ABOUT THIS COURSE
This class is intended as a survey course covering psychological processes from conception through about 12 years of age. In this course we will review different theories of development and important topics in developmental research. We will focus on the topics of brain development, physical and motor development, cognitive processes, language acquisition, social-emotional and moral development, and the development of ‘self’ across the periods of infancy, toddlerhood, and childhood.

Learning Objectives
Many remarkable changes occur between birth and 12 years of age. By the end of the course you should be able to:

- Describe what some of these physical, cognitive, and socio-emotional changes are and explain how or why they occur.
- Understand the different theoretical perspectives that guide research in developmental science.
- Apply and translate knowledge of developmental processes to everyday, practical contexts.

Course Format
Class sessions will include lecture material, videos, demonstrations, 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.

Course Website
All course materials including lecture slides, assignments, and grades are/will be posted on CourseSpaces (http://coursespaces.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 CourseSpaces by signing in with your NetLink ID.

Prerequisites
PSYC 100A & 100B and PSYC 201, or 201 and 243, or have 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


Additional Readings: There is 1 required reading in addition to the textbook (please see tentative schedule). These will be posted on CourseSpaces as PDFs and can also be accessed via Library Services.

EVALUATION AND GRADING

Grades are not everything, but they are one way to motivate us and 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>5%</td>
<td>~Once or twice per week</td>
</tr>
<tr>
<td>Written Assignments</td>
<td>30% (2 x 15% each)</td>
<td>Paper 1: June 2, 10pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paper 2: July 1, 10pm</td>
</tr>
<tr>
<td>Exam 1</td>
<td>22%</td>
<td>Monday, May 28</td>
</tr>
<tr>
<td>Exam 2</td>
<td>22%</td>
<td>Friday, June 14</td>
</tr>
<tr>
<td>Exam 3</td>
<td>21%</td>
<td>Friday, June 28</td>
</tr>
<tr>
<td>Research Bonus</td>
<td>+2%</td>
<td></td>
</tr>
</tbody>
</table>

**Participation (5%)**
To promote active learning and your engagement in class, you will be asked to answer an open-ended question, discuss a topic with peers, or reflect on some of the material presented in lecture. These very short written activities will be completed in class and graded as satisfactory or unsatisfactory. There will be at least one of these assignments each week and in order to receive the full 5% you need to participate in at least 80% of these assignments. There will be no opportunities to make up these points as you can occasionally miss a class and still receive the full 5%.

**Written Assignments (15% each x 2 = 30%)**
Each student is required to complete 2 short writing assignments (each assignment is worth 15%). 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 documents on Coursespaces for a detailed description of the assignment options and instructions.

**Exams (Exam 1 = 22% + Exam 2 = 22% + Exam 3 = 21% = 65%)**
There will be 3 exams in this course. The exams will consist of multiple choice questions and fill-in-the-blank/very-short answer questions. Material tested on the exams will pertain to lectures and readings.

**Reading/Exam Bonus:** To encourage and motivate you to do the assigned readings before coming to class I will be using Soloman’s (1979) “Two-Point System” to reward students who are actively reading the material with no consequence for those who are not. Periodically throughout the course, I will open a link on Coursespaces (for 12hrs) that will allow you to submit 1-2 paragraphs within a 15-minute time frame, critically evaluating the assigned reading for the next upcoming class. To receive credit you must select a few important points from the chapter and show how these points relate to the topics to be covered that
week or to material previously covered in the course. Summarizing the chapter is not enough; rather, you
must show that you have not only read the material but have thought about the information covered. For
each successful critique submitted, you will receive a bonus of 2% on the next exam. There will be
approximately 3-6 opportunities to submit your critiques during the course.

**Bonus: Research Participation or Article Review (+2%)**

*Research Participation*

Students in this course may earn up to 2% extra credit toward their final grade by participating in
research studies conducted in the Department of Psychology. Each 15 minutes of participation will earn
0.5 credits and up to 4 credits may be counted toward this course, with 2 credits required for a 1%
increase in the student's final grade. Thus, two hours of participation would earn the full 2% extra credit.

For details on participating in research studies, go to the Department of Psychology web site
(http://web.uvic.ca/psyc), click on the Research link near the top of the page, then click on the
Participant Pool link at the left of the new page to see instructions for participating in the system. You
must be sure to assign your credits to this course (PSYC 335 A01) no later than the last day of class (June
28), otherwise you will not receive extra credit in this course. If you do not wish to participate in research
studies for any reason, but still wish to have the opportunity to earn an equivalent amount of extra
credit, you may contact me no later than May 26 to arrange for an alternative option involving written
article reviews (see below).

