

PSYCHOLOGY 2110.03b
Developmental Psychology

Course Director: Stuart Shanker, DPhil
TAs: Jeremy Burman, MA; Leah Litwin, BA

Fall 2012

Thursdays from 11:30am until 2:30pm in Curtis Lecture Hall E

COURSE DESCRIPTION

This course will encourage students to construct, discuss, and develop their own ideas on themes related to three basic questions:

1. How do you build a baby?
2. How do you build a brain?
3. How do you make a mind?

In doing so, it will review trends in contemporary research on physical, intellectual, emotional, and social development from birth through adolescence and the impact of the interaction of these various aspects of development upon the individual as a whole. Major issues examined in this course include the relation of nature to nurture, of genes to environment, of the developing individual to the changing social context, and of mental health to school performance.

LEARNING OBJECTIVES

- To encourage future parents and policymakers to think more deeply about how to improve the lives of children everywhere
- To replace “nature vs. nurture” with the notion of co-construction: “nature *and* nurture”
- To identify connections between theory and research, as well as theory and practice
- To introduce collaborative Wikis, the technology of knowledge mobilization
- To introduce the style of testing used on the [GRE subject test for psychology](#)
- To begin developing the sorts of habits that lead to academic and professional success

READINGS

Required textbook

Berk, L. E. & Roberts, W. (2009). *Child Development: Third Canadian Edition*. Toronto: Pearson Education Canada.

Recommended supplementary reader

Shanker, S. G. (2012). *Calm, Alert, and Learning: Classroom Strategies for Self-Regulation*. Toronto: Pearson Education Canada.

And these articles, which are available through the Moodle site

Johnston, T. D. (2008). Genes, experience, and behavior. In A. Fogel, B. J. King, and S. G. Shanker (eds.), *Human Development in the Twenty-First Century* (pp. 18-24). New York: Cambridge University Press.

Lickliter, R. (2008). Developmental dynamics: The new view from the life sciences. In A. Fogel, B. J. King, and S. G. Shanker (eds.), *Human Development in the Twenty-First Century* (pp. 11-17). New York: Cambridge University Press.

COURSE REQUIREMENTS

In order to take this course, you must have received a minimum grade of C—or better—on one of the prerequisites: AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00.

The course itself has two primary goals: (1) learning and mastering the material, and (2) having good ideas about that material. The readings and lectures split along these lines, although there is obviously some overlap. There are also, in turn, two primary forms of evaluation:

Mastery, demonstrated through testing:

- 3% Online research tutorials (3*1 point each, pass-fail, at 100%)
- 7% Quizzes (online, 7*1 point each, multiple-choice)
- 15% Test #1 (in class, multiple-choice)
- 20% Test #2 (in class, multiple-choice)
- 20% Test #3 (during exam period, multiple-choice)

Ideas, developed through written interaction with TAs and peers:

- 2% Bio on your individual Wiki page
- 7.5% Critique of a page at Wikipedia
- 12.5% Collaborative work on your own group Wiki page, answering a question that you choose
- 10% Peer reviews posted on Wiki discussion pages (online, 4*2.5 points each)
- 3% Self-reflective report on collaboration, lessons learned, insights, epiphanies (online)

These written assignments will be discussed in detail in a separate handout. That said, however, varieties of “leet”—or any shorthand better suited to Texting or Twitter—are not acceptable. For all written work, correct spelling and grammar (US or UK) is assumed. If you cannot achieve this standard consistently, make an appointment with the Writing Centre:

www.yorku.ca/laps/writ/writing_centre.html

MAJOR DUE DATES

September 20-October 18. Various elements of Wiki Critique due, posted online.

October 11. Test #1.

October 25-November 22. Various elements of Wiki Collaboration due, posted online.

November 8. Test #2.

November 29. Self-reflective report due.

MAKE UP ASSIGNMENT

There is no make-up test. The make-up assignment will instead be to summarize and explain one aspect of Dr Shanker’s (2012) book, *Calm, Alert, and Learning*. This is due on December 3.

Students who miss the exam, or both tests, will be required to petition for an extension and write a substantial make-up essay on a topic covering the major themes of the course.

OTHER IMPORTANT ADMINISTRATIVE DATES

September 6. First day of class.

September 19. Last day to enrol without written permission from the instructor.

October 2. Last day to enrol with written permission from the instructor.

October 31 – November 4. Reading Week.

November 9. Last day to drop without getting a grade.

December 3. Last day to submit coursework.

December 5 – 21. Final Exam. (Date and location TBA.)

READINGS EXPECTATIONS

It is expected that students will come to class having read the required materials. In other words, readings are assumed to have been completed *before* the lecture. Recommended materials are optional, but tie the textbook material more closely to the lecture content. Caveat: connections that will seem obvious once this material has been reviewed may not be so without preparation.

