

**Introduction to
DEVELOPMENTAL PSYCHOLOGY
Term 1 2007**

**Tuesday, Wednesday and Friday 12:30 to 1:30
MDCL 1102**

**Instructor: Professor M.D. Rutherford
Office: room 105**

Teaching assistants: Paul Szego: szegopa@mcmaster.ca
Jenna Cheal: chealjl@mcmaster.ca
Marla Anderson: andermv@mcmaster.ca

Text (available at Titles McMaster Bookstore): Siegler, R., DeLoache, J., Eisenberg, N. *How Children Develop*, Second Edition.

Objectives: The aim of the course is to introduce students to basic theory, research findings and methods of investigation in developmental psychology. By the end of the term students should be able to: describe the important theories and research findings in developmental psychology; discuss the theories and key findings covered in the course, discuss their relevance to everyday life; and understand and think critically about issues and research in developmental psychology. During the course we will examine, firstly, themes, methods and findings in developmental research, and secondly, the ways in which empirical research can help us understand how developmental processes influence people.

Evaluation: Marks in this class will be based on two midterm exams, one final exam, and three workshops. Each workshop is worth 2% of your final mark. Because the workshop is interactive, no make-up is possible. Each of two in-class midterms (October 9th and November 6th) is worth 27% of the total for this course and the final exam is worth 40%. The final is cumulative. Exams are multiple-choice; please bring a No. 2 pencil to each exam. **Do not miss class on the date of a midterm exam.** NOTE: If any exam does not take place on the scheduled date due to weather, facilities, or any other unforeseen circumstance THE EXAM WILL TAKE PLACE AT OUR NEXT MEETING.

McMaster's Grading Scale:

90-100	85-89	80-84	77-79	73-76	70-72	67-69	63-66	60-62	57-59	53-56	50-52	0-49
A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

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.

The instructor cannot be responsible for returning long distance calls from students. Any student wishing to reach an instructor is invited to e-mail or drop by during office hours.

Policy Reminder: Please note 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 one of these resolutions will be treated according to the published policy.

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 (notation reads: "Grade of F assigned for academic dishonesty"), 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

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

September 7: Organizational Meeting; Course Overview

September 11: Break out Discussion READ PP. 10 - 37

September 12: An Introduction to Child Development READ PP. 10 - 37

September 14: Prenatal and Newborn Development: READ PP. 42 - 59

September 18: Prenatal and Newborn Development: READ PP. 59 - 79

September 19: Biology and Behaviour: READ PP. 84- 101

September 21: Workshop 1

September 25: Biology and Behaviour: READ PP. 102 – 123

September 26: Theories of Cognitive Development: READ PP. 128 - 145

September 28: Theories of Cognitive Development: READ PP. 146 - 165

October 2: Seeing, Thinking, and Doing in Infancy: READ PP. 170 - 188

October 3: Seeing, Thinking, and Doing in Infancy: READ PP. 189 - 207

October 5: Midterm Review

October 9: FIRST MIDTERM EXAM IN CLASS

October 10: Development of Language and Symbol use: READ PP. 212 - 228

October 12: Development of Language and Symbol use: READ PP. 228 - 251

October 16: Conceptual Development: READ PP. 256 – 271

October 17: Conceptual Development: READ PP. 271 - 289

October 19: Intelligence: READ PP. 294 - 311

October 23: Workshop 2

October 24: Emotional Development: READ PP. 374 - 390

October 26: Emotional Development: READ PP. 391-409

October 30: Theories of Social Development: READ PP. 341 – 354

October 31: Theories of Social Development: READ PP. 355 - 370

November 2: Midterm Review

November 6: SECOND MIDTERM EXAM IN CLASS

November 7: Attachment: READ PP. 414-433

November 9: Attachment: READ PP. 433 - 449

November 13: The Family: READ PP. 454 - 471

November 14: Peer Relationships: READ PP. 494- 507

November 16: Peer Relationships: READ PP. 508 - 527

November 20: Workshop 3

November 21: Moral Development: READ PP. 532 - 549

November 23: Moral Development: READ PP. 550 - 567

November 27: Gender Development: READ PP. 572 - 583

November 28: Gender Development: READ PP. 584 – 602

November 30: Final Review

Final Exam: TBA