

**Introduction to
DEVELOPMENTAL PSYCHOLOGY
Term 1 2015
Monday, Wednesday, Thursday 4:30 to 5:20
ITB AB 102**

Instructor: Professor M.D. Rutherford

Office: room 105

Teaching assistants: Samantha Daniel: danies5@mcmaster.ca
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Text: 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 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 8th** and **November 5th**) is worth 27% of the total for this course and the final exam is worth 40% (of which 8% is an essay question). The second midterm and the final are cumulative. Exams include multiple-choice questions, so please bring a No. 2 pencil to each. **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 9: Course Overview: What is developmental psychology? READ pp. 1 - 14

September 10: Current Issues and Organizing themes: READ pp. 14 - 27

September 14: Perspectives on development: READ pp. 28 - 45

September 16: Methods of developmental psychology: READ pp. 45 - 61

September 17: A modern understanding of evolution: READ pp. 62 - 83

September 21: **Workshop 1**

September 23: Conception and Early Development: READ pp. 83 - 99

September 24: Heritability: READ pp. 104 – 124

September 28: IQ and Heritability: READ pp. 124 – 128

September 30: Perceptual Development: READ pp. 144 - 164

October 1: Perceptual Development: READ pp. 164 – 179 AND pp. 274 - 278

October 5: Conceptual Development: READ pp. 180 – 197

October 7: **Midterm Review**

October 8: **FIRST MIDTERM EXAM IN CLASS**

October 12: HAPPY THANKSGIVING

October 14: FALL BREAK

October 15: FALL BREAK

October 19: Conceptual Development: READ pp. 197 – 213

October 21 Learning: READ pp. 128 - 139

October 22: Core Knowledge: READ pp. 215 – 241

October 26: Areas of Core Knowledge: READ pp. 242 - 253

October 28: **Workshop 2**

October 29: The Social Brain: READ pp. 254 - 264

November 2: Early Social Skills: READ pp. 265 – 273 AND pp. 278 - 282

November 4: **Midterm Review**

November 5: **SECOND MIDTERM EXAM IN CLASS**

November 9: Theory of Mind: READ pp. 283 - 294

November 11: Emotional Development and Attachment: READ pp. 336 – 341 AND 351 – 373

November 12: The Psychology of Language: READ pp. 296 – 304

November 16: Development of Language: READ pp. 304 – 316

November 18: Language: Critical Periods and Special Cases: READ pp. 316 – 334

November 19: Sex and Gender: READ pp. 378 – 388

November 23: **Workshop 3**

November 25: Life history theory: READ pp. 343 – 351

November 26: Gender Development: Special Cases: READ pp. 401 - 412

November 30: Moral Development: READ pp. 414 - 423

December 2: Evolution of Morality: READ pp. 423 - 438

December 3: Moral Psychology: READ pp. 438 - 454

December 7: **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 2nd 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.