CLASSROOM EXPECTATIONS

Cell phones will be silenced before the start of every lecture. Computers can be used to take notes, but not to play games or surf the web or watch movies. (This is very distracting for everyone sitting behind.) If you need to have a phone conversation, please have it in the hallway.

COMMUNICATION POLICY

Office hours are by appointment only. In addition, all course communications are to go through the TAs. If they decide to do so, they will contact the professor on your behalf. *You are not to contact the professor directly, except in class.* If you have a question about the course material, post a detailed enquiry in one of the online discussion forums or ask in class. Both TAs will also be available for Q&A at the end of most lectures. If you are directed to email one or both of the TAs, send a short note to the relevant person.

For questions related to researching and writing Wikis, email Leah: leahlit@yorku.ca

For everything else, email Jeremy: jtb@yorku.ca

When sending email, always include a subject. In the subject header, start with “PSYC2110b:” and then—*after that prefix*—provide a few words describing the issue (e.g., “PSYC2110b: Missed test, have doctor’s note”). If these instructions are followed, the TA will reply within the week (often sooner). If they are not followed, your message may not survive the spam filters.

GUIDELINES FOR MISSED TESTS AND EXAMINATIONS

According to University Policy, if you miss a test or examination....

- You must contact the TA by email (jtb@yorku.ca) within 48 hours.
- You must provide the following:
 - ✓ Your name.
 - ✓ Your student number.
 - ✓ The course and section (PSYC 2110b).
 - ✓ The reason for your absence.
- If you are unable to contact the TA within 48 hours, you must *also* provide documentation explaining the delay.
- Appropriate documentation must be provided before the missed test or exam can be made-up. Failure to provide this will result in a grade of ‘F’ for the missed item.

Additional details can be found at www.yorku.ca/health/psyc/advising_missedtests.html

A NOTE ABOUT THE QUIZZES

The quizzes are intended as study aids and have been formatted to encourage mastery. As a result, each provides a substantial review of the relevant material. They are online and can be written at your convenience. They are “open book.” They can be repeated as many times as you like. And the questions are, for the most part, presented in the same order as they appear in the textbook. For best results, use them both as a study guide and as a way to test yourself.

The multiple-choice quizzes can be thought of like practice tests. Their questions are illustrative of the types of questions in the tests and on the exam. Also: some of the questions on the test will overlap with questions you have already seen on the quizzes. It is therefore in your interests to keep retrying each quiz until you can consistently get 100%.

REGARDING CHEATING AND PLAGIARISM

Plagiarism is the presentation of another's work as one's own. In PSYC2110b, the presentation of someone else's work without attribution at any time—including in the Wikis—will be vigorously prosecuted under the terms outlined in the *Senate Policy on Academic Honesty* and the *Student Code of Conduct*. See the Academic Integrity website for details on the senate policy and how to avoid plagiarism (www.yorku.ca/academicintegrity/students/index.htm). If you are found guilty of plagiarism, the penalties include an F on the assignment, an F in the course, and having the infraction noted on your official transcript. If the infraction is serious enough, however, it can also mean expulsion, the withholding of your degree, and even the laying of criminal charges.

Two particular forms of plagiarism are of special concern in Psychology. The first is copying someone else's words without using quotation marks and proper parenthetical referencing ("verbatim plagiarism"). The second is taking several others' writings and translating them into your own words without acknowledging the sources ("mosaic plagiarism"). That said, of course, the skill itself—paraphrasing—is an important tool to learn how to use. But the original author must always be cited according to the standards outlined in the *Publication Manual of the American Psychological Association* (6th ed.). If you do not already own a copy of this important style guide, multiple copies are available on reserve for 2-hour loans and as non-circulating references at both Scott Library and Steacie Library.

There will be zero tolerance for plagiarism or other forms of cheating. For the exact wording of the relevant policies, see the *Undergraduate Psychology Supplemental Calendar*, the *Senate Policy on Academic Honesty*, and the *Student Code of Conduct*.

ABOUT THE PROFESSOR

Stuart Shanker is Distinguished Research Professor of Philosophy and Psychology at York University. He was educated at Oxford, where he obtained a First in PPE (Philosophy, Politics, and Economics) and won the Marian Buck Fellowship at Christ Church, where he obtained a First in a B.Phil in Philosophy and a D.Phil with Distinction in Philosophy.

Among his awards are a Canada Council Doctoral Fellowship and Postdoctoral Fellowship; a Calgary Institute for the Humanities Fellowship; a University of Alberta Mactaggart Fellowship; an Iszaak Walton Killam Fellowship; and the Walter L. Gordon Fellowship. He has received many grants, among them a \$7,000,000 grant from the Harris Steel Foundation to establish the Milton and Ethel Harris Research Initiative (MEHRI), a state-of-the-art cognitive and social neuroscience institute at York University. (Visit the website at www.mehri.ca.)

