Psychology 3GG3
E S S E N T I A L S O F D E V E L O P M E N T A L P S Y C H O L O G Y :  F a l l 2 0 0 4

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Course information, including the course outline and assignments, and a forum for asking questions about course material is available on LearnLink. It is essential that you learn to use LearnLink as data from the experiments we conduct will be posted here. If you have not used LearnLink before, go to http://www.learnlink.mcmaster.ca/. Every student at McMaster automatically has an account, and instructions for how to download the software and log in are under “getting started”. Once you are logged in, click on “Courses”, then “Psychology Program”, then “Psychology 3GG3”.

Text  

Objectives  
This course focuses on the academic study of child development.  Specifically, physical and motor development, perceptual development, learning, cognitive development, and social-emotional development will be discussed.  Theoretical issues in development and experimental design issues will be emphasized.

Lectures  
You are responsible for the material in chapters 1 to 11 inclusive, whether or not it is covered in class, as well as selections from Chapters 12 to 16 that will be announced later.  You are also responsible for all material covered in class.  If you miss a lecture, you must borrow notes from a classmate.

Evaluation  
(1) Tests. There will be 3 tests consisting of multiple choice and short answer questions. Only your best two will count and each will be worth 15% for a total of 30%. 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.

(2) Definition assignments. You are expected to conduct library research and then to hand in a 2-page written definition of a key term (to be assigned later) in developmental psychology. The assignment will be worth 10%. Details of what is expected for this assignment will be distributed in class. The late penalty is 1 mark per day out of the 10 marks for the assignment.

(3) Hands-on research and experimental report. The class will be divided into two groups, which will meet as outlined in the schedule below. In these meetings, we will take a research problem, develop an experiment to test it, and discuss ethical issues with respect to carrying out the research. Each person (or group of 2) will then test one child. You will need to sign a sheet indicating that you have followed the ethical guidelines set out. The instructor will compile the results. Each student will then hand in a written report describing the purpose, method, results, and conclusion of the study. Details of what is expected in this report will be given in class. This report will be worth 20% (late penalty 2 of 20 marks per day).

(4) Final exam. The final exam will consist of multiple choice and short answer questions. It will be worth 40%.
McMaster Grading Scale

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The instructor reserves the right to adjust the final marks up or down, on an individual basis, in the light of special circumstances and/or the individual's overall performance in the course.

**Policy Reminder**

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript, and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at [http://www.mcmaster.ca/senate/academic/ac_integrity.htm](http://www.mcmaster.ca/senate/academic/ac_integrity.htm). The following illustrates only three forms of academic dishonesty: (1) Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained. (2) Improper collaboration in group work. (3) Copying or using unauthorized aids in tests and examinations.

**Tentative Schedule (subject to change!)**

- **Sept. 15**
  - Themes and theories in developmental psychology (Chapter 1)
  - Research methods (Chapter 2)

- **Sept. 22**
  - Genetics, environment, prenatal development (Chapters 3, 4)
  - **Group 1 meeting**

- **Sept. 29**
  - Perception and learning (Chapter 5)
  - **Group 2 meeting**

- **Oct. 6**
  - Test 1 (7:00–7:30)
  - **Group 1 meeting (7:30–8:30)**
  - **Group 2 meeting (8:30–9:30)**

- **Oct. 13**
  - Brain, physical, motor development (Chapter 6)

- **Oct. 20**
  - Emotional development (Chapter 7)

- **Oct. 27**
  - Language development (Chapter 8)
  - **Definition assignment due**

- **Nov. 3**
  - Test 2
  - Cognitive development (Chapter 9)
  - **Group 1 and 2 experiment data due**

- **Nov. 10**
  - **Group 1 meeting (7:00–8:15)**
  - **Group 2 meeting (8:15–9:30)**

- **Nov. 17**
  - Information processing and intelligence (Chapters 10 & 11)
  - **Group 1 and 2 experimental report due**

- **Nov. 24**
  - **Test 3**
  - Social Development (selected topics from Chapters 12 & 13)

- **Dec. 1**
  - Social development (selected topics from Chapters 14, 15, & 16)
  - Summary and review