

Faculty of Health  
Department of Psychology  
PSYC 2110 3.0 A: Developmental Psychology  
Mondays and Wednesdays 11:30-14:30pm EST  
Summer 2022

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**Instructor:** Dr. Marina Heifetz

**Email:** [heifetzm@yorku.ca](mailto:heifetzm@yorku.ca)

**Office Times:** Questions not easily addressed in class or via e-mail may be brought to the “virtual office times” by appointment.

Teaching Assistant	Group	Email	Office Hour (via Zoom)
Sharon Romm Zur	Students with last names beginning with A-L	sharonrz@yorku.ca	Mondays 2:30-3:30, or by appointment
Sarvenaz Ostadghafour	Students with last names beginning with M to Z	sarvost@yorku.ca	Wednesdays 10-11am, or by appointment

**Course Prerequisite(s):** Course prerequisites are strictly enforced

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

### Psychology Undergraduate Office

Phone: 416-736-5117

Psychology Website: [www.psych.yorku.ca](http://www.psych.yorku.ca)

### Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions. It is the student’s responsibility to be aware of any course credit exclusions. Please be sure to check the Psychology program requirements and/or consult with either the Undergraduate Psychology Department or an academic advisor.

### Course Description

This course will introduce students to physical, cognitive, social and emotional development from infancy through adolescence. Discussions will include theory and research in developmental psychology, with an emphasis on how these are applied in the real world.

### 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

1. Students will gain knowledge of the different factors (e.g., cultural, biological, cognitive, social and emotional) that impact human development.
2. Students will develop an understanding of how developmental theories may be applied in the real world (e.g., therapeutic interventions).
3. Students will gain awareness of the strengths and limitations in developmental psychology research, as well as reflect on directions for future research and interventions.

### Required Text

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

Please note that the textbook can be purchased in one of three ways:

1. Looseleaf text plus Launchpad (including e-book).
2. Launchpad only with e-book.

\*All course information (including announcements and Powerpoints of lectures) will be posted on [eClass](#)

Please note that the quizzes are through Launchpad, and you must register using the following link: <https://www.macmillanhighered.com/launchpad/siegler6canadian/19464573#/launchpad>

You must register for Launchpad with your York University email address and ID.

### Important Class Culture, Expectations

While not expected whatsoever, some students may choose to disclose personal information during discussions. As well, students may have differing points of view on any given topic. Thus, my expectation is that you show respect for each member of the class by **listening to different perspectives in a non-judgmental and open-minded manner.**

Final note, please connect with myself or your TA **as early as possible** if you have any concerns or difficulties so that we may be able to address these in a timely manner and we can help you succeed.

## Course Requirements and Assessment:

Assessment	Date of Evaluation	Weighting
Midterm Test #1	May 30	25%
Midterm Test #2	June 13	25%
Final Exam	Exam Period (June 22-24)	30%
Reflection Papers (2 x 5 = 10%)	May 25 June 15	10%
Weekly on-line quiz through Launchpad	Varied (see course schedule)	10%
<b>Total</b>		<b>100%</b>

## Description of Assignments

### Tests and Exam

*Midterm Test 1:* This is an objective test consisting of multiple choice questions. The test will cover information from the assigned text chapters and the lectures.

*Midterm Test 2:* This test will be similar in format to the first test. It will examine material covered after the first test and will not overlap in content.

*Final exam:* This will also include multiple choice and short answer questions and will be based on the material covered over the entire course. The answers will require more detailed understanding of the concepts than those on the first test.

### Reflection Papers

Students are to write two reflection papers (2-3 pages double spaced) that are based on *connecting* a developmental psychology topic discussed in class/ within the text to a current societal issue/ concern. Here are some examples (though you are welcome to come up with your own topics as well!):

- Impact of the COVID-19 pandemic on the family dynamics and socioeconomic status
- Assessing intelligence and academic achievement after the COVID-19 pandemic
- Virtual versus in-person learning and how these experiences may impact children's socio-emotional development
- How the Ukraine war may impact children's development
- Gender development and current societal understanding/ acceptance of LGBTQ
- Impact of air pollution on child neurological development

A good way to work on these reflection papers is to start with a clear and concise topic of interest which has sufficient material from the text to guide your reflection. Students are evaluated based on the following:

- A. Accurately summarize the material from the textbook/ lectures that is relevant to your topic. While students may choose to use external material (e.g., current news articles), it is expected that this material is cited within the text and a full reference is included at the end of the paper.

