Prerequisites: AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00, with a minimum grade of C; AK/AS/HH/SC/PSYC 2110 3.00 or AK/HH/PSYC 3240 3.00.

Course credit exclusion: None.

Lecture: Tuesday 11:30-2:30 ACE 001

Course Director: Jean Varghese, Ph.D.
Office: 256 Behavioural Sciences Building
Office Hour: Wednesday 10:00-11:00
E-mail: jeanmv@yorku.ca

Course Website: moodle.yorku.ca

T.A.: Audrey Wong Kee You
Office: 1006E Sherman Health Science Centre
Office Hour: Friday 11:30-12:30
E-mail: audwky@yorku.ca

Secretary: Agnes Levstik
Office: 281 Behavioural Sciences Building
E-mail: alevstik@yorku.ca
Phone: 416-736-5125

Psychology Undergraduate Office: 292 Behavioural Sciences Building
Phone: 416-736-5117
Psychology Website: www.psych.yorku.ca

COURSE DESCRIPTION

This course explores the physical, cognitive and social development of infants. We will consider the various contexts in which infants live and how these contexts influence development. Major theoretical frameworks, research methods, findings, issues and applications in the field will be discussed.
COURSE TEXTBOOK


COURSE COMPONENTS

- Midterm test – 35%
- Term paper – 30%
- Final Exam – 35%

- **Test and Final Exam**
  The midterm test and final exam will consist of 60 multiple choice questions, 4 short answer questions and 2 essay questions. The test and final exam will be noncumulative and cover material from the lectures, assigned readings and class discussions.

- **Term Paper**
  All students are required to complete a term paper. Instructions for the term paper will be handed out at the first lecture.

MISSED TESTS AND FINAL EXAMS

Make-up tests and exams will be allowed with appropriate documentation. Students who miss the test or final exam must contact the T.A. by email within 48 hours of the original test or exam. If you cannot contact the T.A during this 48-hour period, subsequent documentation accounting for the delay must be provided. Tests/exams missed due to medical circumstances must be supported by an attending physician’s statement or a statement by a psychologist or counselor. The physician’s statement must include the following:

i. full name, mailing address, telephone number of the physician,
ii. state the nature of the illness and its duration (i.e., specific dates covered), and
iii. an indication of whether the illness and/or medication prescribed would have SERIOUSLY affected the student’s ability to study and perform over the period in question.

NOTE: the physician's office may be contacted to verify that the forms were completed by the physician.

Tests/exams missed due to non-medical circumstances must be supported by appropriate documentation, i.e., death certificates, obituary notice, automobile accident reports, airline/bus ticket/receipt for emergency travel (with date of booking on ticket), etc. Airline/train/bus ticket/receipts for emergency travel must indicate destination, departure, and return dates. Having to work at the time of a test is not considered a valid excuse for missing the test.
A conflict with another course during the time of the make-up is not an acceptable reason for missing the make-up (unless there is an examination in the other course at that time). You should be aware that if you miss the original test and make-up test which will be scheduled before the official drop date, you will not have the requisite 10% feedback on your course work to determine whether or not you need to drop the course. Therefore, it is in your best interest to write the tests at the time that they are scheduled by the course director.

**NOTE:** Only extremely unusual circumstances would warrant a second chance at a make-up. Permission from the course director is required before a second make-up can be scheduled.

**CHEATING/PLAGIARISM/IMPERSONATION**

The University does not look favorably on cheating of any kind and the penalties for doing so are very harsh. Become familiar with the rules and regulations regarding cheating/plagiarism. You can find them listed on pages 6 – 7 of the *Undergraduate Psychology Supplemental Calendar*. Comprehensive information on academic integrity is available at http://www.yorku.ca/academicintegrity/students/index.htm. The senate policies, procedures and regulations regarding academic honesty can be found at http://www.yorku.ca/secretariat/policies/document.php?document=69.

**IMPORTANT COURSE INFORMATION FOR STUDENTS**

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage - http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm (see Reports, Initiatives, Documents -> Student Information Sheet)

**COURSE DROP DEADLINE**

The last day to drop this course without receiving a grade is **Friday, November 11, 2011.**

**COURSE COMMUNICATION**

Please use your York email address when communicating with the course director or T.A. as messages from other addresses may not always be received. Please indicate the course code and section in the subject line of the message and include your full name in the body of the message.
COURSE SCHEDULE