Among Dr. Shanker's recent monographs are *Toward a Psychology of Global Interdependency* (with Stanley Greenspan, 2002); *The First Idea* (with Stanley Greenspan, 2004); *Early Years Study II* (with J. Fraser Mustard and Margaret McCain, 2006); and *El rizoma de la racionalidad* (with Pedro Reygadas, 2007). He is also the editor of several collections, *Language, Culture, Self* (with David Bakhurst, 2001); *Ludwig Wittgenstein: Critical Assessments* (with David Kilfoyle, 2002); *Psychodynamic Diagnostic Manual* (as a member of the PDM Steering Committee, 2006); *Human Development in the Twenty-First Century* (with Alan Fogel and

Barbara King, 2008); and *Calm, Alert, and Learning: Classroom Strategies for Self-Regulation* (2012).

Dr. Shanker has served as the Director of the Council of Human Development for the past ten years; Director of the Canada-Cuba Research Alliance for the past six years; and he was the first President of the Council of Early Child Development in Canada. Over the past decade Dr. Shanker has also served as an advisor on early child development to government organizations across Canada and the US and countries around the world, among them Australia, Colombia, England, Ireland, Macedonia, Madagascar, Mexico, Northern Ireland, Peru, Romania and Serbia. Most notable among these is his involvement in the creation of the new early learning program in Ontario ("The Pascal Report," for which he also wrote the [preface](#)).

Dr. Shanker has taught developmental psychology for many years.

ABOUT THE TAs

Jeremy Burman is the Associate Director of the Milton and Ethel Harris Research Initiative. He was educated at Trinity College in the University of Toronto, where he received a Bachelor of Science in Psychology (with honours) in 2004; and at York, where he received a Master's degree in Interdisciplinary Studies in 2009. He is now a senior doctoral student in Psychology.

Burman received the Pufall Award from the Jean Piaget Society in 2009, the International Emerging Scholars Award from the Jacobs Foundation in 2010, and an Ontario Graduate Scholarship in 2011. At the recent meeting of the American Psychological Association in Orlando, Florida, he delivered an invited address about how students can develop and publish their own original research.

He has authored essays published in several peer-reviewed journals: *The Journal of Consciousness Studies* (2006), *Theory & Psychology* (2007 & 2011), *Perspectives on Science* (2008 & 2012), *History of Psychology* (2012a & 2012b), *New Ideas in Psychology* (in press-a), and *The Journal of Applied Developmental Psychology* (in press-b). New manuscripts are currently under review at *New Ideas in Psychology* and *The Journal for the History of the Behavioral Sciences*. He also has a chapter in a forthcoming book to be published by Cambridge University Press.

Burman has taught, or co-taught, different variations of this course since 2008, when he first began collaborating with Dr Shanker to revise its curriculum. For these efforts, he received certificates of teaching excellence from the Council of Canadian Departments of Psychology in 2010 and 2012. He also received York University's prestigious University-Wide Teaching Award in 2012. Burman will teach an advanced course at Glendon, focussing on the history and theory of developmental psychology (esp. Piaget), in Winter 2013: PSYC4510.

Leah Litwin is an MA student in the Clinical-Developmental stream of Psychology. She graduated with distinction with a Bachelor of Arts in Psychology (with honours) from McGill University in 2009. Litwin is a contributing author to articles published in *Neurology* (2009) and *Frontiers of Human Neuroscience* (2010).

COMMON GRADING SCHEME FOR UNDERGRADUATE FACULTIES

The following is a copy of the York University grading scheme. Under this scheme, a ‘C’ grade means doing the minimum of what was asked for, a ‘B’ grade means doing a good job on what was asked for, and an ‘A’ grade means doing an excellent job and showing originality.

Originality, in this case, means doing things that were not explicitly asked-for but are insightful additions or extensions of the work—thinking above and beyond expectations.

