

Psychology 251: Developmental Psychology
Wednesdays 4-5:30, Fridays 2:30-4, Dunning Auditorium

Instructor: Dr. Beth Kelley

Office Hours: Tuesdays 2:30-3:30 pm and Wednesdays 1-2 pm Humphrey Hall Room 351

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Please e-mail the appropriate teaching assistant (TA)

The multiple choice questions on the final, however, will only be on the preceding section. The final exam essay questions are given at the end of this syllabus in order to allow you to think about these questions throughout the course.

Exam Policy

If you miss an in-class test for one of the reasons listed below and with documentation, we will re-weight the other

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Disability Services Office (DSO) and register as early as possible. For more information, including important deadlines, please visit the DSO website at: <http://www.queensu.ca/hcds/ds/>

If you are **registered with Disability Services** (LaSalle Building, 613-533-6467; <http://www.queensu.ca/hcds/ds/>), **special accommodations** are allowed under the following conditions: the student notifies Annie (6asm1@queensu.ca) at least **one week prior to each exam**. If such contact has not been made, it may not be possible to provide the accommodations in a timely fashion. ***Please note that it is important to contact Disability Services as early as possible in Fall Term to allow time for you to be registered for special needs consideration.***

FAITH OBSERVANCE

If you are unable to write any quiz or exam due to faith observance, please contact

something is covered in the lectures but not in the book it has a very good chance of being on the test. And if something is covered in the book but is not covered in the lecture, it is still fair game, but is definitely less likely. In other words, you are definitely well-served by coming to class! Please show your respect for me and your fellow students by turning off your cell phones, remaining reasonably quiet i

Essay #2:

concept of the child was of a very active child, not a passive one. Do you think that the child is an active contributor to their own development? Use examples from at least four domains of development (emotional, language, cognitive, motor, etc) and research to discuss whether or not, and how (or how not), the child is an active contributor to their own development.

Essay #3: Some theorists (Piaget, Kohlberg etc.) are/were convinced that development occurs in stages, with each stage being qualitatively different from the last. Other theorists describe development as a continuous process, with the only changes being quantitative in nature. Discuss one of these positions in detail (i.e. the continuous or discontinuous position), using at least four clear examples of research that back up this position. Are there research studies or findings that disagree with the position you have described? What might be a better way of thinking about development?

Essay #4: Development in certain domains of development (e.g. motor, cognitive, language, and

Lecture **Date**