

Psychology 251: Developmental Psychology, Blended Model  
In-Person Lecture, Wednesdays 6:30:20, Dunning Hall Auditorium

Contact Information

Instructor: Dr. Beth Kelley

Office Hours: Wednesdays 5-pm, Thursdays 12 pm, Humphrey Hall, Room 351

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NOTE: Your learning lab instructor will also be having office hours and providing you with the email address you are encouraged to go to their office hours particularly as they will be the ones grading the majority of your work.

Please email 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 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 email 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 email about the CONTENT of the lectures, please email [psyc251@queensu.ca](mailto:psyc251@queensu.ca). This email will be monitored by the head TA for the course. If you are at all unsure about the answer, she will pass the email along to me.

If you have any questions you would like answered over email about the LOGISTICS of the course (how the grades are calculated, special accommodations, etc.), please email [psyc250E@queensu.ca](mailto:psyc250E@queensu.ca). This course is designed to teach about the social, cognitive, and neurobiological processes from infancy to adolescence.

Learning Outcomes

After completing PSYC 251, students should be able to:

1. Describe the general course of typical development from conception to adolescence in the cognitive, linguistic, emotional and social domains to recognize their effect on one another.
2. Compare and contrast the major developmental theories and discuss the strengths and weaknesses of each theory.
3. Discuss the different methods used in developmental psychology research and evaluate how these research methods are dependent upon the theoretical approach of researcher, developmental age of participants and research question being asked.
4. Recommend ways to promote children's well-being and successful development, based on developmental research and theory.
5. Critically discuss a variety of materials related to child development and effectively communicate ideas to different audiences.
6. Collaborate with peers through problem-based learning activities to explore concepts and research related to child development.

Course Introduction

This blended-

as being critical for all assessment components. Please note that you are only responsible for the page numbers listed; other material will not be assessed, although you can certainly read it for interest, or use it in your essays.

Online Lectures: The online lectures are optional though highly recommended, particularly if you're struggling 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.

## Assessment Detail

Online Weekly Quizzes (best 10 of 12 worth 10%): Students will have the opportunity to take 12 quizzes based on the main topics in the readings and other resources provided (for example, recordings, videos etc). Weekly quizzes consist of 10 multiple choice questions and once opened will



The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which can be found at: <http://www.queensu.ca/artsci/accommodations>

If you require academic consideration for missed work due to extenuating circumstances, please go to the link above to apply for consideration. Instructors no longer review individual documentation, this is now all centralized through the academic considerations portal. It should be noted, however, that this only applies to the final exam and the essays, given that you are given two free learning labs and two free quizzes and the midterm has a makeup.

As noted in Academic Regulation 8.2.1, "the final examination in any class offered in a term or session









and then answer questions about it. Researchers of the particular study for which you wish to get credit will administer the alternative assignment (NOT your course instructor -- course instructors are not involved in the crediting for studies or alternative assignments). You must contact the Principal investigator of a particular study (see the study's contact information on SONA) before the last week of classes for the semester to complete the alternative assignment option. Although the length of studies will vary, the alternative assignment will take approximately 30 minutes, so you will earn 0.5% for each alternative assignment that you complete.

If you have any questions or concerns regarding your participant pool marks, or should you have any ethical or procedural concerns regarding the conduct of an experiment or experimenter, please contact the Participant Pool Officer, Dr. Stanka Fitneva by email at [fitneva@queensu.ca](mailto:fitneva@queensu.ca) or 613.533.2363

#### FAQ (Frequently Asked Questions)

I'm having difficulty logging in to the Participant Pool to register for a study.

Please go to the Psyc Dept website, click on the Undergraduate drop down to go to Quick Links (in the bottom right corner), click on Participant pool information and click the 'Forgot your password?' option.

Once you click on this link, type in your Queen's email address and you will be sent instructions on how to reset your password so you can log in to the PSYC 100 Participant Pool website.

I want to be removed from the prescreen emailing list. Who do I contact?

If you no longer want to be contacted by researchers recruiting participants, email Dr. Lee Fabrigar at [fabrigar@queensu.ca](mailto:fabrigar@queensu.ca) to request that your name be removed from the prescreening lists.

I completed a study through the Participant Pool but haven't received my credit. Who should I contact?

Please email the Participant Pool Coordinator, Cheryl Hamilton, stating your name, student number, the name of the study, and the date you completed it.

For other FAQs, please visit the main Participant Pool website on the dept of Psychology webpage. (click HERE).



