

PSYCO 223 B1  
Lifespan Developmental Psychology  
January – April 2021

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<b>Instructor:</b>	Sheree Kwong See, PhD 780.492.5197 (messages only) Email: <a href="mailto:kwongsee@ualberta.ca">kwongsee@ualberta.ca</a>	<b>TA:</b> Sarah Sheldon <a href="mailto:ssheldon@ualberta.ca">ssheldon@ualberta.ca</a> Meetings by appointment.
<b>Office Hours:</b>	TWR 10:00- 10:30 AM (via Zoom)	
<b>Class Meeting Times:</b>	MWF 9:00-9:50 AM	
	Because of public health guidelines due to the COVID-19 pandemic, this class is being delivered remotely. Recorded lectures, chapter tests and the final exam will be delivered through eClass. The final exam will be remotely proctored. Required class meetings will be delivered via Zoom. Any evolution in the delivery platform will be announced in advance on eClass.	
<b>Moodle eClass:</b>	<a href="https://eclass.srv.ualberta.ca/portal">https://eclass.srv.ualberta.ca/portal</a>	
<b>Course Description:</b>	Introduction to biological, cognitive and social aspects of psychological development. [Faculty of Arts]	
<b>Prerequisites:</b>	PSYCO 104 or SCI 100, and PSYCO 105 or equivalent. It is the responsibility of the student to ensure they have the appropriate prerequisite(s).	
<b>Instructional Goal:</b>	Students will be better able to describe, explain and positively influence the developmental trajectory of their own lives as well as the development of others (younger, older and peers).	
<b>Learning Outcomes:</b>	If I have met my objectives, on completion of this course students will:  Be able to describe and explain physical, cognitive and social developments that happen across the lifespan, as revealed by psychological research (demonstrated by performance on chapter tests, the final exam, in-class observation quizzes, interview assignment)  Be able to identify and compare theories and concepts in lifespan psychology (chapter tests, final exam, in-class observation quizzes)  Be able to synthesize information about development and generate thoughtful questions about developmental experiences across the lifespan (interview assignment)	
<b>Required Text:</b>	Boyd, D., Johnson, P., & Bee, H. (2021). <i>Lifespan Development</i> . (7 <sup>th</sup> Canadian ed.). Pearson.	

**Learning Resources:**

Learning objects provided in the course are normally accessible from publically available sites. Some learning objects (found on Films on Demand, Kanopy, and SAGE Video, for example) require University of Alberta access through the University of Alberta Libraries website. To view these learning objects, you may need to sign on with a University of Alberta CCID.

**Technology for Remote Learning:**

To successfully participate in remote learning in this course, it is recommended that students have access to a computer with an internet connection that can support the tools and technologies the University uses to deliver content, engage with instructors, TAs, and fellow students, and facilitate assessment and examinations. Please refer to [Technology for Remote Learning](#) for details. If a student has questions or concerns about these requirements/recommendations, the student must contact the instructor at the beginning of term.

**Evaluation:**

Grades will be based on six (6) chapter tests (10% each, weighted 60% total), a cumulative final exam (30%), in-class observations and quizzes (4%) and an in-class interview assignment (6%). Brief descriptions of these forms of evaluation are below.

Grades in this course will be assigned as follows:

Descriptor	Approximate Percentage	Letter Grade	Point Value
<i>Excellent</i>	95-100	A+	4.0
	90-94	A	4.0
	85-89	A-	3.7
<i>Good</i>	80-84	B+	3.3
	75-79	B	3.0
	71-74	B-	2.7
<i>Satisfactory</i>	67-70	C+	2.3
	63-66	C	2.0
	60-62	C-	1.7
<i>Poor Minimal Pass</i>	55-59	D+	1.3
	50-54	D	1.0
Failure	0-49	F	0.0

The instructor reserves the right to adjust final grades up or down on an individual basis in light of special circumstances and/or the person's total performance in the course.

