

**Faculty of Health
Department of Psychology
PSYC 2110 3.0 Section C, DEVELOPMENTAL PSYCHOLOGY
Online
Fall 2021**

All aspects of this course will be online. It will be delivered both asynchronously and synchronously. The majority of class activities can be completed asynchronously within time periods outlined in the schedule below. However, tests will be on a specific day and time (the same time for all students). To stay enrolled in the class, you must be available during the scheduled test times. This course requires a dependable internet connection, especially during scheduled tests.

Note: An updated syllabus will be available in September. The modifications will be the following (yellow highlights): 1) student surname assignment to TAs may be modified to have an equal number of students for each TA; 2) Test times will be confirmed.

Instructor and T.A. Information

Instructor: Dr. Thanujeni (Jeni) Pathman
Office Hours: By appointment
Email: tpathman@yorku.ca

*T.A. for students with surnames **A to L**:*

Jenna Barnhardt

Email: jrmb@yorku.ca
Office hours: By appointment

*T.A. for students with surnames **M to Z**:*

Samantha Feldman

Email: sjfeldma@yorku.ca
Office hours: By appointment

So that your email does not end up in our SPAM folders, all emails to TAs or Dr. Pathman **must**

- include the course number in the subject line
- be sent from your York email address
- include your full name and student number at the end of the email.

Emails will be answered during weekday working hours. Response time is typically 24-48 hours.

We have many other work commitments so it is in students' best interest to email us well in advance (i.e., not the Friday before a test). Office hours often need to be booked 1-2 weeks in advance.

The above in no way implies that you should not reach out to us. Please do reach out. We want you to succeed and get the help you need! But please reach out as early as possible to allow us enough time to help all students.

TAs are your first point of contact for most aspects of the course. Please send accommodation requests to Dr. Pathman.

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.

Course Credit Exclusions

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

Course website: [eClass](#)

Announcements and course materials will be available on the course E-Class site. Course activities will be also be completed via LaunchPad.

Course Description

This online course considers 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.

Program Learning Outcomes

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

1. Demonstrate broad knowledge of psycho-social determinants of development.
2. Describe and evaluate current theory and research in developmental psychology.
3. Understand and interpret principles of developmental psychology in everyday life.
4. Define causes of human development from different perspectives.

Specific Learning Objectives

Students will learn about classic and cutting-edge studies in developmental psychology, demonstrate their knowledge via online tools, tests and assignments; students will also contribute to discussions and engage with class material in small groups.

Required Text

Siegler, R., Saffran, J.R., Graham, S., Gershoff, E.T., & Eisenberg, N., (2020). *How Children Develop. Canadian 6th Edition*. Worth Publishers: New York.

Students have three options for purchase:

1. Loose Leaf text plus Launchpad (includes e-book).
2. Launchpad only (includes e-book).
3. Hardcover textbook plus Launchpad (includes e-book).

Launchpad is necessary and is included in each of the three bundles. ISBNs for each of the above can be found via the York University bookstore website (textbook search tool). Note that other editions of this Siegler text cannot be used.

E-Class will house all class announcements, documents, assignments, lectures (i.e., my Powerpoints/videos) and discussion/participation activities. However, the **quizzes and Learning Curve activities are through Launchpad, and you must register for Launchpad** with your York University email address and ID.

To obtain instructions on how to register and use Launchpad visit the website below which was created by Launchpad/Macmillan for this course.

<https://sites.google.com/macmillan.com/psyc2110f21pathman/home>

Please read through the different sections of the above website carefully because it will help you register and use the tools appropriately. There is also information on how to reach Launchpad customer service support. ***Instructors and TAs cannot help with technical issues related to Launchpad – please contact customer support.*

The Launchpad website for our course is:

<https://www.macmillanhighered.com/launchpad/siegler6ecanadian/17566481>

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Test 1*	Sunday October 3, 2021	20%
Test 2*	Sunday November 7, 2021	20%
Test 3*	Sunday December 5, 2021	20%
Test 4*	Final Exam Period	20%
<i>*lowest test grade will be automatically dropped</i>		
Tests total	Listed above	60%
Launchpad Quizzes	Varied	10%
Launchpad Learning Curves	Varied	10%
Small Group Participation	Varied	10%
Experiential Learning Assignment	November 21, 2021	10%
Total		100%

Description of Assignments

TESTS

- All tests will be administered online. Tests 1-3 will consist of multiple choice and short answer questions. Test 4 will consist of multiple choice questions; This test may or may not also include short answer questions.
- There will be no make-up tests. Instead, students will be allowed to drop 1 of the lowest grades from these 4 tests (i.e., only 3 tests will count toward the final grade). Since the lowest test grade will be dropped, students may opt not to take one of the 4 tests. However, this is strongly discouraged for Tests 1-3 because there will be no make-up tests, and you do not know what the future will hold (i.e., whether you will need to drop a future test because of computer/internet issues during the test, illness or emergency).