*Article Review*

Students are not required to participate in research, and not all students wish to do so. As an alternative,
students may instead opt to gain research experience by writing reviews (2 pages double spaced) of
journal articles reporting original research relevant to child development. Each review will be worth 1%
of extra credit and a maximum of 2 reviews will be accepted. Please email me by May 26 if you wish to
choose this option and include your chosen research articles so I can approve them. To receive credit,
you must follow the guidelines posted on CourseSpaces.

**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</th>
</tr>
</thead>
<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>
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<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>
</tr>
<tr>
<td>C</td>
<td>60-64</td>
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<tr>
<td>C</td>
<td>50-59</td>
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<tr>
<td>D</td>
<td>0-49</td>
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</tbody>
</table>

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 Coursespaces.

**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 examinations. Students who miss a midterm or the final exam 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 midterm or the final exam you must supply me with written documentation justifying your absence (e.g., a doctor’s note) as soon as possible. If your documented justification for missing a midterm exam is approved, you will be permitted to write a make-up exam during a time scheduled by the Department.

Students who miss the final exam due to documented illness, accident, or family affliction must apply at Record Services for a “Request for Academic Concession”, normally within 10 working days of the exam. Students who do not take the final exam will receive a grade of “N”.

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 & CONTACTING ME
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 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
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. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

ADDITIONAL SUPPORT
Please remember 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.

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.

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

**Centre for Accessible Learning:**
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. 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.

**Mental Health Supports and Services:**
Mental health supports and services are available to students from all areas of the UVic community:

**UNIVERSITY POLICIES**
Please familiarize yourself with the university’s standards of academic integrity (e.g., plagiarism and cheating). Information about these regulations can be found on the last two pages of this course outline. Any form of plagiarism or cheating is considered a serious violation of academic integrity and the university’s policies will be strictly enforced in this course.
# TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 14</td>
<td>Introduction Background and Theory</td>
<td>Ch. 1</td>
<td></td>
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<tr>
<td>May 16</td>
<td>Theory cont’d Research Methods</td>
<td>Ch. 2</td>
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<tr>
<td>May 17, 21</td>
<td>Biological Context of Development</td>
<td>Ch. 3</td>
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<tr>
<td>May 21</td>
<td>Motor and Physical Development</td>
<td>Ch. 5 (pp. 148-154)</td>
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<tr>
<td>May 23, 24</td>
<td>Sensory and Perceptual Development</td>
<td>Ch. 7 (pp. 216-245)</td>
<td></td>
</tr>
<tr>
<td>May 28</td>
<td>EXAM 1 – Ch. 1, 2, 3, 5, (pp. 148-154), 7 (pp. 216-245) + lectures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 30</td>
<td>Neural and Brain Development</td>
<td>Ch. 6</td>
<td></td>
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<tr>
<td>May 31</td>
<td>Cognitive Development: Piaget and Vygotsky</td>
<td>Ch. 8</td>
<td>June 2: Assignment 1 due 10pm</td>
</tr>
<tr>
<td>Jun 4</td>
<td>Cognitive Development: Information Processing</td>
<td>Ch. 9</td>
<td>NO CLASS ON JUNE 7 – Emanuela at Jean Piaget Society Meeting</td>
</tr>
<tr>
<td>Jun 6, 11</td>
<td>Language Development</td>
<td>Ch. 11</td>
<td></td>
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<tr>
<td>Jun 11, 13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F Jun 14</td>
<td>EXAM 2 – Ch. 6, 8, 9, 11 + lectures</td>
<td></td>
<td></td>
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<tr>
<td>Jun 18, 20</td>
<td>Early Social-Emotional Development</td>
<td>Ch. 12</td>
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<tr>
<td>Jun 20, 21</td>
<td>Development of “Self”</td>
<td>Ch. 13</td>
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<tr>
<td>Jun 27</td>
<td>Moral Development</td>
<td>Ch. 14</td>
<td></td>
</tr>
<tr>
<td>F Jun 28</td>
<td>EXAM 3 - Ch. 8 (pp. 290-294), 12, 13, 14 + journal articles + lectures</td>
<td></td>
<td>July 1: Assignment 2 due 10pm</td>
</tr>
</tbody>
</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 pages 311-314 of the UVic Calendar May 2019.

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 (See UVic Calendar, May 2019, p. 49-51)

• 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

• 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).

• 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
**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 [https://web.uvic.ca/calendar2019-05/undergrad/info/regulations/academic-integrity.html](https://web.uvic.ca/calendar2019-05/undergrad/info/regulations/academic-integrity.html), p.45-47, UVic Calendar May 2019). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

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 (on p. 46 in May 2019).

**The definitive source** for information on Academic Integrity is the University Calendar (p. 45-47 in May 2019) ([https://web.uvic.ca/calendar2019-05/undergrad/info/regulations/academic-integrity.html](https://web.uvic.ca/calendar2019-05/undergrad/info/regulations/academic-integrity.html))

**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/)
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.

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https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php

Counselling Services:
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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:
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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](http://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](http://www.uvic.ca/svp)