Based on the performance of previous classes, it is anticipated that the median in this course will be in the B range.

Grades are unofficial until approved by the Department and/or Faculty offering the course.

**Chapter Tests:**

Chapter tests will assess knowledge of material from textbook chapters and associated lectures (see the schedule below). Format of the tests will be multiple choice. There are no make-up tests for missed chapter tests. In the rare instance that a chapter test is missed due to a serious medical condition or other serious impediment, at the discretion of the instructor, the weight of the missed test will move to the final exam. To apply for an excused absence from a test where the cause is incapacitating illness or other serious impediment, you must submit to the instructor a Department of Psychology Statutory Declaration (available on eClass) within two (2) working days following the scheduled date of the missed test, or as soon as the student is able, having regard for the circumstances underlying the reason for missing the test. The weight can be moved for only one (1) of the chapter tests. Any subsequent missed chapter test, the score will be zero.

Deferral of term work is a privilege and not a right; there is no guarantee that a

deferral will be granted. Misrepresentation of Facts to gain a deferral is a serious breach of the *Code of Student Behaviour*.

To apply for an excused absence where the cause is religious belief, a student must contact the instructor within two (2) weeks of the start of Fall or Winter classes to request accommodation for the term.

#### Final Exam:

The final exam is cumulative and will test material from all textbook chapters, lectures and class activities. The format of the final exam will be multiple choice. The final exam will be remotely proctored. Instructions and requirements for students to set up for remote proctoring will be distributed later in the term. There is no possibility of a re-examination in this course.

If you miss the scheduled final exam (see schedule below) and are granted a deferred exam from your Faculty, the deferred exam will take place: Tuesday May 11, 2021 from 2:00-3:40 PM on eClass.

Deferred Final Examination: A student who cannot write the final examination due to incapacitating illness, severe domestic affliction or other compelling reasons can apply for a deferred final examination with their Faculty. Students who failed at the start of term to request exam accommodations for religious beliefs are expected to follow the normal deferred final examination process. Such an application must be made to the student's Faculty office within two (2) working days of the missed examination and must be supported by appropriate documentation or a Statutory Declaration (see Calendar for information on [Attendance](#)). Deferred examinations are a privilege and not a right; there is no guarantee that a deferred examination will be granted. Misrepresentation of Facts to gain a deferred examination is a serious breach of the *Code of Student Behaviour*.

#### In-Class Observations

During the scheduled class time, as a class we will view two (2) recorded observations of children performing various tasks (**February 3 and February 22**). You will receive a handout ahead and are free to take notes during the observation. Following the observation, as a class we will review what we saw and will draw conclusions about the cognitive abilities of the children. To demonstrate that you understand the course material highlighted in the observation, a short four-item (4) multiple choice quiz will be opened up during the class for you to complete. If you were paying attention, you will easily be able to answer the quiz questions based on the notes you take during the observation. Each quiz is worth two per cent (2%, 4% total). To qualify for the 4%, you must be present and participating on the day of the observation. There is no option to make up if you miss the observations and the quizzes. These are class activities and cannot be done at alternate times.

#### Interview Assignment

The purpose of this assignment is to prompt you to synthesize information you have learned throughout the course. Two community seniors will remotely visit the class **April 16, 2021**. In anticipation, you are to generate and submit two (2) questions, one for each of the panellists, about the experience of growing older. Your questions are worth four per cent (4%) of the total six per cent (6%) the assignment is worth. Your questions, submitted via eClass, are due by the **end of class (9:50 AM) April 9, 2021**. There can be no late submissions. If you do not submit your questions on eClass by the deadline, you forfeit the 4%. The remaining two per cent (2%) of the total six per cent (6%) is dependent on your attendance and participation at the senior interview panel day (**April 16, 2021, 9:00-9:50 AM**). Of those that submitted questions, students will be randomly selected during the April 16 class to ask questions/interview the senior panellists. Consult eClass for more in-depth information about the interview assignment format.

