ABOUT THIS COURSE
This is a survey course covering psychological processes from conception through to emerging adolescence. In this course, we will review different theories of development and important topics in developmental research. Topics of focus include brain development, physical and motor development, cognitive processes, language acquisition, social-emotional and moral development, and the role of family and the media.

Learning Objectives
• Describe the key physical, cognitive, and socio-emotional changes that take place during infancy and childhood and explain how or why they occur.
• Understand the different theoretical perspectives that guide research in developmental science.
• Improve your ability to communicate about infant and child development with different audiences, in real-time dialogue and through writing.

Course Format
Class sessions will include lecture material, videos, and small group discussions/assignments designed to enhance and expand on material presented in the textbook. In addition to increasing your understanding of developmental psychology, I hope to foster a dynamic learning environment where we have the opportunity to exchange opinions and ideas with each other.

To allow for flexibility with online learning, some lectures will be posted online ahead of time and we will have a shorter class (e.g., 30-45 minutes) where we will use breakout rooms to facilitate group discussion. These group discussions will comprise part of your participation mark. The time commitment for these lectures will be the same as an 80-minute class and you can choose to watch the pre-recorded lectures in advance of these discussions, or immediately before. In addition to these pre-recorded lectures, a recording from each live lecture will be made available on Brightspace.
Course Websites

Lectures
Lectures will be held using Zoom and we will use this link:
https://uvic.zoom.us/j/92803793354?pwd=K1ljc2IoMWxaK0VDC2RsaVpLSnZCZz09
Alternatively, you can use:
Meeting ID: 928 0379 3354
Password: 3zYSR@UM

Students’ microphones will be automatically muted upon joining the Zoom sessions. More details on online etiquette and participating during lectures will be discussed during the first class.

**VERY IMPORTANT** Please ensure that you log in using the email address associated with your Netlink ID. This will be essential to verify your participation and to ensure that you are able to join the Zoom lectures and discussions. When you log in to Zoom with your UVic account, you will be automatically admitted to the Zoom lecture. As the course is meant to be accessed only by students who have registered, those who do not use the email associated with their Netlink ID will not be admitted, as it is not possible to ensure their identity. Please also use a consistent Zoom name as your attendance and participation will be tracked through this. You can verify your current email address through MyPage (http://uvic.ca/mypage).

Office Hours
The instructor will hold regular office hours on Tuesdays from 4:00 - 5:00 p.m., which will also be held using Zoom, using the link:
https://uvic.zoom.us/j/92775900042?pwd=ZDR3S20rY1RXcnVNdlsLzk5V1NKUT09
Alternatively, you can use:
Meeting ID: 927 7590 0042
Password: 05QNQrqg

These office hours will function like a drop-in session, where students can join at any point. I will inform you if other students are requesting to join the office hours, in case our discussion is something you do not wish to share. The TA may also hold office hours and these will be scheduled as needed.

Course Materials
All course materials including lecture slides, assignments, and grades are/will be posted on Brightspace (http://bright.uvic.ca). All announcements and other important information regarding UVic’s policies for academic integrity will also be posted on this site. You can access Brightspace by signing in with your Netlink ID.

Prerequisites
PSYC 100A & 100B and PSYC 201, or 201 and 243, or permission from the instructor. Students who remain in courses for which they do not have the prerequisites do so at their own risk.
Students who complete courses without prerequisites are not exempt from having to complete the prerequisite course(s) at some later time if such courses are required for the degree program. Students are responsible for checking their registration status by the add/drop deadline.

REQUIRED MATERIALS

EVALUATION AND GRADING
Grades are one way to motivate us and to allow you to demonstrate your understanding of the course material. Your grade will be determined by your performance on the following items:

<table>
<thead>
<tr>
<th>Item</th>
<th>Percent of Final Grade</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>21%</td>
<td>See Tentative Schedule on p. 6</td>
</tr>
<tr>
<td>Quizzes</td>
<td>49%</td>
<td>See Tentative Schedule on p. 6</td>
</tr>
<tr>
<td>Written Assignments</td>
<td>30% (2 x 15% each)</td>
<td>Paper 1: Oct 13, 10:00 p.m.</td>
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<td>Paper 2: Nov 13, 10:00 p.m.</td>
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</table>

Participation (21%)
Attendance (11%)
Attendance of live lectures is important to allow you the opportunity to ask questions in real time, and to engage in class exercises that will occasionally take place. In an effort to facilitate asynchronous learning, I ask that you attend at least 10 live lectures (50% of lectures), for 1% of your total final mark (up to 10% + 1% bonus if you attend at least 10 lectures). Attendance of live lectures will be evaluated separately from Class Discussions.

Class Discussions (10%)
We will have 4 class discussions (tentatively set for Oct 6, Oct 27, Nov 5, Nov 19) on select topics. During these class discussions, your group will be asked to submit your answers to a series of discussion questions related to the topic. These answers will be graded as either complete or incomplete. Additional details will be available on Brightspace prior to the discussions.