- B. The paper shows good reflection and integration of the material. Students show a good understanding of how the chosen developmental topic may be linked and applied within the current events.

### **Weekly On-line Quiz (Launchpad)**

Each week a quiz will be released on Wednesdays at 2:30pm (following our class). The weekly quiz will assess the chapters covered in class and must be completed before the following Monday at 11:30am (start of our class).

Students are given 2 attempts to complete a quiz for the particular chapters/ week. Each quiz will comprise of about 30 questions. There are 6 quizzes total (1 for each week's chapters covered), and the best 5 quizzes are chosen to count toward your grade. Quizzes are open book.

### **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**

For any missed quiz or late assignment, 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.

## Add/Drop Deadlines

For a list of all important dates please refer to: [Summar 2022 Important Dates](#)

	SU	S1	S2
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	May 22	May 13	June 30
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	June 6	May 20	July 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	July 8	June 6	July 22
Reading Week	June 21-24	N/A	N/A
Study days	Aug. 6, 7, 10	June 21	Aug. 10
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript)	July 9-Aug. 9	June 7-June 20	July 23-Aug. 9
Course end date	Aug. 9	June 20	Aug. 9
Examinations	Aug. 11-18	June 22-24	Aug. 11-18

## Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with Information about the [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 myself and your TA 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. Remember, I am here to help and will do my best to create a supportive atmosphere that enables all of us to learn in our own ways.**

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](#).

### **Student Campus Resources Learning Skills Services**

[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.
- For additional resources/information about our student success programs, please visit the [Calumet College website](#), email [scchelp@yorku.ca](mailto:scchelp@yorku.ca), and/or follow on [Instagram](#) and [Facebook](#).

### **Mental Health**

This pandemic aside, being a university student, you may experience a range of mental health challenges that may get in the way of your personal and academic goals. Here are some important resources that may help guide you to mental health support through York University and beyond:

- Student Counselling & Development: York's campus mental health services: <https://counselling.students.yorku.ca/>
- Good2Talk: <https://good2talk.ca/>
- Wellness Together: <https://www.wellnesstogether.ca/en-CA>
- Toronto Distress Centre: <http://www.dcoqt.com/>
- For a list of crisis support services and distress lines: <https://www.camh.ca/en/health-info/crisis-resources>

### Course Schedule

Date	Required Readings and Course Work
Monday, May 9 <sup>th</sup>	Chapter 1 – An Introduction to Child Development
Wednesday, May 11 <sup>th</sup>	Chapter 3 – Biology and behaviour
Monday, May 16 <sup>th</sup>	Chapter 4 – Theories of cognitive development Chapter 5 – Perception, action, and learning in infancy ❖ <b>Launchpad Quiz due (11:30am)</b>
Wednesday, May 18 <sup>th</sup>	Chapter 6 – Development of language and symbol Use
Monday, May 23 <sup>rd</sup>	<b>Holiday – No Class</b> ❖ <b>Launchpad Quiz due on Tuesday May 24 by 11:30am this week</b>
Wednesday, May 25 <sup>th</sup>	Chapter 7 – Conceptual development <b>Reflection Paper Due (To submit on eClass by 11:30am)</b>
Monday, May 30 <sup>th</sup>	<b>Test 1 (25%)</b> ❖ <b>Launchpad Quiz due (11:30am)</b>
Wednesday, June 1 <sup>st</sup>	Chapter 9 – Theories of social development
Monday, June 6 <sup>th</sup>	Chapter 10 – Emotional development Chapter 11 – Attachment to others and development of the self ❖ <b>Launchpad Quiz due (11:30am)</b> <i>*Last day to drop the course without receiving a grade</i>
Wednesday, June 8 <sup>th</sup>	Chapter 13 – Peer relationships
Monday, June 13 <sup>th</sup>	<b>Test 2 (25%)</b> ❖ <b>Launchpad Quiz due (11:30am)</b>
Wednesday, June 15 <sup>th</sup>	Chapter 14 – Moral development <b>Reflection Paper Due (To submit on eClass by 11:30am)</b>
Monday, June 20 <sup>th</sup>	Chapter 15 – Gender development ❖ <b>Launchpad Quiz due (11:30am)</b>
<b>Official Exam Period (June 22-24)</b>	<b>Final Exam (30%)</b>