**Representative  
Evaluative Material:**

Examples of evaluative material for chapter tests and the final exam are available on eClass.

**Student  
Responsibilities:**

**Academic Integrity:** The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of [Code of Student Behavior](#) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult the [Academic Integrity](#) website for clarification on the various offences. If you have any questions, ask your instructor.

All forms of dishonesty are unacceptable at the University. Any offence will be reported to the Associate Dean of the Faculty, who will determine the disciplinary action to be taken. See the [Academic Discipline Process](#). Sanctions range from a grade of zero for an exam or paper in question, with no opportunity to replace the grade or redistribute the weights, to a disciplinary failing grade with a period of suspension or expulsion from the University of Alberta.

**Exams:** Completion of chapter tests and the final exam is to be without the use of outside aids (e.g., text book, lecture notes, study notes). Having regard for applicability in the remote delivery context and the specific instructions for each test/exam, Calendar information with respect to the Conduct of Exams are applicable. Students should refer to the Calendar information on [Conduct of Exams](#) for more information.

**Recording and/or Distribution of Course Materials:** Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

**Guidelines for Respectful Online Engagement:** Students from many different backgrounds participate in courses at the University of Alberta. Sexist, racist, homophobic comments and other inflammatory remarks are not conducive to learning in courses, and absolutely are not permitted. All participants are governed by the [Code of Student Behaviour](#). Be mindful when discussions involve controversial topics or issues, and consider the possibility that members of the class have themselves experienced some of these issues and/or very different realities because of these issues. Participate in a respectful and considered manner.

If you are witness to or the target of abusive or offensive behaviour in any course, please inform your instructor immediately. You may also contact the Psychology Undergraduate/Graduate Advisor, Associate Chair of Undergraduate/Graduate, or Chair.

## Student Resources:

**(Note: Availability for some resources may be modified or limited. Consult the relevant websites below for information)**

**COVID-19 Updates:** Updates pertaining to university-related activities can be found on the [COVID-19 Information website](#).

**Student Resources for Remote Learning:** Online learning may be new to you. Check out tips for success and find out more about online learning on the [Campus Life](#) page, and specifically on the [Student Resources for Remote Learning](#) page.

**Student Services and Resources:** General information about various services, including academic, financial, health, safety, and career development, can be found on the website for [Current Students](#).

**Accessibility Resources (AR) (1 – 80 SUB):** The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. AR promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage. Eligible students have both rights and responsibilities with regard to accessibility-related accommodations. Consequently, scheduling exam accommodations in accordance with AR deadlines and procedures is essential, and adherence to procedures and deadlines is required for U of A to provide accommodations.

**Academic Success Centre (1-80 SUB):** [The Academic Success Centre](#) provides professional academic support to help students strengthen their academic skills and achieve their academic goals. Individual advising, appointments, and group workshops are available year-round in the areas of Accessibility, Communication, Learning, and Writing Resources. Modest fees apply for some services.

**The Centre for Writers (1-42 Assiniboia Hall):** The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development.

**First Peoples' House:** [The First Peoples' House](#) provides an environment of empowerment for First Nations, Métis, and Inuit learners to achieve personal and academic growth.

**Health and Wellness Support:** There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

**Office of the Student Ombuds:** The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

## Learning and Work Environment:

The Department of Psychology, Faculty of Arts, and Faculty of Science are committed to ensuring that all students, faculty, and staff are able to work and study in an environment that is safe and free from discrimination, harassment, and violence of any kind. It does not tolerate behaviour that undermines that environment. This includes virtual environments and platforms.

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and

all First Peoples of Canada, whose presence continues to enrich our vibrant community.

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) section of the University Calendar.

**Important Dates:** See the relevant academic Calendar for the [Academic Schedule, Dates and Deadlines](#) which include the Registration Add/Drop deadlines and Withdrawal date.

