Instructor: Dr. Cathy Mondloch  
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Office Hours: By Appointment (Please note that I am at McMaster only on Wednesdays & Thursdays)

Teaching Assistants:  
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Objectives: This course focuses on the academic study of child development. Several aspects of development will be discussed: prenatal development, physical and motor development, perceptual development, learning, cognitive development, emotional development, and social development. The primary objectives include facilitating an understanding of developmental principles and an understanding of experimental design and measurement. This course is designed for students not registered in a psychology programme or not wishing to do further work in developmental psychology. It is an antirequisite to 2A03, 3G03, and 3GG3.

Evaluation: There will be 3 tests. Only your best two will count and each will be worth 42.5% of your final grade. The tests will consist of short-answer questions. There will be no make up tests. If you miss a test due to illness or any other reason, the other two tests will count by default. Therefore you are strongly advised to plan to write all three tests. Tests will be based on both the text and class material. You are responsible for the material in the chapters indicated, whether or not it is covered in class. You are also responsible for all material covered in class. Lecture outlines (not details!) will be available on the web page.

During the last class, we will meet in small groups to discuss a question that integrates the course material. Each student will prepare for and take part in a 1-hour discussion, to be led by either a TA or the course instructor. Following the discussion, each student will submit a short, typed paper in which they discuss the question(s) addressed by his/her group. These papers will be due by 5:00 April 12, and must be done independently of other students in the group. Your participation in the discussion will be worth 5% of your final grade; your written answer(s) will be worth 10% of your final grade. Two marks of 10 will be deducted from papers that are submitted on Monday, April 15; one additional mark of 10 will be deducted for each additional day that the paper is late. No papers will be accepted after 5:00 p.m., Wednesday, April 17.
Schedule:

NOTE: This schedule is subject to change. PLEASE check the WEB page for updates! (Failure to attend class is not an acceptable excuse for being unaware of changed test dates, for example.)

January 9 - January 30

Chapter 1 - 5

Historical Antecedents
Issues & Methods in Developmental Psychology
A Case Study: The Development of Aesthetic Preferences
Genetics and Heredity
Prenatal Development
Growth and Motor Development

**** Test # 1 February 6 ****

January 30 - March 6

Chapter 6-8
Developmental Plasticity:
  Basic Learning Processes
  Perception
  Language Learning
  Cognitive Development

**** Test #2 March 13 ****

March 6 - March 27

Chapters 9, 11, TBA

Information Processing
Emotional Development
TBA

**** Test #3 April 3 ****

April 10

During class time, each student will meet with a group for one hour to discuss integrative questions (see “evaluation” above).

NOTES. Tests will have a duration of approximately one hour; class will then resume after a 15-minute break. Additional readings may be assigned as appropriate; these will include short, topical journal articles.