development III: Ch. 6  
Language, Learning, and Cognitive Development I: Ch. 7  
May 29      Language, Learning, and Cognitive Development III: Chs. 7 & 8

Week 5:

June 3      Language, Learning, and Cognitive Development IV: Chs. 8 & 9  
June 5      Language, Learning, and Cognitive Development V: Ch. 10

Week 6:**Exam 2 - Opens Thursday June 13 and Closes Saturday June 15**

June 10      Language, Learning, and Cognitive Development V: Ch. 11  
June 12      Language, Learning, and Cognitive Development V: Ch. 11  
Social and Personality Development I: Ch. 12

Week 7:

June 17      Social and Personality Development II: Chs. 12 & 13  
June 19      Social and Personality Development III: Chs. 13 & 15

Week 8:

June 24      The Ecology of Development - Family and Peer Relationships: Chs. 16 & 17

**Exam 3 - Opens and Closes Wednesday June 26**