Seminar in Developmental Psychology
HH/PSYC 4010 6.0B, F/W 2012 - 2013
Wednesdays, 2:30 – 5:30 pm
Location: TEL 0013

Course Director: Tifrah Warner, Ph.D.

Office contact: Agnes Levstik
BSB #281; (416) 736-2100 ext. 55125

Email contact: tifrahw@yorku.ca
Please contact me only when it is an issue that cannot be addressed during the class or office hours.
(always put course number in the subject line)

Office hours: after each class

Course Description

This seminar looks at the different theoretical perspectives and research directions that characterize the psychological study of development.

The first semester surveys theories and concepts that have shaped psychological studies and it concludes with a look at human development from the perspective of spiritual masters.

The second semester reviews a selection of developmental research studies that exemplifies the impact of different theoretical directions.

The grading scheme aims to create an opportunity for deeper study, thus there is no one all-encompassing exam, but 5 mini-exams, weekly assignments, presentations, short presentation write-ups and a paper.

Course Objectives

For the field of Developmental Psychology, students are expected to gain the following:

1. Knowledge of traditional and emerging theoretical frameworks.
2. Familiarity in applying theoretical concepts to human experiences.
3. Acquaintance with the diversity of research areas and methodologies.
4. Skill in identifying theoretical orientations that underpin research studies.
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 2030 3.00 or AK/HH/PSYC 2530 3.00; one of AK/AS/HH/SC/PSYC 2021 3.00, AK/AS/HH/SC/PSYC 2020 6.00, AK/HH/PSYC 2510 3.00; AK/AS/HH/SC/PSYC 2110 3.00 or AK/HH/PSYC 3240 3.00. Course credit exclusions: AK/AS/HH/SC/PSYC 4010 6.00, AK/PSYC 4140 3.00 (prior to Summer 2002), GL/PSYC 4510 3.00.

Textbooks
2. Course kit
3. Any ‘Introduction to Psychology’ and ‘Personality’ textbooks

Grading Scheme, option 1

1. 5 multiple-choice mini-exams 50%
2. 14 Assignments 20%
3. 2 presentations 30%

Grading Scheme, option 2
Recommended for those who plan to continue with graduate studies

1. 5 multiple-choice mini-exams 25%
2. 15 Assignments 20%
3. 1 presentation 15%
4. 1 paper 40%

Conversion Table

<table>
<thead>
<tr>
<th>Percentage</th>
<th>90-100</th>
<th>80-89</th>
<th>75-79</th>
<th>70-74</th>
<th>65-69</th>
<th>60-64</th>
<th>55-59</th>
<th>50-54</th>
<th>49 48</th>
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<tbody>
<tr>
<td>Letter Grade</td>
<td>A+</td>
<td>A</td>
<td>B+</td>
<td>B</td>
<td>C+</td>
<td>C</td>
<td>D</td>
<td>D+</td>
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Course Requirements

5 Mini-exams

- Each one will include all the material covered since the last exam.
- Multiple-choice format
- 20 or 50 minutes (depending on number of questions)

Paper

Content: A description of the development of an individual you know well (may be yourself, you do not have to disclose who the individual is) from 3 perspectives.

Length: 8 to 12 pages

Format: APA style

Section 1: Describe life changes of that person from your point of view as a layman.

Sections 2 and 3:

Describe him/her from any 2 theoretical points of view.

Section 4:

Discuss (a) to what extent these theories complement or contrast each other, (b) to what extent the individual is fully described by these theories.

Due dates

Complete draft – November 21, 2:30 pm; to be returned to student by January 16

Final submission – February 13, 12:30 am

Assignments – see below

Presentations – see below
Assignments

All assignments are to be typed and written up in point form, unless specified otherwise.

All assignments are on the material that is to be covered in class on the date the assignment is due unless specified otherwise.

Assignments #1 to #5

- Name the theoretical approaches found in the reading. Identify in parenthesis theorists associated with the approach.
- Under each name list the concepts associated with that approach.
- Present each theoretical approach within the 3-facets frame presented in the first class.
- Make up 2 questions and answers for 2 of these concepts (The questions have to assess understanding of the concepts; e.g., applications, implications).
- Make up 1 discussion question and answer about the theories.
- Compose a question (or more) about something in the material that was not clear to you or that you would like to hear reviewed in class. No answer is needed.
- Give a personal example from daily life of one of the concepts covered in the reading. Alternatively, give a personal example of an experience of change in understanding or expressing a human value. (The example is to be written in full sentences, paragraph format.)

Assignment #6 – 8

- List the main points covered in previous class.
- Briefly describe 3 of these points
- Compose a discussion question and answer, a clarification or review question, and a personal example - as in previous assignments.

Assignments #9 to #16 (Winter semester)

State the thesis of each reading.
List the main points of each reading material.
Make up one discussion question and answer.
Compose a question (or more) about something in the material that was not clear to you or that you would like to hear being reviewed in class. No answer is needed.
Give a personal example from daily life of one of the concepts covered in the reading. Alternatively, give a personal example of an experience of change in understanding or expressing a human value. (The example is to be written in full sentences, paragraph format.)
Presentations

Format: A panel with a chairperson.
Preparatory meeting with the team: 3 classes before presentation
Approval of each student’s presentation reference: by Nov. 28 & Jan. 30 for first and second presentations respectively.
Additional meetings will be scheduled as needed.

Presentation content

- Introduction of the general topic (brief).
- A Q & A period on the assigned readings.
- Discussion of the assigned readings.
- Individual presentations.

