

PSYCHOLOGY 2230 - Section A3  
DEVELOPMENTAL PSYCHOLOGY  
Grande Prairie Regional College  
Lecture 3 (3-0-0)  
UT to all Alberta Universities  
Winter 2001

FEB. 07 2001

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Office Hours: TBA or by appointment

Texts: Child Development: A Topical Approach by Robert S. Feldman  
(Required)

Study Guide by Gail S. Ditkoff (Optional)

Course Description: Biological, cognitive and social aspects of psychological development will be explored with special emphasis on infancy, childhood and adolescence.

Prerequisite: PY 1040 and PY 1050 or equivalent. The instructor will not accept PY 1050 as a corequisite.

Requirements: Evaluations will be based on three exams and a paper as follows:

Exam #1	25%	February 6	Chapters 1, 2, 3, 4, 5
Exam #2	25%	March 15	Chapters 6, 7, 8, 9, 10
Paper	25%	March 27	
Final Exam	25%	TBA	Chapters 11, 12, 13, 14, 15

Please note that the exam dates listed on this handout are tentative and are subject to change. For the final examination students must be available between April 16 and April 25. The date and time of the final exam will be announced by the Student Services Office. This information is also subject to change so students should continue checking the posted schedules as they are updated.

Exams will consist of written questions such as short answer, paragraph and essay questions. Several choices will be available for the essays and they will be fairly short (i.e., one to two pages in length). Normally requests to write a missed exam or a deferred exam will not be granted except under the most extreme of circumstances and then evidence must be provided to the instructor before a makeup exam can be arranged. Thus, students should ensure they will be available to write the scheduled exams.

Please bear in mind that exam marks are FINAL. This means you cannot rewrite an exam because of a poor grade and there are NO written assignments you can do to make up for a poor exam grade except for the already assigned paper.

Cheating on an exam or any other form of academic misconduct is taken very seriously and is punishable in a variety of ways. For more information on the penalties that can be imposed please see page 33 of the college calendar.

The paper must cover an issue within the scope of Developmental Psychology. Please meet with the instructor regarding your topic BEFORE you begin writing it or if you are having trouble finding a suitable topic. The paper should be approximately 10 pages in length (double-spaced), must be typed, stapled (not in duotang cover) and written in APA format. I will review this format in class for those not familiar with it. Papers must include and will be viewed more favorably if they include at least a couple of recent journal articles. Spelling, grammar, and sentence structure will be graded as well. Papers submitted after the due date will receive 10% of its grade removed for each day it is late. Plagiarism will be treated with the same severity as cheating on an exam.

Please be advised that a lack of planning on your part will not constitute an emergency on the instructor's part. For example, leaving all work on the paper to the last minute and then having a crisis arise will not get you an extension. Be aware that you may be asked to provide evidence of prior work before being granted an extension. Thus, extensions are rarely granted.

Because lectures will not always cover the assigned reading your attendance is expected at all lectures. Learning is an active process that will take effort on your part and so you will be expected to read in advance of class lectures, participate in activities and discussions in the classroom and communicate with the instructor when you encounter difficulties with course material. The instructor does NOT lend out lecture notes. Students are responsible for assigned textbook chapters and other assigned readings as well as material covered in lectures.

It is expected that all students will display a professional attitude and behavior in the classroom. This includes reliability, respect for and cooperation with your fellow students, attention to fellow student's questions and the instructor's response, determination to achieve first-class work while meeting deadlines, and constructive response to criticism. Students unable to meet these expectations will be asked to leave the classroom in the interest of preserving the learning opportunities of other students.

NOTE: Any changes to the course outline will be made in consultation with the students during class time. Should you not be present in class when such a consultation is made it is your responsibility to acquire the changed information

Grade Schedule:

9	90 – 100	
8	80 – 89	excellent
7	72 – 79	
6	65 – 71	good
5	57 – 64	
4	50 – 56	pass
3	45 – 49	fail
2	26 – 44	
1	0 – 25	

Course Schedule:

January 4 – February 1

Introduction to Developmental Psychology  
Research in Child Development  
Genetics and Prenatal Development  
Birth and Newborn Abilities  
Physical Development

Chapters 1, 2, 3, 4, 5

February 8 – March 13

Cognitive Development (Piagetian and Vygotskian Theory)  
Cognitive development (Information Processing Theory)  
Language Development  
Intelligence  
Social and Emotional Development

Chapters 6, 7, 8, 9, 10

Note: February 27 and March 1 are holidays.

March 20 – April 12

Development of the Self  
Moral Development and Aggression  
Gender and Sexuality  
Friends and Family  
Schooling, Culture and Society

Chapters: 11, 12, 13, 14, 15