

Psychology 251: Developmental Psychology, Blended Model

Contact Information

Instructor: Dr. Beth Kelley

Office Hours: Wednesdays 3-4 pm, Thursdays 2:30-3:30 pm, Humphrey Hall, Room 351

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Please e-mail or call me only in the case of an emergency.

However, you are strongly encouraged to come to my office hours if you have any questions about the material or the course. If you are unclear about any of the big-picture concepts, I think generally you will benefit from an in-person discussion in my office hours. If you are unable to attend either of my office hours because you have class during this time, please send me an e-mail with your schedule from Solus attached to attest to this fact, and I will choose another time that you are available for us to meet. You should **ONLY** ask for an individual meeting if you have class during my office hours.

If you have questions you would like answered over e-mail about the **CONTENT** of the course, please e-mail psyc251@queensu.ca. This e-mail will be monitored by the head TA for the course, Tara Karasewich, who is an advanced graduate student in Developmental Psychology. If she is at all unsure about the answer, she will pass the e-mail along to me

If you have any questions you would like answered over e-mail about the **LOGISTICS** of the course (how the grades are calculated, special accommodations, etc.), please also e-mail psyc251@queensu.ca. Please read over the relevant bits of the syllabus before e-mailing Tara because she is not obligated to answer any questions

Course Introduction

This blended-

Textbook Material: Reading the textbook is very important for you to obtain the foundational knowledge that is required for the course and will allow you to actively participate in lectures and learning lab discussions, as well as being critical for all assessment components.

Online Lectures:

with understanding the concepts from the textbook. The online lectures will discuss the key points of the textbook, focusing primarily on the learning objectives for the week. If you think that you learn better by listening rather than reading, then you might focus more of your study time on these lectures and less on reading the textbook, although doing both is highly recommended.

Learning Labs: These labs are the key portion of this course that make it a blended-model course. They are designed for you to delve into key topics related to the course in much greater detail than the lecture allows for, through active learning activities and group discussion and group work with your peers. Work will be collected in each learning lab and participation will be graded, effectively making attendance mandatory. I hope that you will find these labs extremely interesting, informative, and stimulating.

Online Content: Movies and other content related to both the lectures and the learning labs will be placed online in OnQ. This material is material that you are responsible for, unless otherwise noted.

Grading Policy

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<http://www.queensu.ca/psychology/Undergraduate/psycdepartmentalpolicies/psycgradingpolicy.html>

A full list of Departmental Policies, including exam absences, can be found at:

<http://www.queensu.ca/psychology/Undergraduate/psycdepartmentalpolicies.html>

Evaluation

Assessment	Weight	Alignment with Learning Outcomes
Online Weekly Quizzes (best 10 out of 12)	5%	1,2,3,4
Learning Lab Activities (best 10 out of 12)	25%	1,2,3,4,5,6
Best grade of one of two essays	13%	1,2,3,4,5
Peer Review	2%	6
Midterm Exam	20%	1,2,3,4
Final Exam	35%	1,2,3,4,5

to ensure they are on track with the knowledge required to be successful in this course. Additionally, some of the questions used in these quizzes may be used in the midterm and final exam. Quizzes will become available on the Sunday of the corresponding week at 9 am, and will remain available to you until 9 am the day of your learning lab to ensure that you complete them before your learning lab. If you do not complete them in the allotted time you will receive a zero for that week.

Learning Lab Activities (best 10 of 12-worth 25%): Students will work in assigned small groups for the duration of the course in order to apply and extend their understanding of key course concepts. Activities will include analyzing related video content, forming concept maps, reading and analysis of primary sources, debating perspectives, peer review activities, etc. Active participation and contribution is an important aspect of the course and is expected in each learning lab. **At the end of each learning lab a group assignment will be handed in. If you do not attend your learning lab, you will not receive a grade for that day. Switching of labs is not allowed under any circumstances. You will be allowed to hand in individual work for your learning lab under extremely extraordinary circumstances with the proper documentation (e.g. weddings, funerals, severe illness, requiring wedding notices, obituaries, or medical documentation respectively). In this case, you will need to contact Dr. Kelley to get her permission at kellyb@queensu.ca. Your learning lab TA will only accept this work handed in individually if Dr. Kelley gives her approval.** Individual assignments will also apply if your learning lab falls on Thanksgiving or in the unlikely event

Essay 2: Interview your own parent(s) (you may interview one or both) about your development and use their answers to the assigned questions (assigned later), as well as others you come up with, to describe how your own development as it related to theory and research on

course. Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel /holiday plans or flight reservations.