September 13  Chapter 1 – Beliefs About Babies: Historical Perspectives on Children and Childhood
September 20  Chapter 2 – Research Methods
September 27  Chapter 3 – Genetics, Conception and Prenatal Development
October 4    Chapter 4 – Birth and the Newborn
October 11   Co-curricular Week (No class)
October 18   Chapter 5 – Physical Growth, Health and Nutrition
October 25   Midterm Test
November 1   Chapter 6 – Sensation, Perception and Motor Development
November 8   Chapter 7 – Cognition, Learning and Intelligence
November 15  Chapter 8 – Language and Communication

***********************November 11 – Course drop deadline****************************

November 22  Chapter 9 – Relationships and Social Development
November 29  Chapter 10 – Temperament, Emotions and the Self
December 6   Chapter 12 – Babies of Today and Tomorrow: Music, Media and Computers

Final Exam     Will be held during official exam period (December 8 – 22)

INSTRUCTIONS FOR TERM PAPER

All students are required to complete a term paper. The purpose of this paper is to give you an opportunity to explore and learn more about an aspect of infant development that is of interest to you. You may find it helpful to frame your topic in the form of a question. For example: How are infants affected by daycare? It is recommended that you clear your topic with the course director via email or in person before you begin your literature search.
The paper should thoughtfully integrate and evaluate scholarly sources that may be obtained through library research. You must use at least 5 peer-reviewed journal articles for the paper. In addition, you may use scholarly books. All sources should be as current as possible, i.e. published within the last 5 years. Please detach the first page of all articles used and staple them to the end of the paper.

The paper should include:
(a) a title page
(b) an abstract
(c) the body of paper
   • a basic introduction and description of the topic
   • a brief description of your scholarly sources (purpose, methodology, findings) and how the findings relate to your topic
   • a reflection of unanswered questions and directions for future research
   • a conclusion to your exploration of the topic.
(d) the reference section
(e) the first page of all articles used in the paper

The paper must be in APA (American Psychological Association) format. This format is found in the Publication Manual of the American Psychological Association, 6th Edition (2009). The manual is available at Scott Library, Scott Reference, Steacie Science and Engineering Library, Leslie Frost Library and the Osgoode Hall Law School Library. It is best to use the sample paper at the end of the manual as a guide, especially for the title page, abstract and how references appear both in the body of the paper and in the reference section. Further information on presenting references appears in specific chapters of the APA manual. As you are not conducting an empirical study, your paper will not include the “Method”, “Results” or “Discussion” sections. The paper should be 8-10 pages (excluding title page, abstract and reference section). It should be double-spaced and typed. Secondary references should not be used – you should read the original articles and cite the original articles. Do not use direct quotes from sources unless absolutely necessary. Instead, paraphrase information taken from sources. All material from sources must be properly referenced according to APA guidelines.

Your paper will be marked on the following components: introduction of topic, use of at least 5 scholarly articles, description of sources used, links between findings from sources and your topic, reflection of unanswered questions and possible directions for future research, conclusion, APA format and style (in the body of paper as well as for the title page, abstract and reference section), grammar, spelling and general form of writing.

There are links from the main “Libraries” webpage to tutorials to help you with your research and how to formulate a thesis. Go the main “Libraries webpage”. Under “Research”, click on “Tutorials and Guides”. Then click on “Library Research Roadmaps”. The tutorial will provide guidelines for writing a paper and instructions on how to search for books and journal articles. The main search engine that we use in Psychology is “Psycinfo”, but you are free to use
articles from any of the search engines. There are a number of other tutorials also available, including “How to Search for Journal Articles”.

The term paper is due at the last lecture on **December 6, 2011**. The paper is worth 30 marks. There will be a late penalty of 3 marks (out of 30) per day for papers handed in after the due date. Late papers should be handed in to the course secretary (8:30 a.m. - 4:30 p.m.), where they will be stamped with the date of receipt. It is **your** responsibility to ensure that your paper receives the date of receipt.

**GRADE CONVERSION TABLE**

<table>
<thead>
<tr>
<th>From Percentage</th>
<th>To Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
</tr>
<tr>
<td>80- 89</td>
<td>A</td>
</tr>
<tr>
<td>75- 79</td>
<td>B+</td>
</tr>
<tr>
<td>70- 74</td>
<td>B</td>
</tr>
<tr>
<td>65- 69</td>
<td>C+</td>
</tr>
<tr>
<td>60- 64</td>
<td>C</td>
</tr>
<tr>
<td>55- 59</td>
<td>D+</td>
</tr>
<tr>
<td>50- 54</td>
<td>D</td>
</tr>
<tr>
<td>(Marginally below 50%)</td>
<td>Marginally failing</td>
</tr>
<tr>
<td>(Below 50%)</td>
<td>F</td>
</tr>
</tbody>
</table>