Handouts

- One from the team: consisting of the main points of the assigned reading. A diagram may be added on the back of the page.
- One from each student consisting of: (a) the thesis, (b) the main points, (c) key theoretical concepts, (d) the underlining theoretical approach/es, of their chosen reading.
- Each handout is up to 1 page in length.
- All handouts are in point form.

Additional handouts for the course director

- From each presenter: proposed 2 multiple-choice questions about the main concepts of their readings.
- May be on the back of their class handout. (These questions may be presented to the class and may be used in the next exam.)

♫ When you are presenting, you do not need to do that homework assignment.♫
# Schedule
## Fall Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td><strong>September 5</strong></td>
<td><strong>Introduction: A framework for looking at theories of change</strong></td>
<td>Chapters 4 &amp; 5 (sections covered in class)</td>
</tr>
<tr>
<td><strong>September 12</strong></td>
<td><strong>Theories drawing on biology and the concept of ‘organism’</strong></td>
<td>Epigenetic</td>
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<tr>
<td><strong>September 19</strong></td>
<td><strong>Theories focusing on cognition</strong></td>
<td>Chapters 2 &amp; 3</td>
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<tr>
<td><strong>September 26</strong></td>
<td><strong>What Darwin never new. NOVA</strong></td>
<td>System theories</td>
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<tr>
<td><strong>October 3</strong></td>
<td><strong>Exam 1</strong></td>
<td></td>
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<tr>
<td><strong>October 10</strong></td>
<td><strong>Theories drawing on the concept of ‘mechanism’</strong></td>
<td>Chapter 6 and pg. 61 (about G. Kelly’s work in chapter 4)</td>
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<tr>
<td><strong>October 17</strong></td>
<td><strong>Theories focusing on social and cultural environment</strong></td>
<td>George Kelly’s theory</td>
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<tr>
<td><strong>October 24</strong></td>
<td><strong>Positive psychology and its theoretical forerunners (C. Jung &amp; Humanism)</strong></td>
<td>Vygotsky</td>
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<tr>
<td><strong>October 31</strong></td>
<td><strong>Co-curricular, no class</strong></td>
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**Assignment**
- # 1
- # 2
- # 3
- # 4
- # 5
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
<td>November 7</td>
<td>Development from the point of view of spiritual masters. Audi Shankar school.</td>
<td>TBA</td>
<td># 6</td>
<td></td>
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<tr>
<td>November 14</td>
<td>Development from the point of view of spiritual masters. Audi Shankar school.</td>
<td>TBA</td>
<td># 7</td>
<td>Meeting with presentation team 1</td>
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<tr>
<td>November 21</td>
<td>Development from the point of view of spiritual masters. Audi Shankar school.</td>
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<td># 8</td>
<td>meeting with presentation team 2</td>
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<tr>
<td>November 28</td>
<td></td>
<td>Draft of complete paper</td>
<td></td>
<td>Last date to have your first presentation reference approved.</td>
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<tr>
<td>January 16</td>
<td>Evolutionary perspective on emotions</td>
<td>D. Keltner (2009). Survival of the kindest</td>
<td># 10</td>
<td></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Assignment</td>
<td>Other</td>
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<td>January 30</td>
<td>Exam 3</td>
<td></td>
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<td>Last date to have your second presentation reference approved.</td>
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<tr>
<td>February 13</td>
<td>The environment and development</td>
<td>S. J. Kirsh (2010). Media in the lives of youth.</td>
<td># 13</td>
<td>Feb. 15 is the last date for dropping the course without getting a grade</td>
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<td>February 20</td>
<td>Reading week</td>
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<td>February 27</td>
<td>Development during adulthood</td>
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<td>March 6</td>
<td>Exam 4, make-up exams</td>
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<td>March 13</td>
<td>Development through life - span</td>
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<td>March 20</td>
<td>The life of Nelson Mandela</td>
<td>Invictus (2009)</td>
<td># 15</td>
<td></td>
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<tr>
<td>April 3</td>
<td>Exam # 5, make-up exams</td>
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**Course, Departmental, and University Policies**

**Grading:** (For a full description of York grading system see the York University Undergraduate Calendar - [http://www.yorku.ca/sfs/refunds/tables/](http://www.yorku.ca/sfs/refunds/tables/))

**Assignment Submission:** Due dates and times are specified on the class schedule. Earlier submissions may be made to the course secretary (BSB 281) and have to be date stamped.

**Late Assignments:** will not be marked. However, in case of documented unavoidable delays assignments are to be turned in to the course secretary (BSB 281) and date/time stamped. Technical problems involving computer and printer are not acceptable reasons for missing these due dates.

**Eligibility for a make-up exam**
Official departmental policy on missed exams and make-ups. Please become familiar with this policy. [http://www.yorku.ca/health/psyc/advising_missedtests.html](http://www.yorku.ca/health/psyc/advising_missedtests.html)

- The student has to contact the CD or secretary within 48 hours of the missed exam (unless circumstances do not allow). Circumstances preventing contact within 48 hours must be accompanied by documentation.

- If the student expects to miss an exam in advance, he or she has to apply for a make-up exam before making arrangements to be elsewhere.

**Use of laptop and other electronics in the classroom**
is acceptable for special needs situations only.

Some references about the impediment use of laptop may cause for successful learning are:


**University policies**
All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents)

- York's Academic Honesty Policy and Procedures/Academic Integrity Website [http://www.yorku.ca/academicintegrity/students/index.htm](http://www.yorku.ca/academicintegrity/students/index.htm)
- [http://www.yorku.ca/health/new_students/#AcademicIntegrity](http://www.yorku.ca/health/new_students/#AcademicIntegrity)
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation