
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 research in developmental psychology.

Learning Format: This course is a live in-person class.

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 1st and November 7th) is worth 27% of the total for this course and the final exam is worth 40% (of which 8% is an essay question). The midterms and 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:

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<th>A+</th>
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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](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

January 6: Course Overview: What is developmental psychology? READ Chapter 1 pp 1-15

January 8: Current Issues and Organizing themes: READ Chapter 1 pp 15-25

January 11: Perspectives on development: READ Chapter 2 pp 29-49

January 13: Methods of developmental psychology: READ Chapter 2 pp 49-63

January 15: A modern understanding of evolution: READ Chapter 3 pp 67-82

January 18: Workshop 1

January 20: Conception and Early Development: READ Chapter 3 pp 82-97

January 19: Heritability: READ Chapter 4 pp 101-116

January 25: IQ and Heritability: READ Chapter 4 pp 116-128

January 27: Perceptual Development: READ Chapter 5 pp 131-151

January 29: Perceptual Development: READ Chapter 5 pp 151-162

February 1: Midterm Review

February 3: FIRST MIDTERM EXAM IN CLASS

February 5: Conceptual Development: READ Chapter 6 pp 165-180

February 8: Conceptual Development: READ Chapter 6 pp 180-193

February 10: The Psychology of Language: READ Chapter 7 pp 197-207

February 12: Development of Language: READ Chapter 7 pp 208-215

February 15 - 21: MID-TERM RECESS

February 22: Language: Critical Periods and Special Cases: READ Chapter 7 pp 215-226

February 24: Workshop 2

February 26: Knowledge acquisition: READ Chapter 8 p 229 - 237

March 1: Core Knowledge: READ Chapter 8 pp 238-262

March 3: The Social Brain: READ Chapter 9 pp 265-284
March 5: Social Categories and Theory of Mind: READ Chapter 9 pp 284-297

March 8: Temperament and Personality READ Chapter 10 pp 299-312

March 10: **Midterm Review**

March 12: **SECOND MIDTERM EXAM IN CLASS**

March 15: Attachment: READ Chapter 10 pp 312-320

March 17: Emotion: READ Chapter 10 pp 320-329

March 19: Family READ Chapter 11 pp 331-344

March 22: Parenting READ Chapter 11 pp 344-359

March 24: Sex and Gender: READ Chapter 12 pp 361-381

March 26: **Workshop 3**

March 29: Perspectives on Gender Development: READ Chapter 12 pp 381-384

March 31: Development on the Gender Continuum: READ Chapter 12 pp 384-389

April 5: Classic Moral Psychology: READ Chapter 13 pp 391-400

April 7: Evolution of Morality: READ Chapter 13 pp 400-407

April 9: Moral Development: READ Chapter 13 pp 407-420

**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.

Any change in the course outline will be posted on the Avenue to Learn page.

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

**Audience Response System: iClicker**
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/](http://www.iclicker.com/support/registeryourclicker/), and bring your iClicker to every lecture.