

PSYB20H3F: Introduction to Developmental Psychology, Fall 2013
Class Times and Location: Wednesday, 7:00 – 10:00 PM, AC223

Instructor: *Diane Mangalindan*
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Teaching Assistants:

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*The main email contact for course-related questions.

Course Description:

This course provides a broad and integrative overview of child development. Topics will include both theoretical and empirical work within the field. By the end of the course, students should be able to have a better understanding of how the child evolves from multiple facets – physically, socially, emotionally, and cognitively.

Required Readings:

Parke, R.D., Gauvain, M., Schmuckelr, M.A. (2010). *Child psychology: A contemporary viewpoint* (3rd Ed.). Toronto: McGraw-Hill Ryerson.

Additional readings (i.e., journal articles) will be posted on the class website.

Course Requirements:

The final grade will be based on two term tests (60%; 2 x 30%) and a final exam (40%). All tests are non-cumulative and will be comprised of multiple-choice questions. The final exam will be held during the Final Examination period (December 6 to 20) set by the University. Details (e.g., date and location) about each test will be provided on the class website (to be discussed below).

General Notes:

- 1) All registered students for the course should have access to Blackboard. This will serve as the class website, where all lecture slides and course-related materials will be posted. This will also be the site where term test marks will be made available, along with important announcements that will be made throughout the term.

- 2) The students are responsible to keep up with the required readings and attend the lectures. If there are problems and/or with understanding the course material, it is the student's responsibility to seek out available resources that include asking and discussing with the teaching staff. The professor and teaching assistants are all available by appointment.
- 3) During exams, students need to bring their U of T student ID cards (NO EXCEPTIONS) and a soft-lead pencil with an eraser for filling in the scantron.
- 4) If a term test is missed, the teaching team needs to be informed as soon as possible. Only students with a valid, instructor-approved documentation explaining the student's absence from the original term test date will be considered to write the make-up exam, which will be typically scheduled at least a week after the original term test date.
- 5) Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. I will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The UTSC AccessAbility Services staff (located in SW302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Contact by phone (416-287-7560) or email (ability@utsc.utoronto.ca).
- 6) **Academic Integrity:** Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. Behaviours that constitute academic dishonesty and the processes for addressing academic offences are outlined in The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). Potential offences include, but are not limited to:

ON TESTS AND EXAMS:

- (a) Using or possessing unauthorized aids.
- (b) Looking at someone else's answers during an exam or test.
- (c) Misrepresenting your identity.

IN ACADEMIC WORK:

- (a) Falsifying institutional documents or grades.
- (b) Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters.

Course Outline

Date	Topic	Chapters
September 4	Class overview & Introduction	
	Theoretical Perspectives & Research Methods	Chapter 1
September 11	Heredity & Environment	Chapters 2 & 3
September 18	Perceptual Development	Chapters 4 & 5
	Motor Development	
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September 25	First Term Test (In-class)	
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October 2	Cognitive Development	Chapters 8
October 9	Information Processing & Intelligence	Chapters 9 & 10
October 16	NO CLASS (Reading week)	
October 23	Language & Communication	Chapters 7
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October 30	Second Term Test (In-class)	
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November 6	Emotional Development & Attachment	Chapter 6
November 13	Family, Peers & Play	Chapter 11 & 12
November 20	Gender & Morality	Chapters 13 & 14
November 27	Developmental Psychopathology	Chapter 15

Note: The above schedule, policies, and procedures are subject to change in the event of extenuating circumstances.