

**Introduction to
DEVELOPMENTAL PSYCHOLOGY
Term 1 2009
Monday, Wednesday 8:30 to 9:20
Friday 10:30 to 11:20
JHE 376**

Instructor: Professor M.D. Rutherford

Office: room 105

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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 14th and November 9th) 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: The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

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, 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 11: Organizational Meeting; Course Overview
- September 14: What is developmental psychology? READ PP. 3 - 10
- September 16: An evolutionary perspective on development? READ PP. 23 - 37
- September 18: A modern understanding of evolution:
- September 21: Prenatal and Newborn Development: READ PP. 42 - 79
- September 23: Nature, Nurture and Development: READ PP. 84- 101
- September 25: Workshop 1
- September 28: Nature, Nurture, and Development: READ PP. 102 – 123
- September 30: Perceptual Development: READ PP. 170 - 194
- October 2: Perceptual Development: READ PP. 189 - 207
- October 5: Conceptual Development: READ p. 194-208
- October 7: Conceptual Development: READ PP. 271 - 289
- October 9: Midterm Review
- October 12: HAPPY THANKSGIVING
- October 14: **FIRST MIDTERM EXAM IN CLASS**
- October 16: Introduction to Core Knowledge READ PP. 156 - 165
- October 19: Core Knowledge Part I: Physical READ PP. 256 – 289
- October 21: Core Knowledge Part I: Physical
- October 23: Core Knowledge II: Social READ PP. 341 – 354
- October 26: Workshop 2
- October 28: Core Knowledge II: Social READ PP. 355 - 370
- October 30: Development of Language: READ PP. 212 - 228
- November 2: Development of Language: READ PP. 228 - 251

November 4: Development of Language

November 6: Midterm Review

November 9: SECOND MIDTERM EXAM IN CLASS

November 11: Social Contexts for Development READ p. 523-528

November 13: Attachment: READ PP. 414-433

November 16: Social Contexts for Development READ PP. 454 - 471

November 18: Gender Development: READ PP. 572 - 583

November 20: Gender Development: READ PP. 584 – 602

November 23: Workshop 3

November 25: Gender Development

November 27: Moral Development: READ PP. 532 - 549

November 30: Moral Development: READ PP. 550 - 567

December 2: Moral Development

December 4: Final Review

Final Exam: TBA

Total meetings: 36