

PSYO 2090: Developmental Psychology

Faculty of Science Course Syllabus
Department of Psychology and Neuroscience
Fall 2023
Tuesdays & Thursdays, 4:05pm – 5:25pm
Life Sciences Centre, C242



Dalhousie University acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People, and pays respect to the Indigenous knowledges held by the Mi'kmaq People and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people. Dalhousie University also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

INSTRUCTOR INFORMATION

Course Instructor: Daniella Sieukaran

Pronouns: She/her

Email: daniella@dal.ca

Office Hours: By appointment
(in-person, MS Teams video call, or phone call)



PREREQUISITES (with final grades of B- or higher):

PSYO 1011/1021/1031 *Intro to Psychology and Neuroscience I*
AND

PSYO 1012/1022/1032 *Intro to Psychology and Neuroscience II*
OR SCIE 1506/1507 *Integrated Science I*

COURSE DESCRIPTION: People change with age. This course examines the changes that occur in humans from conception through adolescence. Biological, social, cognitive, and linguistic aspects of development are considered. Theory, research, and practical implications are integrated throughout the course.

LEARNING OBJECTIVES:

Upon successful completion of this course, you should be able to:

- ① Discuss the historical foundations and major theoretical perspectives of child development.
- ② Identify and explain key physical, cognitive, and socioemotional changes that occur across development, up to and including adolescence.
- ③ Recognize typical versus atypical development in children and adolescents.
- ④ Explain the bidirectional interplay between genetic and environmental factors on children's development.
- ⑤ Critically evaluate and reflect on developmental issues and research findings.
- ⑥ Apply your knowledge of child development to naturalistic settings such as working with children, parenting, or policy development.

COURSE COMMUNICATIONS

Course reminders and time-sensitive/priority information will be distributed as Brightspace Announcements.



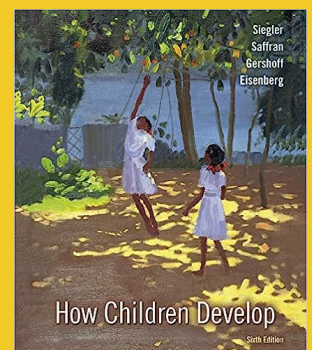
You may contact the course instructor by email at daniella@dal.ca and should include "PSYO 2090" in the subject line. Every effort will be made to reply to emails within 48 hours. Emails sent on weekends and holidays may be responded to on the next business day, even when exceeding 48 hours.

COURSE MATERIALS

Siegler, R.S., Saffran, J., Gershoff, E., & Eisenberg, N. (2020). *How Children Develop* (6th Canadian edition). Macmillan.

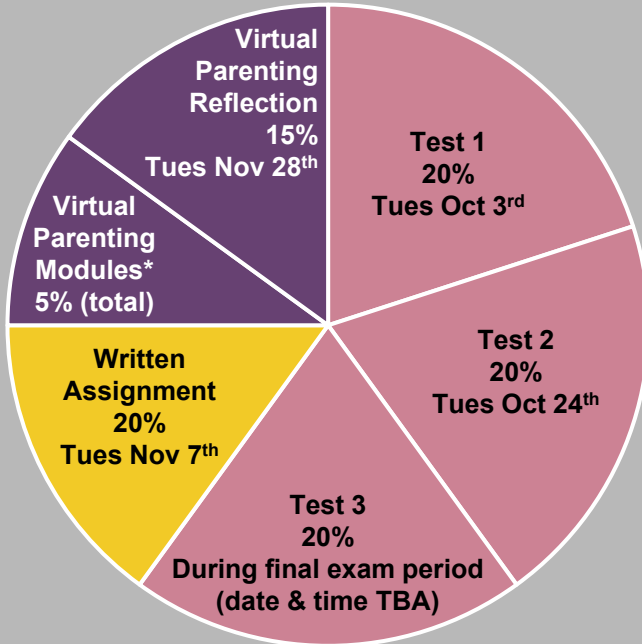
If the textbook's cost is prohibitive for you, contact your instructor!