Accommodations for Students with Disabilities

Tara at pscy251@queensu.ca is in charge of making arrangements for all students who require special accommodations for test-taking. In order to obtain special accommodations, you **MUST** have a note from Student Wellness Services detailing precisely what accommodations you require. If you have been approved through Student Wellness Services and require the use of a computer to write the midterm exam, you must complete a request form (<http://www.queensu.ca/registrar/currentstudents/exams/specialarrangements.html>) and submit it to the Exams Office in Gordon Hall, along with a copy of the note from Student Wellness Services, a minimum of **10 working days** prior to the midterm exam-this would be Wednesday, October 12th. Please do not wait until the last minute to make **any** special accommodation arrangements or we may not be able to accommodate you. You will also need to make arrangements for the final exam-in this case **all** accommodations are arranged through the exams office: exams@queensu.ca

Note that accommodations may also be extended to those individuals who are experiencing serious mental health issues. If you are under a lot of stress and feeling too anxious or depressed or overwhelmed to function to your full potential, please contact Student Wellness as **SOON** as you begin to feel this way.

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In-Person Lecture Slides

As a courtesy to students, I will post the lecture slides on OnQ by the beginning of the in-person lectures. I will do my best to have them up by noon the day of the lecture, but given that I will be unable to create a large portion of the lecture well ahead of time (the review for the previous week), this may not be possible.

Academic Integrity

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see <http://www.academicintegrity.org>). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities: <http://www.queensu.ca/secretariat/senate/policies/principri/>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. **See Academic Regulation 1**

Academic Integrity of the Arts & Science Calendar:

<http://www.queensu.ca/artsci/academic-calendars/regulations>.

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to

Week 1: What is Developmental Psychology?: September 12-16

Learning Outcomes

- Identify the key elements of the syllabus and describe course policies. O, OL, LL LL, Q
Describe some of the reasons for studying developmental psychology. L, OL, T, Q, LL
Discuss historical influences on the field of developmental psychology L, OL, T Q, E, LL
Identify the key themes in developmental psychology L, OL, T, LL Q, P, E
Evaluate research methods in this field and predict what sorts of research studies would be most effectively investigated by each method L, OL, LL, T Q, E, LL

Learning Resources

Required:

- Syllabus
- Chapter 1 (all pages)
- Online videos: *Little Albert Experiment*
- Online Lecture: The Syllabus*
- Online quiz for Unit 1
- In-Person Lecture: Welcome to the course and Extensions of Week 1

Suggested:

- Online Lectures for Week 1: Key Reasons for Studying Developmental Psychology, Historical Influences, Key Themes, and Research Methods

Learning Labs

Before coming to your learning lab this week, please read the required readings and complete the online quiz for Week 1.

Learning Lab Activity: Jeopardy game for syllabus, historical influences and themes; case studies of research questions and discussion of which best research methods to use

*This week one of the Online Lecture components is required, as it is SO important that you know the syllabus details.

Week 2: Early Developmental Processes: September 19-23

Learning Outcomes

- Describe the process of conception, and identify the major processes occurring during the periods of the zygote, embryo and fetus. O, OL, LL, T Q, LL, E
Recognize the impact of fetal behaviour and learning. L, O, OL, LL, T Q, LL, E
Apply what is known about hazards to prenatal development to discuss prevention of negative outcomes for the developing baby. L, OL, LL Q, LL, E
Describe the effects of genes and environment as they pertain to developmental psychology and defend the position that it is impossible to truly separate the effects of genes and environment on development. L, OL, T Q, LL, E, P
Discuss the general processes of brain development. L, OL Q, E

Learning Resources

Required:

Chapter 2 pp. 39-66

Chapter 3 pp. 85-119

In-person Lecture: Review for Week 1 and Extensions for Week 2

Online Quiz for Week 2

Online video: *Prenatal Development*

Suggested

Online Lectures for Week 2-Conception and Stages, Prenatal Behaviour and Learning, Teratogens, Gene by Environment Interactions, Brain Development

Online videos: *Newborn States*

Learning Labs

Before coming to your learning lab this week, please read the required readings and complete the online quiz for Week 2.

Learning Lab Activity: Informational brochure on pregnancy for different audiences. Brief discussion of the upcoming paper and how peer review will work logistically.

Week 3: Theories of Cognitive Development: September 26-30

Learning Outcomes

Describe the major tenets of Piagetian, Information-Processing, Sociocultural, and Dynamic Systems Theories. **L, OL, LL, T, O** **Q, E, LL**

Evaluate the major strengths and weaknesses of these theories. **L, OL, LL, T** **Q, E, LL, P**

Apply these theories to your own field. **LL, OL, L, T** **P**

Learning Resources

Week 4: Language and Symbolic Development: October 3-7

NOTE: Draft of Paper #1 due October 6th at 11:59 p.m.-submit to OnQ

Learning Outcomes

Distinguish the differences between language and communication. **L, OL, T** **Q, E**

Describe the major components of language and identify the early language milestones.