**Disclaimer:** Any typographical errors in this syllabus are subject to change and will be announced in class and/or posted on eClass.

**Course Schedule :** Below is the schedule we are planning to follow. Because this course has an element of unpredictability, there may be some variation from this plan. Changes will be announced via eClass.

- F2F means the class meets face-to-face via Zoom (link to join on eClass)
- Lectures are recorded and can be listened to at your own pace within the time frame
- **Chapter tests are on eClass** and are conducted during the scheduled class time
- After chapter tests, on the same day, the instructor will review the test answers via Zoom. Attending the chapter test review is optional

Time frame	Readings & Recorded Lectures	Classes/Topics in Development	Important Dates in the time frame
January 11-25	Chapter 1 Chapter 2 Chapter 3	Introductory Class Meeting (F2F Zoom)  Basic Concepts and Methods Theories of Development Prenatal Development and Birth	Class meets F2F 9:00-9:50 AM To introduce the course <b>January 11</b>  Chapter Test 1 9:00-9:30 AM <b>January 25</b>  Class meets F2F For test review 9:35-9:50 AM January 25
January 26-February 8	Chapter 4 Chapter 5  Chapter 6	Physical, Sensory, Perceptual in Infancy Cognitive Development in Infancy* Jacob in-Class observation (F2F Zoom) Social and Personality in Infancy  *listen to this lecture before the observation	Class Meets F2F 9:00-9:50 AM <b>February 3</b> For Jacob observation and in-class quiz

			<p>Chapter Test 2 9:00-9:30 AM <b>February 8</b></p> <p>Class meets F2F For test review 9:35-9:50 AM February 8</p>
<p>February 9- March 5</p> <p>(includes Reading Break)</p>	<p>Chapter 7 Chapter 8 Chapter 9 Chapter 10</p>	<p>Physical and Cognitive in Early Childhood * Lisa in-class observation (F2F Zoom) Social and Personality in Early Childhood Physical and Cognitive in Middle Childhood Social and Personality in Middle Childhood</p> <p>*listen to this lecture before the observation</p>	<p>Class meets F2F 9:00-9:50 <b>February 22</b> For Lisa observation and in-class quiz</p> <p>Chapter Test 3 9:00-9:40 AM <b>March 5</b></p> <p>Class meets F2F For test review 9:40-9:50 AM March 5</p>
<p>March 6-17</p>	<p>Chapter 11 Chapter 12 Chapter 13</p>	<p>Physical and Cognitive in Adolescence Social and Personality in Adolescence Physical and Cognitive in Early Adulthood</p>	<p>Chapter Test 4 9:00-9:30 AM <b>March 17</b></p> <p>Class meets F2F For test review 9:35-9:50 AM March 17</p>
<p>March 18-29</p>	<p>Chapter 14 Chapter 15 Chapter 16</p>	<p>Social and Personality in Early Adulthood Physical and Cognitive in Middle Adulthood Social ad Personality in Middle Adulthood</p>	<p>Chapter Test 5 9:00-9:30 AM <b>March 29</b></p> <p>Class meets F2F For test review 9:35-9:50 AM March 29</p>
<p>March 30- April 14</p> <p>(includes Good</p>	<p>Chapter 17 Chapter 18 Chapter 19</p>	<p>Physical and Cognitive in Late Adulthood Social and Personality in Late Adulthood Death, Dying, Bereavement</p>	<p>Questions for senior panel due by 9:50 AM on eClass <b>April 9</b></p>

Friday and Easter Monday)			Chapter Test 6 9:00-9:30 AM <b>April 14</b>  Class meets F2F Test Review 9:35-9:50 AM April 14
April 15-16		Community Seniors Guest Panel	Class Meets F2F 9:00-9:50 AM <b>April 16</b> For senior interview panel (participation required)
Final Exam Period	Chapters 1-19, lectures and class activities		Final Exam Tentative time and date: 2:00-3:40 PM <b>April 27</b> (to be confirmed)