Week 2: Early Developmental Processes: September 10

Learning Outcomes

- x Describe the process of conception, and identify the major processes occurring during the periods of the zygote, embryo and fetus. O, OL, LL, T



Learning Outcomes

- x Distinguish the differences between language and communication. L, L,
- x Describe the major components of language and identify the early language milestones. L, OL, O, T
- x 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
- x Describe the development of symbol use and understanding. OL, T

Learning Resources

Required:

- x Chapter 6 (all pages for both editions)
- x In-Class Lecture Chapter 6
- x Online Quiz for Week 4
- x Online Videos Janet Werker's Speech Perception Experiment, Fast Mapping and Pragmatic Cues,







## Week 7: Theories of Social Development October 18-24

### Learning Outcomes

- x List the major tenets of foundational theorists (Freud, Erikson, Watson, Skinner, & Bandura) and identify their impact on current theory. T, OL, O
- x Explain the major tenets of the current theories of social development: OL, T, L
  - o Dodge's Information Processing Theory
  - o Dweck's Theory of Self-Attributions and Achievement Motivations
  - o Ethological and Evolutionary Theories (more broadly)
  - o Bronfenbrenner's Biocological Model
- x Discriminate the various levels of Bronfenbrenner's model and explain their bidirectional effects on the developing child. OL, T, LL, L, O

### Learning Resources

Required: ]TJ /10( )02

- x Chapter 9 (all pages with particular focus pp. 382-412)
- x In-Person Lecture: Questions from Week 6 and Extensions of Week 7
- x Online quiz for Week 7
- x Online Videos Albert Bandura's Bobo Doll Experiment
- x ADHD Case Studies for Learning Lab (if you haven't read them already)

Suggested:

- x Online Lectures: Foundational Theories, Dodge's Information (n0 Tw3 ( )Tj EMC /LBody <</MCID 55

Week 8: Family and Peer Relationships:October 29November 2

Note: You should be interviewing your parents this week.

Learning Outcomes

x

## Week 9: Emotional Development: November 59

### Learning Outcomes

- x Discuss the functionalist approach to emotion and label the various components of emotional experience. T, L, OL
- x Describe the development of emotion understanding and differentiate the development of basic and secondary conscious emotions. T, OL
- x Illustrate the protracted development of emotion regulation processes and evaluate the importance of effective emotion regulation skills L, T, LL, OL
- x Identify the factors measured in the study of temperament and relate the stability of temperament across childhood to the idea of goodness of fit. L, T, LL, OL
- x Analyze the various factors contributing to healthy emotional development. L, LL, OL.

### Learning Resources

#### Required:

- x Chapter 10 pp. 418-51 (5<sup>th</sup> ed.) or all pages (4<sup>th</sup> ed).
- x In-Person Lecture Questions from week 8, and Extensions of week 9
- x Quiz for Week 9
- x Online videos: Nancy Eisenberg on Emotional Regulation and Social Competence of Gratitude Task

Nancy Eisenberg (1988) *Journal of Personality and Social Psychology*, 55(2), 205-32. doi:10.1037/0022-3514.55.2.205

Note:

## Week 11: Moral Development November 1923

### Learning Outcomes

- x List the major tenets of Piaget's, Kohlberg's, and Eisenberg's theories of moral development.  
OL, T, O
- x Describe the development of conscience, prosocial behaviour, and antisocial behaviour, and explain factors that influence their development. L, T, LL, OL
- x Evaluate the negative effects of peer rejection and bullying on the developing child. DL, T
- x Assess the effectiveness of programs designed to reduce antisocial behaviour. L, T

### Learning Resources

#### Required:

- x Chapter 14 (all pages for both editions)
- x Chapter 13 pp. 565-80 (5<sup>th</sup> ed.) or 526-545 (4<sup>th</sup> ed.)
- x In-Person Lecture Questions from Week 10 and Extensions of Week 11
- x Quiz for Week 11
- x Online Videos Early Empathy, Children's Responses to Heinz's Dilemma
- x Brummelman et al article (if you haven't read it already)

#### Suggested:

- x Online Lectures: Theories of Moral Development, Conscience and Prosocial Behaviour, Antisocial Beh 1.2 re f\* E7d TD [(B)7(e)4(h 1d -1.24 TD [(B)7(e)3)2(h 07.4d (2)4 (Fl-2) (p 6 (s) 4 (1) 7 (B) 6.7 (s) 6 (T) 3 ->