Written Assignments (15% each x 2 = 30%)
Each student is required to complete 2 short writing assignments (each assignment is worth 15%). Each essay should be 900-1000 words (or ~3 pages double-spaced). The purpose of the short essays is to provide you with an opportunity to synthesize and apply information from the course to a practical, everyday context. Please see the document on Brightspace for a detailed description of the assignment instructions.
Quizzes (7 quizzes for a total of 49%)
There will be a total of 7 quizzes that will be worth 49% of your final grade (each quiz is worth 7%). Quizzes will be modular (i.e., they will cover a set amount of content and will not be cumulative) and will cover a maximum of 3 chapters. The quizzes will consist of multiple-choice and fill-in-the-blank/very-short answer questions.

On weeks when there is a quick, it will be available on the Friday morning and will remain available until the following Tuesday at 4:00 p.m. Once you start the quiz, you will have a set amount of time to complete it. It is important that you minimize the likelihood of technological glitches. Ensure your device is sufficiently powered and connected to a reliable internet source. If you have concerns about this, consider arranging a time in a computer lab on campus.

Online Learning
We are in unique times that necessitate adaptation, including with regard to how courses can be offered and undertaken. Please visit https://onlineacademiccommunity.uvic.ca/LearnAnywhere/ for more information on online learning. As we continue to adapt to a new learning environment, here are a few important things of note:

Study Environment and Self-Care
We do not have the same physical separation between the home and school environment as we may be used to. Previous study environments like libraries and cafes are drastically reduced and most students are now living and studying in the same space full-time. Learning how you learn and how to synthesize information are important parts of post-secondary education and I encourage you to reflect on what you need in order to maximize your learning experience.

Psychology can teach us a lot of tricks here. Two important things while working online include (1) how to maintain our sleep hygiene (e.g., by avoiding studying or attending online lectures from our beds), and (2) how to maximize our sustained and selective attention (by reducing distractions in the environment). Technology is both friend and foe for online learning. Consider turning off social media notifications during lectures and dedicated study windows to avoid distraction. Multitasking is a myth that the brain physiologically cannot achieve. Instead of paying attention to multiple things simultaneously, it expends extra energy by rapidly switching in between different things and this reduces overall efficiency.

Academic Integrity
In the spirit of maintaining academic integrity, you are asked not to discuss the contents of the quizzes with any current or future students of PSYC 335. You are asked to undertake each quiz on the basis of sufficient study ahead of time, and to not use resources (e.g., Google, lecture notes, the textbook) during the quizzes. Quizzes have been designed to emphasize application of the course content, rather than rote memorization of facts, given the online format.
Grading Criteria
The final letter grade in this course will be based on the percent score, rounded up or down to the nearest whole percentage point, and based on this distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>65-69</td>
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<tr>
<td>C</td>
<td>60-64</td>
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<tr>
<td>D</td>
<td>50-59</td>
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<tr>
<td>F</td>
<td>0-49</td>
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Students who do not take the final exam will receive an "N". It is the student’s responsibility to keep track of their grades on Brightspace.

ACCOMMODATIONS
Late assignments. For each half-day (12 hours) that the assignment is late, 10% of your grade on the assignment will be deducted. Assignments will not be accepted after 3 full days past the deadline and a grade of zero will be assigned. Exceptions will only be made under exceptional circumstances (e.g., serious illness or accident), and when appropriate documentation is presented within 3 days of the due date.

Missed quizzes. Students who miss quizzes will receive a mark of zero unless they have a case of documented illness or family emergency, or under exceptional circumstances, which I will consider on a case-by-case basis. If you miss a quiz, you must supply written documentation justifying your absence (e.g., a doctor’s note) as soon as possible. If your documented justification for missing a quiz is approved, you will be permitted to write a make-up exam during a scheduled make-up time.

Other accommodations. I will make every effort to accommodate the learning needs of all students enrolled in this course. Students should discuss any specific needs with the instructor as soon as possible (i.e., within the first 5 classes). Some students may wish to consider registration at the Centre for Accessible Learning (formerly RCSD).

SUPPORT
If you have any questions or concerns regarding this course, please approach the instructor or TA as soon as possible; we are happy to help! For any typical questions (e.g., about course grades, etc.) please contact the TA. For concerns that are urgent/sensitive contact the course instructor. Office hours are held each week and this is the best way to have a question or concern addressed. If communicating by email, please include “PSYC335” in the subject line to avoid having the message accidentally relayed to the ‘Junk’ folder. We will try our best to respond promptly, but please expect a response lag of at least 24 hours.