3. Tests 1-3 will take place on the dates outlined above. **The tentative start time for Tests 1-3 is 10am (Eastern Standard Time).** (Please keep 2 hours free, but the precise test duration will be less than 2 hours, and the precise duration will be announced in advance of each test.) The date/time of Test 4 will be determined by York University's Final Exam schedule.

****We will confirm the start time of Tests 1-3 by the end of September. For now, please be available 9am-9pm on those particular Sundays for Tests 1-3. Students who have a test scheduled on the same day for another class MUST let me (Dr. Pathman) know within the first week of the semester, so that our tentative test time can be modified if necessary and finalized. (I repeat: Students who have another class test scheduled for these Sundays MUST email me and let me know the time of their other test, regardless of whether or not it overlaps with the 10am tentative time. Students with religious accommodations should also let me know please. Thank you!**

4. Students do not need to let me know which Test score they want to drop from their final grade. The TAs and I will do this automatically and drop your lowest score.

LAUNCHPAD ASSIGNMENTS:

- A) Chapter **learning curve activities** through Launchpad: These activities guide your reading of the chapter and include simple test questions. There are 16 total learning curves (2 learning curves per chapter). We will drop your 3 lowest learning curves (so only 13 learning curve assignments will count towards your final grade). See schedule below for due dates.
- B) Chapter **quizzes** through Launchpad: There is 1 quiz for each chapter. You will be given 2 attempts to complete a quiz for a particular chapter. Each quiz will be 20 questions and you will have 25 minutes to complete it. There are 8 quizzes total (1 for each chapter), and we will allow you to drop your 2 lowest quiz grades. Thus your final grade will be made up of 6 quizzes. Quizzes are open book. See schedule below for due dates.

SMALL GROUP PARTICIPATION

You will be divided into small groups on E-Class and given various opportunities to participate in discussions with your group throughout the semester. This grade will be determined by how well you contribute to small group discussion boards and online activities throughout the semester. I will provide details on the participation activity for the week during my weekly posted lecture. Deadlines for completing participation activities will be posted with my lecture. Activities will sometimes be based on the "Critical Thinking Questions" listed at the end of the chapter (creating an initial post that answers one of the questions, and replying to posts from peers). Your TA will provide guidelines for discussion boards (including etiquette, ground rules)

and monitor the discussion boards weekly. All students must contribute to a safe and respectful online environment, and those that do not will receive a 0 for the Small Group Participation portion of the final grade.

EXPERIENTIAL LEARNING ASSIGNMENT

This assignment involves interviewing someone you know who has a job that involves working with children, or is currently a parent of a young child. The details of this assignment will be provided via E-Class.

Class Format and Attendance Policy

An attendance policy is not applicable.

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](#)

Information on calculating final grades for this course: Each assessment type (e.g., tests, quizzes, etc.) will be converted to a percentage based on the weighting. Each of these values will be entered with 2 decimal places (e.g., Experiential Learning Assignment grade = 7.42% out of total possible 10.00%). Then all assessment types will be summed to obtain the final grade percentage for each student. Final grades will be rounded up or down based on mathematical rounding with 0.50 and above being rounded up to the next whole number, and below 0.50 being rounded down. Thus, for example, a final grade of 79.50 will be given the final letter grade A, whereas a final grade of 79.49 will be given the final letter grade B+. To make it fair for all students, no student requests for ‘bumping up’ grades to the next letter designation will be considered.

Missed Tests and Missed/Late Activities and Assignments:

****There will be no deadline extensions or make ups for missed tests or activities; instead students are allowed to drop their lowest scores as outlined above.****

In the event that there is extended illness or emergencies (e.g., time frame that exceeds the number of allowed lowest grade ‘drops’) please do the following:

For any missed tests, activities or late assignments, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician’s Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed quiz or late assignment.

Any accommodations made will be at the discretion of the instructor, and will likely involve increasing the weight of cumulative Test 4.

Note that if a student takes Test 1 and Test 4, but skipped Test 2 for no documented/eligible reason, and then falls sick and misses Test 3 (even with online form/approved reason), a grade of 0 will still be incorporated into the final grade calculation (e.g., drop one 0 grade, but keep the other 0 grade). As this example shows, *it is best to take all term tests and not skip any, just in case. You do not know what the future will hold.*

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

Turn It In (or similar software) will be used to detect plagiarism or assignments that are similar to other students.

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. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination unless the tests/exams are open-book. ALL class assignments, activities and tests MUST be completed independently. No sources, other than your textbook, may be used.

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](#)

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

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 Psyc 2110 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*****

The course is divided into 'units' which group chapters together. Each unit is approximately 4 weeks, and ends with a test for that unit. To help students get accustomed to the course, the first unit is only 2 chapters; the remaining units are 3 chapters each.

Each posted lecture will review important portions of the chapter you have read, include additional material when warranted, and provide details on the small group participation

opportunity for that week. Small group activity due dates are not posted below because these opportunities will vary throughout the semester. The due dates will be stated when I post my lectures, so make sure to watch lecture videos soon after it is posted.

Chapter(s) for the week's lecture	Lecture posted by 12pm (noon) on...	Due Dates for Learning Curves (LC) & Quizzes, Tests and Assignments
		<p>First week of term: Watch introductory lecture (posted by first day of classes), carefully read syllabus, and become familiar with Launchpad and E-Class. Create a personal schedule that allows you to keep up with readings, complete assignments well before due dates, and make time to participate in discussion forums.</p> <p>Start your reading.</p>
Chapter 1	Monday September 13 th	
Chapter 3	Wednesday September 22 nd	
		<p>Chapter 1 and Chapter 3 LCs and Quizzes due by Friday Oct. 1st, 11:59pm</p> <p>TEST 1: Sunday Oct. 3rd (Covering reading and lectures for Chapter 1 & 3)</p>
Chapter 4	Monday October 4 th	
Fall Reading Week		
Chapter 5	Monday October 18 th	
Chapter 6	Wednesday October 27 th	
		<p>Chapters 4, 5 and 6 LCs and Quizzes due by Friday Nov. 5th, 11:59pm</p> <p>TEST 2: Sunday Nov. 7th (Covering reading and lectures for Chapter 4, 5 & 6)</p>
Chapter 10	Monday November 8 th	
Chapter 11	Monday November 15 ^h	
		<i>Experiential Learning Assignment due Sunday Nov. 21st 11:59pm</i>

Chapter 14	Monday November 22 nd	
		Chapters 10, 11, 14 LCs and Quizzes due by Friday Dec. 3rd, 11:59pm TEST 3: Sunday Dec. 5th (Covering reading and lectures for Chapter 10, 11 & 14)
	Final Exam Period	Test 4: TBA (Cumulative; covers all 8 chapters and lectures)

Launchpad activities (LCs and quizzes) are released 1 week before the beginning of the unit (i.e., 1 week before my first lecture for that unit is posted). Thus you will not see it as a “to do” item on your Launchpad until that time.

Feedback for Launchpad quizzes are released automatically after the due date.

***IMPORTANT advice to optimize your learning and memory for the material, and to help you plan your daily schedule (i.e., ‘to do’ list) for this course:**

Just like in traditional classes, it is best for readings to be completed before each lecture. Thus the chapter should be read and associated learning curves completed before “class time” (i.e., by noon the day lecture is to be posted). If you do that, you will have at least 1 week to a) watch that chapter’s lecture, b) complete that chapter’s quiz and small group participation activity, and then c) start the next chapter’s reading and learning curves. And this cycle continues throughout the semester. This is the ideal schedule you create for yourself, in order to optimize learning and memory of content material. Although that is the ideal schedule, you are given until the end of the unit to complete all LCs and quizzes for that chapter. Note this does not mean you should wait until the due date to complete these launchpad activities. Doing them all at once before the deadline will not be ideal for your learning and test preparation (see article by Putnam et al., 2016; posted for the class with the syllabus).

Due dates for small group participation activities will be posted when lectures are posted for that week. In most cases, your small group participation ‘initial post’ will be due about 1 week after my lecture is posted, and ‘reply posts’ will be due about 1.5 weeks after my lecture is posted. (Thus you may choose to set up your schedule such that you make time to ‘reply’ to posts from the previous chapter the same day that you make your ‘initial post’ for the next chapter.)

Everything you need to complete the Experiential Learning Assignment will be available early in the semester. Thus, do not wait until the end of the semester to work on the assignment. It is best to start work on it early in the semester and submit it well before the deadline. Remember that the end of the semester will be a hectic time – so plan ahead.

Just like in other classes, you are in charge of your success. To get the most out of this course you should make time each week to engage with the material. A full course load (30 credits or 5 classes per Fall and Winter term) is a full-time job (see last bullet point here: <https://family.yorku.ca/future-students/important-terms/>). So, for this 3 credit course you should plan to devote about 8-10 hours per week in your schedule. Planning ahead and making a daily/weekly schedule will help you stay on track, learn a lot, enjoy the course, and earn a fantastic grade in the process!

For support and resources that can help you succeed in your courses while also prioritizing self-care/wellness, see the next page about Calumet and Stong College's Student Success Programming.

Calumet and Stong Colleges' Student Success Programming

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.

- [Course Representative Program](#) aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in various Faculty of Health classes.
- [Peer Assisted Study Sessions \(P.A.S.S.\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by trained Peer Tutors.
- Calumet and Stong Colleges also support students' [Health & Wellness, leadership and professional skills development, student/community engagement and wellbeing, career exploration, Indigenous Circle, awards and recognition](#), and provide opportunities to students to work and/or volunteer.
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about our student success programs, please visit our [website](#), email scchelp@yorku.ca, and/or follow us on [Instagram](#) and [Facebook](#).