

Faculty of Health
Department of Psychology
PSYC 4010 6.0 A: SEMINAR IN DEVELOPMENTAL PSYCHOLOGY
Tuesday/11:30 am-2:30 pm/Online via Zoom
Fall-Winter 2021-2022

This course is a mixture of synchronous sessions via Zoom and asynchronous learning. Full-class and small group discussions will be delivered by Zoom, and there is an expectation for attendance and participation. You are expected to be on camera during class discussions, to facilitate effectiveness of interactions (e.g., through the use of facial cues).

Instructor Information

Instructor: Melody Wiseheart

Office Hours: by appointment and immediately following group discussions

Email: melodywiseheart@gmail.com

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- HH/PSYC 2110 3.00 (Developmental Psychology)
- Students must be in an Honours program in Psychology and have completed at least 84 credits

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: [eClass](#)

All course materials will be available on the course eClass site. The site will be your central access point for course materials and assignment submission.

Course Description

This course will help you gain depth and breadth of knowledge of developmental psychology, through knowledge demonstration assignments. It will teach critical thinking skills, as applied to scientific reasoning about developmental psychology, through evaluation, writing, and oral presentation and discussion assignments.

Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in developmental psychology.

2. Critically evaluate, synthesize and resolve conflicting results in developmental psychology.
3. Articulate trends in developmental psychology.
4. Locate research articles and show critical thinking about research findings in developmental psychology.
5. Express knowledge of developmental psychology in written form.
6. Engage in evidence-based dialogue with course director and peers.

Specific Learning Objectives

1. Demonstrate depth of knowledge of developmental psychology topics.
2. Evaluate scientific statements by experts and non-experts.
3. Synthesize information as part of a presentation and book chapter.
4. Translate scientific knowledge for a non-academic audience.

Required Text

There is no required textbook. Links to research articles on psychology, pedagogy, and critical thinking will be provided. Students will conduct literature searches on developmental psychology.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Reading 1 Evaluation	September 2021	5%
Evaluate a News Article	September 2021	5%
Reading 2 Evaluation	October 2021	5%
Evaluate a TED Talk	October 2021	5%
Reading 3 Evaluation	November 2021	5%
Presentation	November 2021	20%
Reading 4 Evaluation	January 2022	5%
Reading 5 Evaluation	February 2022	5%
Peer Feedback on Book Chapter Draft	February 2022	15%
Reading 6 Evaluation	March 2022	5%
Book Chapter	March 2022	20%
Grade Justification	March 2022	5%
Total		100%

Description of Assignments

Assignment descriptions will be posted on eClass.

Class Format and Attendance Policy

Attendance is required for all Zoom sessions, so that effective discussion can take place.

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar – [Grading Scheme for 2021-22](#)

Missed Tests/Midterm Exams/Late Assignment

Late penalties are listed on the grading rubric for each assignment. If you are more than one week late, you will receive a zero on the assignment.

Students with accommodations can request a brief extension of the deadline (typically two to five days). Extensions will only be granted for major assignments (e.g., there are no extensions for reading critiques), and only when you demonstrate that your course work volume is higher than normal.

Non-accommodations-based extensions will only be granted for exceptional circumstances (e.g., you are hospitalized, or a parent dies). Extensions are not to be used in lieu of proper planning and preparation.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2021-22 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 23
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 5	Oct. 26	Feb. 7
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 12	Feb. 11	18-Mar
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 13 - Dec. 7	Feb. 12 - April 10	March 19 - April 10

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Information on Plagiarism Detection

If possible plagiarism is detected, assignments will be run through TurnItIn or web-based search tools.

Electronic Device Policy

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. Students are expected to remain engaged during group discussions and to provide constructive critiques.

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.

<https://accessibility.students.yorku.ca/>

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

Course Materials Copyright Information

These course materials are designed for use as part of the 4010 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

Course Schedule

September 14: Introduction to the course

September 21: no class

September 28: Promoting critical analytical thinking in children and adolescents at home and in school (Murphy, Rowe, Ramani, & Silverman, 2014)

October 5: Small group discussion of presentation assignment (brainstorm topics)

October 19: Small group discussion of presentation assignment (literature circle summarizer and terminology wizard roles)

October 26: Six motivational reasons for low school achievement (Reiss, 2009)

November 2: Small group discussion of presentation assignment (literature circle researcher role)

November 9: Small group discussion of presentation assignment (literature circle connector and illustrator roles)

November 16: Small group discussion of presentation assignment (present draft of presentation to peers)

November 23: Mindfulness and self-compassion: Exploring pathways to adolescent emotional well-being (Bluth & Blanton, 2014)

November 30: Show student presentations

December 7: Show student presentations

January 11: The nature and development of critical-analytic thinking (Byrnes & Dunbar, 2014)

January 18: Small group discussion of book chapter assignment (brainstorm topics)

January 25: Small group discussion of book chapter assignment (literature circle summarizer and terminology wizard roles)

February 1: Small group discussion of book chapter assignment (literature circle researcher role)

February 8: Small group discussion of book chapter assignment (literature circle connector and illustrator roles)

February 15: Characterizing lifespan development of three aspects of coherence in life narratives: A cohort-sequential study (Köber, Schmiedek, & Habermas, 2015)

March 8: Small group discussion of book chapter assignment (discuss peers' feedback)

March 15: Small group discussion of book chapter assignment (discuss peers' feedback)

March 22: A qualitative analysis of Vietnamese adolescent identity exploration within and outside and ethnic enclave (Vo-Jutabha, Dihn, McHale, & Valsiner, 2009)

March 29: Book chapter presentations

April 5: Book chapter presentations