



UNIVERSITY OF
CALGARY

Department of Psychology
Psychology 351 (L01) – Developmental Psychology
Fall 2008

Instructor:	Dr. S. Graham	Lecture Location:	CHC 119
Phone:	220-7188	Lecture	TR 11:00 to 12:15
Email:	susan.graham@ucalgary.ca	Days/Time:	
Office:	Admin 254	Website	blackboard.ucalgary.ca
Office Hours:	Tuesdays 12:30 to 1:30		

Course Description and Goals

In this course, we will explore the field of developmental psychology, focusing primarily on the period from birth until early adolescence. We will cover methodology, theory and concepts relevant to understanding development. Consideration will be given to various theoretical approaches with strong emphasis placed upon empirical research findings.

Required Text

Siegler, R., Deloache, J., & Eisenberg, N. (2006). *How Children Develop* (2nd Ed). New York: Worth Publishers. Available for purchase at the University of Calgary Bookstore.

Evaluation

Component	Weighting toward final grade (Due date)
Exam #1	26.67% (Oct. 2)
Exam #2	26.67% (Nov. 4)
Exam #3	26.67% (To be scheduled by the Registrar)
Assignment #1	10% (due Oct. 14)
Assignment #2	10% (due Nov. 25)

Exams:

Exams will consist of multiple-choice questions. For all exams, you will be responsible for **both the lecture material and the material covered in the textbook.**

Assignment #1:

The goals of this assignment are to:

- provide you with experience finding and using the major developmental psychology journals
- provide you with experience reading and understanding empirical journal articles.
- provide you with experience abstracting the important information from journal articles.

For this assignment, you will be asked to read and summarize the main points of **one** article in a major child development journal. You will be asked to choose an **empirical article** (an article that reports the findings of an experiment or set of experiments). **Summaries will be 3 to 4 pages, typed and double-spaced. You must include a photocopy of the article you've chosen to summarize.** More details will be provided in class and a teaching assistant will be available to assist you with this assignment.

Assignment #2:

The purpose of this assignment is to acquaint you with Internet or community resources related to Developmental Psychology as well as to encourage you to critically evaluate information presented in these formats. For this assignment, you should locate an Internet or a community resource that provides information or a service relevant to one of the topics we have covered in this course (e.g., parenting resources, prenatal information brochures etc.). **You will then write a 3 to 4 page paper describing and evaluating your resource.** More details on this assignment will be provided in class and a teaching assistant will be available to assist you with this assignment.

Please note:

- Exams will NOT be cumulative.
- Late assignments will NOT be accepted without an official university medical excuse.
- Emailed assignments will NOT be accepted.
- A failing grade may be assigned to any student who fails to complete one or more of the exams.
- Make-up exams are NOT an option without an official university medical excuse (see University Calendar). You must contact the instructor before the scheduled exam or you will have forfeited any right to make up the exam. Any medical excuses must be accompanied by a note from a physician.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. In this course there will be **no** rounding up of final grades, especially in light of the opportunities students have to increase their final grade via research participation.

Lecture Schedule*

Date	Topic	Assigned Reading
Sept. 9	Basic concepts and issues	Ch. 1
Sept. 11	Research Strategies in Developmental Psychology	Ch. 1
Sept. 16	Prenatal development and the newborn period	Ch. 2
Sept. 18	Prenatal development and the newborn period	Ch. 2
Sept. 19	Last day for Fall registration and change of registration for Fall Session or full courses. No fee refunds for withdrawals after this date.	
Sept. 23	Theories of cognitive development	Ch. 4
Sept. 25	Seeing, thinking and doing in infancy	Ch. 5
Sept. 30	Seeing, thinking, and doing in infancy	Ch. 5
Oct. 2	Exam 1 (Ch. 1, 2, 4, 5)	
Oct. 7	Development of language and symbol use	Ch. 6
Oct. 9	Development of language and symbol use	Ch. 6
Oct. 14	Conceptual development Assignment #1 due	Ch. 7

Date	Topic	Assigned Reading
Oct. 21	Emotional Development	Ch. 10
Oct. 23	Emotional Development	Ch. 10
Oct 28	Attachment to others and development of self	Ch. 11
Oct 30	Attachment to others and development of self	Ch. 11
Nov. 4	Exam 2 (Ch. 6, 7, 10, 11)	
Nov. 6	The family	Ch. 12
Nov. 11	Reading days – No classes	
Nov. 13	The family	Ch. 12
Nov. 18	Peer relationships	Ch. 13
Nov. 20	Moral development	Ch. 14
Nov. 25	Moral development Assignment #2 due	Ch. 14
Nov. 27	Gender development	Ch. 15
Dec. 2	Gender development	Ch. 15
Dec. 4	Summary and Review Last day to allocate Bonus Credits to Fall Session half courses.	
Dec. 8 to 17th	Exam 3 to be scheduled by Registrar (Ch. 12, 13, 14, 15)	

- Note: Adjustments may be made to our class schedule and readings as required.

University of Calgary Curriculum Objectives

Learning Objectives:

At the end of the course, students will be able to evaluate information on developmental psychology according to the scientific method and have an introductory-level knowledge of:

- current theories and models for understanding developmental psychology.
- the methodologies used in different areas of developmental psychology.
- the course of cognitive and socio-emotional development.
- the role of context in development.

University of Calgary Curriculum Objectives:

This course addresses the following core competencies:

- Critical and creative thinking
- Analysis of problems
- Insight and intuition in generating knowledge
- Interpretive and assessment skills

With the following characteristics:

- Considerable class discussion; students are prompted to think critically about course material

This course addresses the following curriculum redesign features:

- A defined interdisciplinary component
- An international component

With the following characteristics:

- Discussion of theorists from multiple disciplines
- Presentation of cross-cultural research on child development

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Absence From A Test

Make-up exams are NOT an option without an official University medical excuse (see the University Calendar). You must contact the instructor before the scheduled examination or you will have forfeited any right to make up the exam. At the instructor's discretion, a make-up exam may differ significantly (in form and/or content) from a regularly scheduled exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup exam is written within two (2) weeks of the missed exam. A completed Physician/Counselor Statement will be required to confirm absence from a test for health reasons. The student will be required to pay any cost associated with the Physician Counselor Statement.

Course Credits for Research Participation

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of

participation. The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **December 4, 2008**.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 170 and may be contacted at 220-5567.

Student Union VP Academic: Phone: 220-3911 suvpaca@ucalgary.ca

Student Union Faculty Rep.: Phone: 220-3913 socialscirep@su.ucalgary.ca

Important Dates

The last day to drop this course and still receive a fee refund is **September 19, 2008**. The last day to withdraw from this course is **December 5, 2008**.