The 6th edition textbook (e-book or looseleaf) includes a [unique access code to a REQUIRED online course component](#).



ASSESSMENTS

Refer to Brightspace for assignment/test expectations, requirements, and rubrics.



*See Course Schedule (page 3) for specific deadlines for completion of each module.

ALL assessments are to be completed independently and with academic integrity.

Assignments will be processed by Urkund, a plagiarism screening tool.

All written assessments should follow APA 7 style and formatting guidelines.

Assignments should be submitted via Brightspace by 11:59pm on the assignment deadline.

All tests are non-cumulative and multiple choice. Test 3 also has short answer questions.

LATE AND MISSED ASSESSMENTS

Extensions may be granted at the discretion of the instructor and when requested via email well in advance of the assignment deadline. Unexcused late assignments will incur a late penalty: a reduction of the assignment grade by 5% per day, beginning at 12:01am the day after the assignment deadline, to a maximum of ten (10) days late or 50% of the assignment grade.

If you experience a short-term absence of three (3) consecutive days or fewer, resulting in a missed or late assessment (any assignment, Test 1, or Test 2), upload a completed Student Declaration of Absence (SDA) form to the dropbox in Brightspace. If you do not submit the form within three (3) days following your last day of absence, you will receive a zero. You can submit a maximum of two separate SDAs for this course. Alternate/makeup assessments are granted at the discretion of the instructor. SDAs are **NOT** accepted for Test 3; refer to [Requests for an Alternative Final Examination Time](#).

BONUS CREDIT (MAXIMUM TOTAL OF 2%)

You can earn a **MAXIMUM** of 2% in bonus credit added to your final grade by participating in [SONA research](#) **OR** completing a short writing assignment based on course content. Further details are posted on Brightspace.

Course grades reflect your demonstrated achievement in meeting the specified learning objectives for the course. Numerical grades will be converted to final letter grades following the [Dalhousie Grade Scale](#):

A+	90-100%
A	85-89%
A-	80-84%
B+	77-79%
B	73-76%
B-	70-72%
C+	65-69%
C	60-64%
C-	55-59%
D	50-54%
F	0-49%



ACADEMIC SUPPORT

[APA 7 Guide \(Purdue OWL\)](#)
[Black Student Advising Centre](#)
[Faculty of Science Advising](#)
[General Academic Advising](#)
[Indigenous Student Centre](#)
[Library Services](#)
[Mature Student Advising](#)
[Student Accessibility Centre](#)
[Studying for Success Program](#)
[Writing Centre](#)



USE OF AI TOOLS

In order to successfully complete this course, you need to acquire the outlined learning objectives and competencies. Therefore, the use of AI tools is **strictly prohibited during the writing of tests**. Using AI tools when prohibited constitutes an academic offense.

You are welcome to use AI tools to **support the development of assignments**. When AI tools are used, **you must acknowledge all tools used AND provide chat logs**. Keep in mind that this course's assignments follow principles of adult learning that emphasize application and reflection, with the goal of connecting course material to your life experiences and current/future work. AI tools do not know your personal history, current experiences, nor future goals.



COURSE SCHEDULE*

You should complete each class's readings **PRIOR** to each class and come prepared to thoughtfully engage with the material & participate in class discussions and activities.



Week 1	TUESDAY Sept 5 Introduction to Child Development (Ch 1)	THURSDAY Sept 7 CONTINUED: Intro to Child Development
Week 2	TUESDAY Sept 12 Prenatal Development & Newborns (Ch 2)	THURSDAY Sept 14 Biology and Behaviour (Ch 3) PARENTING INTRO MODULE DUE
Week 3	TUESDAY Sept 19 Cognitive Development (Ch 4)	THURSDAY Sept 21 CONTINUED: Cognitive Development
Week 4	TUESDAY Sept 26 Infant Perception, Action & Learning (Ch 5)	THURSDAY Sept 28 Conceptual Development (Ch 7) PARENTING PRENATAL MODULE DUE
Week 5	TUESDAY Oct 3 TEST 1 (non-cumulative)	THURSDAY Oct 5 Development of Language & Symbol Use (Ch 6)
Week 6	TUESDAY Oct 10 Intelligence & Academic Achievement (Ch 8)	THURSDAY Oct 12 Gender Development (Ch 15) PARENTING INFANT/TODDLER MODULE DUE
Week 7	TUESDAY Oct 17 Emotional Development (Ch 10)	THURSDAY Oct 19 Moral Development (Ch 14)
Week 8	TUESDAY Oct 24 TEST 2 (non-cumulative)	THURSDAY Oct 26: Social Development (Ch 9 AND Wenner Moyer, 2022) PARENTING EARLY CHILD MODULE DUE
Week 9	TUESDAY Oct 31 🎃 CONTINUED: Social Development	THURSDAY Nov 2 Attachment & Development of Self (Ch 11)
Week 10	TUESDAY Nov 7 Family Influences (Ch 12 AND Poole College, 2021) WRITTEN ASSIGNMENT DUE	THURSDAY Nov 9 Peer Influences (Ch 13) PARENTING MIDDLE CHILD MODULE DUE
Week 11	TUESDAY Nov 14 NO CLASS (FALL STUDY BREAK)	THURSDAY Nov 16 NO CLASS (FALL STUDY BREAK)
Week 12	TUESDAY Nov 21: Current Issues About Girls (Orenstein, 2006 AND West-Rosenthal, 2023)	THURSDAY Nov 23: Current Issues About Boys (Hawgood, 2022 AND <i>Raising Cain</i> , Ch 12) PARENTING ADOLESCENCE MODULE DUE
Week 13	TUESDAY Nov 28 Child Development Movie (TBD by class vote) VIRTUAL PARENTING REFLECTION DUE	THURSDAY Nov 30 CONTINUED: Child Development Movie
DECEMBER	TEST 3 (non-cumulative) During final exam period (date & time TBA)	

*Subject to change.

All readings are available on Brightspace.

Refer to [Dal Important Dates](#) for add/drop dates.



RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support. Visit the Indigenous Student Centre at 1321 Edward Street or email elders@dal.ca. Additional information regarding the Indigenous Student Centre can be found at https://www.dal.ca/campus_life/communities/indigenous.html

INTERNATIONALIZATION

At Dalhousie, "thinking and acting globally" enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders." Additional internationalization information can be found at <https://www.dal.ca/about-dal/internationalization.html>

ACADEMIC INTEGRITY

At Dalhousie University, we are guided in all our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. Additional academic integrity information can be found at https://www.dal.ca/dept/university_secretariat/academic-integrity.html

ACCESSIBILITY

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodations. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion, please contact the Student Accessibility Centre (https://www.dal.ca/campus_life/academic-support/accessibility.html) for all courses offered by Dalhousie, with the exception of Truro. For courses offered by the Faculty of Agriculture, please contact the Student Success Centre in Truro (<https://www.dal.ca/about-dal/agricultural-campus/student-success-centre.html>)

CONDUCT IN THE CLASSROOM – CULTURE OF RESPECT

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, instructors, and guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

DIVERSITY AND INCLUSION – CULTURE OF RESPECT

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). Additional diversity and inclusion information can be found at <http://www.dal.ca/cultureofrespect.html>

STUDENT CODE OF CONDUCT

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner – perhaps through a restorative justice process. If an informal resolution can't be reached or would be inappropriate, procedures exist for formal dispute resolution. The full Code of Student Conduct can be found at https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html

FAIR DEALING POLICY

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement nor having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie. Additional information regarding the Fair Dealing Policy can be found at https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy-.html

ORIGINALITY CHECKING SOFTWARE

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method. Additional information regarding Originality Checking Software can be found at https://www.dal.ca/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html

STUDENT USE OF COURSE MATERIALS

Course materials are designed for use as part of this course at Dalhousie University and are the property of the instructor unless otherwise stated. Third-party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading to a commercial third-party website) may lead to a violation of Copyright law.