Common grades in PSYC2110b	Uncommon grades in PSYC2110b
<p>“Excellent.” A 80-89 Shows thorough knowledge of concepts and/or techniques together with a high degree of skill and/or some elements of originality in satisfying the requirements of a piece of work or course.</p>	<p>“Exceptional.” A+ 90-100 Shows thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts and techniques in satisfying the requirements of a piece of work or course. (Rarely given.)</p>
<p>“Very Good.” B+ 75-79 Shows thorough knowledge of concepts and/or techniques together with a fairly high degree of skill in the use of those concepts and techniques in satisfying the requirements of a piece of work or course.</p>	
<p>“Good.” B 70-74 Shows a solid level of knowledge of concepts and/or techniques together with a considerable skill in using them in satisfying the requirements of a piece of work or course.</p>	
<p>“Competent.” C+ 65-69 Shows an acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of a piece of work or course.</p>	
<p>“Fairly Competent.” C 60-64 Shows an acceptable level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements of a piece of work or course.</p>	<p>“Passing.” D+ 55-59 Shows a slightly better than minimal knowledge of required concepts and/or techniques together with some ability to use them in satisfying the requirements of a piece of work or course.</p>
	<p>“Barely Passing.” D 50-54 Shows the minimum knowledge of concepts and/or techniques needed to satisfy the requirements of a piece of work or course.</p>

To get an ‘A’ on this course, you need to *both* demonstrate your mastery of the course material (on tests and the exam) *and* show originality (in your Wiki contributions). Thus, read the assigned texts. And test yourself with the quizzes. But also try to think beyond the readings; use the lectures and media materials as *things to think with*. Then develop your ideas in the Wikis. Finally, present your thoughts about them in your self-reflective report due on December 3.

To get an ‘A+’, you will need to distinguish yourself. As a rule of thumb, that means you must be in the top 5%. In a class of 180, this means we can expect that fewer than 9 students will get an ‘A+’.

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Quick reference: Fall 2012

Date	Reading	Online (mandatory)	Media (optional)
September 6: Introduction	Required: Berk (Ch. 1, 2) Recommended: Shanker (intro)	Online tutorials: 1) Academic honesty 2) Web research 3) Pre-writing	After birth MEHRI on CBC News: The National
Part 1: "How do you build a baby?"			
September 13: Evolutionary Foundations	Required: Berk (Ch. 3)	Post bio to Wiki personal page	What Darwin never knew (9 parts) Romanian Orphanage Babies The ghost in your genes
September 20: Genetics, Epigenetics, and Self-Regulation	Recommended: Lickliter, 2008 Johnston, 2008	Quiz 1 (Berk: Ch. 1, 2) Sign up for Wiki Collaboration from list of topics posted	The Mind's Hidden Switches Stress special Stressed out!
September 27: Bonding with Baby (and Baby's Brain)	Required: Berk (Ch. 4, 14) Recommended: Shanker (Ch. 2)	Quiz 2 (Berk: Ch. 3, 4, 14) First draft of Wiki Critique due online	The infant brain Play Mirror Neurons
Part 2: "How do you build a brain?"			
October 4: Language and the Social Programming of Babies' Brains	Required: Berk (Ch. 9, 10) Recommended: Shanker (Ch. 4)	Review of Wiki Critique due (1 st / 2 nd review of 4)	Words Is music the universal language?
October 11: TEST	Berk: 1-4, 14	Quiz 1 & Quiz 2 closed	

October 18: Brain Development and Neuroplasticity	Required: Berk (Ch. 5) Recommended: Shanker (Ch. 1)	Quiz 3 (Berk: Ch. 9, 10) Final draft of Wiki Critique due online	The Brains of Babes Brain Development The neuroscience of play
October 25: Social / Empathy	Required: Berk (Ch. 11, 12) Recommended: Shanker (Ch. 5)	Quiz 4 (Berk: Ch. 5, 11) First draft of Wiki Collaboration online	The First Idea Morality
November 1: READING WEEK (NO CLASS)		First review of Wiki Collaboration online (2 nd / 3 rd review of 4)	The Brain that Changes Itself (4 parts) Changing your mind Interview with Norman Doidge
November 8: TEST	Berk: 5, 9-12	Quiz 3 & Quiz 4 closed	
Part 3: “How do you make a mind?”			
November 15: How do babies become intelligent?	Required: Berk (Ch. 6, 8) Recommended: Shanker (Ch. 3)	Quiz 5 (Berk: Ch. 6, 8) Final draft of Wiki Collaboration online	Intelligence Hurried Child Imaginative Child
November 22: Adolescence	Required: Berk (Ch. 5, 13)	Quiz 6 (Berk: Ch. 12, 13) Second review of Wiki Collaboration (3 rd / 4 th review of 4)	Surviving the Teenage Brain Young Minds, the Highs and the Lows
November 29: Introduction to “Applied Developmental Psychology”	Required: Berk (Ch. 15) Recommended: Shanker (Ch. 6, 7)	Quiz 7 (Berk: Ch. 15) Self-reflective report, including thoughts about reviews	Love is a Battlefield: Parenting an Autistic Child Babies, Brains, Nature and Nurture (Invu w/Dr Shanker)
April 4-20: EXAM	Berk: 5-6, 8, 13, 15 (with additional earlier questions)		