RESPECT FOR DIVERSITY
We live in interesting times, with critical ongoing discussion and advocacy surrounding the diversity of peoples. It is my hope that we can incorporate topics pertaining to diversity, with application to course content, in a way that will allow for progressive and respectful discussion. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit.
# Tentative Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 10</td>
<td>Class Orientation and Introduction</td>
<td>&quot;The Myth of Multitasking&quot;</td>
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<tr>
<td>Sept 15 &amp; 17</td>
<td>Research and Theories</td>
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<tr>
<td><strong>Quiz 1:</strong> Chapters 1-2 + lectures; available from Sept 18 - Sept 22 4:00 p.m.</td>
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<tr>
<td>Sept 22 &amp; 24</td>
<td>Hereditary Influences and Prenatal Development</td>
<td>Ch. 3 &amp; 4</td>
<td>Sep 22: drop deadline for 100% fee reduction</td>
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<td>Sep 25: last day to add course</td>
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<tr>
<td><strong>Quiz 2:</strong> Chapters 3-4 + lectures; available from Sept 25 - Sept 29 4:00 p.m.</td>
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<tr>
<td>Sept 29 &amp; Oct 1</td>
<td>Birth and Physical Development</td>
<td>Ch. 5 &amp; 6</td>
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<tr>
<td>Oct 6 &amp; 8</td>
<td>Sensory and Perceptual Development</td>
<td>Ch. 7</td>
<td>Oct 6: Class Discussion</td>
</tr>
<tr>
<td><strong>Quiz 3:</strong> Chapters 5-7 + lectures; available from Oct 9 - Oct 13 4:00 p.m.</td>
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<tr>
<td>Oct 13 &amp; 15</td>
<td>Cognitive Development</td>
<td>Ch. 8 &amp; 9</td>
<td>Oct 13: Assignment 1 due 10:00 p.m.</td>
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<td>Oct 13: drop deadline for 50% fee reduction</td>
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<tr>
<td><strong>Quiz 4:</strong> Chapters 8-9 + lectures; available from Oct 16 - Oct 20 4:00 p.m.</td>
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<tr>
<td>Oct 20 &amp; 22</td>
<td>Intelligence and Language Development</td>
<td>Ch. 10 &amp; 11</td>
<td>Oct 27: Class Discussion</td>
</tr>
<tr>
<td>Oct 27 &amp; 29</td>
<td>Language and Emotion Development</td>
<td>Ch. 12</td>
<td>Oct 31: last day to drop course without academic penalty</td>
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<tr>
<td><strong>Quiz 5:</strong> Chapters 10-12 + lectures; available from Oct 30 - Nov 3 4:00 p.m.</td>
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<tr>
<td>Nov 3 &amp; 5</td>
<td>Self-Development and Social Cognition</td>
<td>Ch. 13</td>
<td>Nov 5: Class Discussion</td>
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<tr>
<td>Nov 12</td>
<td>No class (Reading Week)</td>
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<tr>
<td>Nov 17 &amp; 19</td>
<td>Sex Differences</td>
<td>Ch. 14</td>
<td>Nov 13: Assignment 2 due 10:00 p.m.</td>
</tr>
<tr>
<td><strong>Quiz 6:</strong> Chapters 13-14 + lectures; available from Nov 20 - Nov 24 4:00 p.m.</td>
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<td>Nov 19: Class Discussion</td>
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<tr>
<td>Nov 24 &amp; 26</td>
<td>Moral Development and The Family</td>
<td>Ch. 15 &amp; 16</td>
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<tr>
<td>Dec 1 &amp; 3</td>
<td>Beyond Family Context</td>
<td>Ch. 17</td>
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<tr>
<td><strong>Quiz 7:</strong> Chapters 15-17 + lectures; available from Dec 4 - Dec 8 4:00 p.m.</td>
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</table>

**N.B.** I reserve the right to make changes to this course outline at any time, though I will make every effort not to inconvenience anyone by doing so.
Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the UVic Calendar September 2020.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction

1. **What to do if you miss the final exam scheduled during the last day of classes**

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

OR, you can download the Request for Academic Concession form here: [http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf](http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf)

2. **What to do if you miss an exam other than one scheduled during the last day of classes**

Do not apply at Records Services for a “Request for Academic Concession”. Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

3. **What to do if you require additional time to complete course requirements**

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

OR, you can download the Request for Academic Concession form here: [http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf](http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf)

Policy on Academic Integrity including Plagiarism and Cheating
The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else’s. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

6. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar September 2020.

The definitive source for information on Academic Integrity is the University Calendar.

Other useful resources on Plagiarism and Cheating include:

1. The Study Solutions Office: [https://www.uvic.ca/services/counselling/success/study/index.php](https://www.uvic.ca/services/counselling/success/study/index.php)
2. The Ombudsperson’s office: [https://uvicombudsperson.ca/tips/plagiarism/](https://uvicombudsperson.ca/tips/plagiarism/)

   The Office of the Ombudsperson is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.

BE WELL

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:
Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.
https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php

Counselling Services:
Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services:
University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.
www.uvic.ca/services/health/

Centre for Accessible Learning:
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:
The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.
www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:
Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/
Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: sypcoordinator@uvic.ca

Web: www.uvic.ca/svp