

**Introduction to
DEVELOPMENTAL PSYCHOLOGY
Term 1 2013**

**Monday, Wednesday, Thursday 10:30 to 11:20
ITB 137**

Instructor: Professor M.D. Rutherford

Office: room 105

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Text (available at Titles McMaster Bookstore): Rutherford, M.D. *Child Development: Perspectives in Developmental Psychology*.

Objectives: The aim of the course is to introduce students to theory, research findings and methods of investigation in developmental psychology. By the end of the term students should be able to: discuss the theories and key developmental psychology 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 iclicker participation. iclicker participation is worth a possible 6 marks, and you will be awarded a portion of those 6 marks, based on your correct in-class responses throughout the term. Each of two in-class midterms (October 7th and November 6th) is worth 27% of the total for this course and the final exam is worth 40%. The final is cumulative. Exams include multiple-choice questions, so 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. Students will be assigned a grade from the McMaster University Grading Scale between 0 and 12 based on an overall assessment by the professor on the work submitted.

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 5: Organizational Meeting; Course Overview READ pp. 1 - 14

September 9: What is developmental psychology? READ pp. 14 - 27

September 11: Perspectives on development READ pp. 28 - 45

September 12: Methods of developmental psychology: READ pp. 45 - 61

September 16: A modern understanding of evolution: READ pp. 62 - 101

September 18: Nature, Nurture, and Development: READ pp. 104 - 120

September 19: Workshop 1

September 23: Heritability: READ pp. 120 – 142

September 25: Perceptual Development: READ pp. 144 - 164

September 26: Perceptual Development: READ pp. 164 - 179

September 30: Conceptual Development: READ pp. 180 - 197

October 2: Conceptual Development: READ pp. 197 – 213

October 3: Midterm Review

October 7: **FIRST MIDTERM EXAM IN CLASS**

October 9: Core Knowledge READ pp. 215 - 229

October 10: Spatial Knowledge: pp. 230 – 241

October 14: HAPPY THANKSGIVING

October 16: Biology and Numbers: pp. 242 - 253

October 17: Social Psychology: pp. 254 - 266

October 21: Workshop 2

October 23: Early Social Skills and Attachment: pp. 266 - 283

October 24: Theory of Mind: pp. 283 - 294

October 28: The Psychology of Language: READ pp. 296 - 304

October 30: Development of Language: READ pp. 304 – 316

October 31: FALL BREAK

November 4: Midterm Review

November 6: **SECOND MIDTERM EXAM IN CLASS**

November 7: Language: Critical Periods and Special Cases READ pp. 316 – 334

November 11: Social Contexts and Development READ pp. 336 – 356

November 13: Social Contexts and Development READ pp. 356 – 376

November 14: Sex and Gender: READ pp. 378 – 388

November 18: Workshop 3

November 20: Gender Development: READ pp. 389 – 401

November 21: Gender Development: Special Cases READ pp. 401 - 412

November 25: Moral Development: READ pp. 414 - 423

November 27: Evolution of Morality: READ pp. 423 - 438

November 28: Moral Psychology: READ pp. 438 - 454

December 2: Final Review

Final Exam: TBA

Communication policy:

For e-mail communications, Avenue to Learn is preferred. Should we need to communicate with you about individual matters, we will send it to your Avenue to Learn account. You should monitor this account regularly.

Students should be aware that, when they access some of the electronic components of this course using Avenue to Learn, information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Please note that instructors cannot return long distance telephone calls.

Any change in the course outline will be posted on the webpage and the details will be announced in class. *This is the 1st version of the course outline.*

Problems with the final exam schedule must be addressed to the Office of the Registrar.

Audience Response Systems: iClickers

This course will use the iClicker classroom response system. If you do not have one, please purchase a personal iClicker to participate in course evaluations and demonstrations. Students may purchase an iClicker at Titles (McMaster's Main Bookstore). Please register the iClicker to allow evaluations to be identified: <http://www.iclicker.com/support/registeryourclicker/>, and bring your iClicker to every lecture.