L, OL, O, T **Q, E,**

Compare the nativist position on language acquisition to current conceptions of language acquisition and discuss the importance of social communicative abilities. **L, OL, LL, T** **Q, E, LL**

Describe the development of symbol use and understanding. **T,OL** **Q, E**

Learning Resources

Required:

Chapter 6 (all pages)

Week 5: Conceptual Development: October 10-14

Note: Peer Review Assignment Due Thursday, October 13th at 11:59 pm-submit to OnQ

Learning Outcomes

Describe: **Q, E, LL**

- The various categories which infants and children divide the world into **OL, LL, T**
 - **L, OL, LL, T**
 - **OL, LL, T**
 - **L, OL, LL, T**
- L, OL, LL, T Q, E, LL**

Week 6: Intelligence and Academics: October 17-21

Note: The final version of your first essay is due Thursday, October 20th at 11:59 pm-submit in Turnitin

Learning Outcomes

Compare the different theories of how intelligence is measured-that is, is intelligence one thing or many? **L, OL, LL, T, O** **Q, E, LL**

Describe the contents of intelligence tests. **L, OL, T, O** **Q, E**

Explain the controversy surrounding intelligence testing and describe the factors contributing to scores on these tests. **L, OL, LL, T** **Q, E, LL**

Discuss the acquisition of academic skills and compare typical acquisition to children with learning disabilities. **LL, L, OL, T, O** **Q, E, LL**

Learning Resources

Required:

Chapter 8 (all pages)

In-Person Lecture: Review of Week 5 and Extensions of Week 6 and 7

Online Quiz for Week 6

Online Videos: *Phonemic Awareness*

Case Studies

Suggested:

Online Lectures: Is intelligence one thing or many?, What do intelligence tests measure?, What factors contribute to scores on intelligence tests?, and How do we learn to read and write and why do some children struggle?

Online Videos: *Ellen Winner on Giftedness*

Learning Labs

Before coming to your learning lab this week, please read the required readings and complete the online quiz for Week 6. Also, be sure to read over the case studies that you will be discussing in the learning lab so that you can contribute meaningfully to the discussion.

Learning Lab Activity: Discussion of case studies of low IQ, learning disorders, gifted, cultural issues

Week 7: Theories of Social Development: October 24-28

Note that the Midterm will occur during the in-class lecture period. Please be sure to check OnQ for where you are writing and the policies for writing the makeup exam. Because there is no in-person lecture this week, it is even more strongly suggested that you look at the online lecture for this week.

Learning Outcomes

List the major tenets of foundational theorists (Freud, Erikson, Watson, Skinner, & Bandura) and identify their impact on current theory. **T, OL, LL, O** **Q, E**

Explain the major tenets of the current theories of social development: **OL, T, LL, L** **Q, E, LL, P**

- D -Processing Theory
- -Attributions and Achievement Motivations
- Ethological and Evolutionary Theories (more broadly)
- -ecological Model

explain their bidirectional effects on the developing child. **OL, T, LL, L, O**

Week 8: Family and Peer Relationships: October 31-November 4

Learning Outcomes

the WEIRD culture. **L, T, OL, LL** **Q, E, LL**

Interpret the developmental outcomes of the various parenting styles. **L, OL, T** **Q, E, LL**
-75 years ago.

LL, OL, T **Q, E, LL**

Diagram the development of friendship and contrast the factors contributing to friendship across the course of development from toddlerhood to late adolescence. **T, OL** **Q, E, LL**

OL, T **Q, E, LL**

Learning Resources

Required:

Chapter 12 pp. 472-498

Chapter 13 pp. 512-526 and pp. 545-549

In-Person Lecture: Review of Weeks 6 & 7 and Extensions of Week 8

Quiz for Week 8

Online Videos: *The Still Face Paradigm*

Suggested:

Online Lectures: Parenting Styles, Outcomes of Parenting Styles, Changing Families, Friendship

Online Videos

Online Milestone Chart: Friendship Development

Learning LabseW*nBT/F1 16 reW*n7f1 0 ETQq00000912 0 612 792 reW*nBT/F1 12 Tf1 0 0 1 36 420.1 Tm0 g nB

Week 11: Moral Development: November 21-25

Learning Outcomes

List the major t

OL, T, LL, O **Q, E**

Describe the development of conscience, prosocial behaviour, and antisocial behaviour, and explain the factors that influence their development. **L, T, LL, OL** **Q, E, LL**

Evaluate the negative effects of peer rejection and bullying on the developing child. **L, T, OL** **Q, E,**

Assess the effectiveness of programs designed to reduce anams designed to ret

Week 12: Gender Development: November 28-December 2

Learning Outcomes

Compare and contrast the major theories on gender development. **L, OL, T, LL, E, LL**
L, OL, T, O Q, E,