Psychology 3HH3E Wednesday – Winter, 2006 – Jan. 4th to Apr. 5th (JHE A103)

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Required Readings: These articles are on reserve at Mills Library and are available for short-term loan.

Website: http://www.science.mcmaster.ca/psychology/psych3hh3e/index.html

Evaluation: I reserve the right to change the format of the syllabus, tests, and/or exam. Both lecture and textbook material will be tested. There are no make-up midterms, papers or exams in this course. If any test does not take place on the scheduled date due to weather, facilities, or other unforeseen circumstance, the exam will take place at the beginning of the next meeting.

1) Mid-session tests: The first in-class test will be held on Feb. 8th and the second in-class test will be held on Mar. 29th. These tests are worth 20% and 25% of your final grade. Each of these tests will cover material up to the date of testing from the last test.

2) Grant Proposal: This will be a brief (4 double-spaced pages) research proposal based on a recent paper (2005/06) published in a peer-reviewed journal. This proposal should follow the instructions outlined in a separate page attached to this syllabus. The proposal is due on Mar. 22nd. Papers will not be accepted after this absolute deadline. A copy of the focal article must also be included. This will make up 15% of your final grade.

3) Final examination: The final exam will be scheduled by the Office of the Registrar and is worth 40% of your final grade. It is cumulative and will encompass all of the course material.

Note: To reiterate, students are responsible for both the lecture material and assigned readings, with roughly equal weighting. Mid-session tests can only be written at the times indicated so plan to attend. There can be no make-up tests or special sessions for any student. Students with valid reasons for missing a mid-session test or assignment must consult the Dean of Studies office for their faculty (e.g. Science and Social Science). If, and only if, there is adequate written justification for missing the test or assignment deadline, such students will normally have their grades proportionately reweighted, increasing the relative contribution to their final exam. The format for these tests and exams is as follows: T/F, M/C, one to three word answers, and brief essays. I use multiple mixed versions of the test questionnaires. Bring MAC ID and a pencil to the tests and exam. Grades will be assigned according to the following convention: 90-100% = A+, 85-89% = A, 80-84% = A-, 77-79% = B+, 73-76% = B, 70-72% = B-, 67-69% = C+, 63-66% = C, 60-62% = C-, 57-59% = D+, 53-56% = D, 50-52% = D-, 0-49% = F. Appeal procedures for mid-session tests are strictly structured, as will be explained in class. Attention is drawn to the Statement on Academic Ethics and the Senate Resolutions on Academic Dishonesty as found in the Senate Policy Statements distributed at registration and available in the Senate Office. Any student who infringes on one of these resolutions will be treated according to the published policy.
Schedule of Topics and Readings (Lecture dates and topic specifics are approximate and subject to change.)

Jan. 4th – Introduction and Historical Perspective (Ch. 1)

Jan. 11th – Prenatal Development (Ch. 2)

Jan. 18th – Birth and the Neonate (Ch. 3)

Jan. 25th – Physical Development and Growth (Ch. 4)

Feb. 1st – Motor Development (Ch. 6)

Feb. 8th – MIDTERM 1 (in class, 2 hours)

Feb. 15th – Perceptual Development (Ch. 7)

Feb. 22nd – Study Break (no class)

Mar. 1st – Cognitive Development (Ch. 8)

Mar. 8th – Language Development (Ch. 9)

Mar. 15th – Personality (Ch. 10)

Mar. 22nd – PAPER DUE

Social and Emotional Development (Ch. 11 and 12) –

Mar. 29th – MIDTERM 2 (in class, 2 hours)

Apr. 5th – Infant Health, Nutrition, and Care (Ch. 5 and 13)
**Guidelines for the Essay Assignment**

**Topics:** First, you are to find an article published in a *peer-reviewed scientific journal*. Next, pretend that you are a new graduate student hired in the lab of the primary investigator heading up the research discussed in the article. Why should that lab, or SSHRC, or NSERC, or NIH fund you? You must propose the next step in the research article you have just read. You should not propose follow-up work that is suggested in the discussion of that article as your own idea (you will be passing in a copy of the article). Come up with something fresh that would keep you busy over the next year. You should try to find a unique article, distinct from that chosen by any other student in the class and not covered in any other class that you have or are currently taking. You cannot work directly with any of your classmates on this assignment. Choose a topic that is directly pertinent to the class material. Have a look at the text, the course outline, and the lecture material and select an area that you find interesting. You should discuss a *minimum of five* other articles that have been published in any other year that may shed light on your focal article and the project that you would like to do. Do not use secondary sources for this task (e.g. your textbook) – your support articles must be primary sources from peer-reviewed scientific journals.

**Form:** The paper *must not exceed the allocated space!* *Four double-spaced pages in 12pt Times New Roman* (excluding references). If you write more than four pages, only the first four will be read. Quality is more important than quantity. This being said, you should fully use the allotted space. State the purpose of your study and include a reference list. Cite only papers that you have read and use a standardized referencing system (e.g. APA). *A copy of the focal article must accompany the paper copy of your essay.* The deadline for the essay is Mar. 22nd. *No* papers will be accepted after Mar. 22nd.

**Hints:** 1) Get started early! Time will be at a premium right before the exam. 2) Use headings and subheadings to help organize your thoughts and help the reader follow your line of reasoning. 3) Think of the value and necessity of every word in your paper whilst you are editing it. For example, did I need to say both “value and necessity” in the previous sentence, or would one of those words stand-alone and convey the same message? Even one word in a two page essay takes up valuable real estate. Cutting extraneous words adds up over the course of a whole essay and adds to the conciseness of your work. 4) Even though you cannot work directly with another student on this paper, that does not mean that you cannot talk to them about your ideas or have them help you edit for clarity, punctuation, and flow. 5) There is help available at the Center for Student Development. 6) Things that affect your grade on this assignment: appropriateness of your ideas in the context of the course, the quality of your library work, organization and clarity, accuracy in referencing, the cohesiveness of your arguments, and finally, whether you have only presented a summary or are showing original thought. 7) You must be objective and scientific – avoid jargon, exposition, unsubstantiated opinion, sentiment, colloquial speech, and personal information.