

Course Outline

Developmental Psychology I: Fundamentals
 UofW Course Psyc-2200-001
 Fall Term 2021
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Course description. This course, along with Psyc-3200, serves as an introduction to developmental psychology. This course covers the following topics: historical and philosophical background (e.g., the nativist-empiricist conflict), theories of development, the biological foundations of early ontogeny (i.e., heredity, conception, prenatal development, and early post-natal development of the nervous system), developmental methodology, and the basics of human perceptual and cognitive development. This is the single half-course prerequisite for more advanced courses in the developmental area.

Reading Assignment

Charles Darwin, *On the Origin of Species*, Harvard University Press, 1964.

Sandor Ferenczi, *Thalassa: A Theory of Genitality*, Maresfield Library, 1989.

Notes on Psychological Development, the booklet in which this course outline appears, is also required.

The Tests

The course is divided into three parts. Each of these thirds, roughly one for each of the three months of the course, has a separate reading assignment, lecture material, and test. The three tests, which will be identical in format, will each contain 100 points divided over two types of questions. First will appear 35 items worth two points each. These will all concern basic, factual information, and will require answers of a few words at most. An essay will provide the remaining 30 points on each test. Here are five examples of each of these two types of test material, starting with the simpler, factual ones.

1. The visual cliff study casts doubt on whose big theory of perception? (Helholtz's)
2. What is Piaget's name for the stage that contains the circular reactions? (sensori-motor)
3. Which of the major theories proposed the idea of brain isomorphism? (Gestalt psychology)
4. Who said "ontogeny recapitulates phylogeny"? (G. Stanley Hall)
5. What was the correct answer to the riddle of the Sphinx? (man)

A word or two will do for any of those last five questions, but the following items, typical of essay topics, would all require several pages, 500-700 words, at a minimum.

1. What is regression to the mean?
2. Describe the big issue behind the visual cliff study.
3. Explain G. Stanley Hall's proposition that ontogeny recapitulates phylogeny.
4. Why should the members of a humane society want the heritability of all human traits to be very high?
5. What connection did Freud find between neurosis and sexual perversion?

Schedule

1. Oct. 4 Test 1, First Chance (Darwin's *On the Origin of Species* and Section I of the *Notes*)
 Oct. 18 Test 1, Second Chance
 Oct. 20 Test 1 Essay
 Nov. 1 Deadline for all Test 1 work

2. Nov. 8 Test 2, First Chance (Section II of the *Notes*)
 Nov. 15 Test 2, Second Chance
 Nov. 16 VW Date
 Nov. 17 Test 2 Essay
 Nov. 29 Deadline for all Test 2 work

3. Dec. 6 Test 3, First Chance (Ferenczi's *Thalassa* and Section III of the *Notes*)
 Exam Date Test 3, Second Chance and Test 3 Essay

Grading

The student's score for the course will be the average of the three test scores. Grades will be recommended according to the scale shown below, with a further condition that a minimum score of 50% on the tests' factual questions will be required for a passing grade in the course. Essay scores tend to raise total test scores for lower scoring students, but they can only help so much when there is a critical deficit of factual knowledge. The minimum requirement for passable competency in the course will be correctly answering no fewer than one-half of the three tests' total of 105 factual questions. *Therefore, regardless of essay scores, the course grade will be F if the factual score component of the three tests combined is below 50%.* At the other end of the scale, the grade of A+ does not appear in the table. It will be awarded at the professor's discretion. Of the 52 students who started last year, five (10%) got A+. Almost one-quarter of the starters (23%) ended up with some form of A. That's pretty good. Similar proportions are expected for the present group, however there are no quotas. There may be more or fewer high grades, depending on performance.

<u>Score as %</u>	<u>Grade</u>
82 and above	A
80-81	A –
78-79	B+
70-77	B
68-69	C+
60-67	C
50-59	D
Below 50	F

Sample grade calculation for test scores of 81, 73, and 85, *and assuming a 50% or better score on factual questions*: $81 + 73 + 85 = 239/3 = 79.67$. This rounds up to 80, which gets a letter grade of A minus.

Class attendance is an essential part of the course. Anyone who misses more than half of the 36 class meetings for any reason, and does not withdraw, will receive an F regardless of scores. Additionally, a student who misses any two classes for whatever reason will be required, *if asked*, to compensate by submitting an essay of 1,000 words on a topic that will be provided. A penalty of 5 points will be imposed on the student's total course score for each of these compensatory essays that is not submitted. Revisit the grade calculation above. If that student had been cited for missing six classes and did not write essays to make up for them, the score of 80 would dissolve to 65, and the grade would be C rather than A minus.

One other provision of grading for this class concerns a key concept of the course, overall, and the focus of its entire second section. That is the quantitative measure called heritability. A particular question about heritability will appear on the second test. The question will be read aloud in class, word for word, many times well before the test. Each time the question appears in class, its correct answer will also be read aloud. In these circumstances, surely no one should miss the question. *Anyone who does miss that question can receive a grade for the course no higher than C.* Do not miss that question.

University regulations require that the course outline direct the student's attention to those provisions of the UofW *Calendar* that deal with academic misconduct. Thus, you are encouraged to consult that source in the unlikely event that your needs extend in such a grim direction. In addition, it is required that this outline inform you that grades submitted by the instructor are provisional and subject to change until they are accepted by the University Senate. So be it. As well, you are to be told the withdrawal date for the course. It is November 16.

The University Senate has further stipulated that the following scripted gestures of civility be included in all course outlines. So, here they are:

1. "We ask that you please be respectful of the needs of classmates and instructors/professors by avoiding the use of unnecessary scented products while attending lectures. Exposure to scented products can trigger serious health reactions in persons with asthma, allergies, migraines or chemical sensitivities. Please consider using unscented necessary products and avoiding unnecessary products that are scented (e.g. perfume)."
2. "All students, faculty and staff have the right to participate, learn and work in an environment that is free of harassment and discrimination. The UW Respectful Working and Learning Environment Policy may be found online at www.uwinnipeg.ca/respect."
3. "Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., note-takers) are encouraged to contact Accessibility Services (AS) at 786-9771 or accessibilityservices@uwinnipeg.ca to discuss appropriate options. All information about a student's disability or medical condition remains confidential. <http://www.uwinnipeg.ca/accessibility>."
4. "Students may choose not to attend classes or write examinations on holy days of their religion, but they must notify their instructors at least two weeks in advance. Instructors will then provide opportunity for students to make-up work and/or examinations without penalty. A list of religious holidays can be found at: <http://uwinnipeg.ca/academics/calendar/docs/important-notes.pdf>."
5. "Students facing a charge of academic or non-academic misconduct may choose to contact the University of Winnipeg Students' Association (UWSA) where a student advocate will be available to answer any questions about the process, help with building a case, and ensuring students have access to support. For more information or to schedule an appointment, visit our website at www.theuwsa.ca/academic-advocacy or call 204-786-9780."