

SYLLABUS

PSYC 251

Developmental Psychology

Fall 2023

The teaching team's contact information and office hours, as well as information about class meeting times and locations, can be found in OnQ (on the course home page).

1. Land acknowledgment

Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived, and continue to live, upon it – people whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today.

3. Learning outcomes

After completing PSYC251, students should be able to:

1. Describe the general course of typical development from conception to late adolescence in the cognitive, linguistic, emotional, and social domains—and 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 the researcher, the developmental age of the participants, and the 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.

These learning outcomes (LOs) will be assessed through evaluation of:

- Your conceptual understanding of the material, via a midterm (20%; LO 1-4) and final exam (40%; LO 1-5)
- Your ability to describe, synthesize, and communicate knowledge

Note: Completing these written assignments is considered an *essential component* of this course. They are designed to evaluate your ability to describe, synthesize, and critically evaluate key information about the field, and communicate these in writing to various audiences (consistent with degree-level expectations). Students must complete a minimum of 1 post (including both the initial and reply components) and 1 essay to meet essential requirements for the course.

Exams

Midterm exam (20%): The **midterm will be held during class time, in person, in Week 7** (on October 25). It will cover material in Weeks 1-6, inclusively. The exam will consist of 80 multiple choice questions. You will have 1.5 hours to complete the exam. Questions are designed to test your knowledge at the conceptual level, with some applied and some factual questions.

Final exam

Grading method

In accordance with the [Psychology Grading Policy](#), some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale. Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale below.

Arts & Science Letter Grade Input Scheme		Queen's Official Grade Conversion Scale
Assignment mark	Numerical value for calculation of final mark	Grade

- Email: You can email the teaching team with questions (please include PSYC251 in the subject line so that we know which course you are inquiring about). Emails will be answered *within 3 business days*.
 - o If your question is about logistics (e.g., course design, requirements, due dates), you should email the TAs at the course email (see contact information in OnQ). Please check that th

Queen's University is committed to providing academic consideration to students experiencing extenu-

Plagiarism

Presenting another's ideas or phrasings as one's own without

Turnitin: This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence (AI)-generated text. These results are not reported to your instructor at this time but could be in the future.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the internet or the Turnitin extensive database of content. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin's [Privacy Policy](#), [Acceptable Use Policy](#) and [End-User License Agreement](#), which govern users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see [Turnitin's Privacy Policy](#).

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11. Discussion etiquette

We will be holding discussions about the material in class. In addition, you may want to engage in course discussions in the OnQ forums. **Please use meaningful titles for your discussion board posts** (e.g., "question about X" rather than "question"), so that others in the class may navigate the forums easily. In

12. Participant pool (voluntary research participation)

Students in this course have the option of volunteering in psychological research conducted by faculty and advanced students in the Psychology Department. For every half hour of research completed, you can increase your final mark in this course by 0.5% up to a maximum of 2%. If you are enrolled in more than one eligible course, you will select the course toward which your research participation will be credited when you sign up for a study. You can complete studies toward each course. You cannot apply the same study credit to more than one course, and research credit cannot be used to improve a failing mark to a passing mark. The last day to participate in research for bonus credit is the last day of classes. For more details, please see the [Departmental Participant Pool website](#). Although participation is not a requirement, we do consider it to be an integral part of the course and encourage students to participate. Students gain valuable direct experience in methods of psychological investigation and contribute to research.

Each study has been reviewed in detail and cleared by the Department's Ethics Review Committee. Nevertheless, you may decline to participate, for any reason at all, in any study for which you sign up. You may also direct any ethical concerns to the researcher or Participant Pool Officer.

What if I can't make a research appointment? We understand that life happens and you may be unable to attend the session you sign up for as a result of extenuating circumstances. If you are unable to attend your scheduled session due to an extenuating circumstance, please contact the researcher directly to reschedule the session and/or receive an "excused no-show" notation. An "excused no-show" is guaranteed if you contact researchers 3 or more hours in advance of your appointment. t.4h

