

**Faculty of Health**  
**Department of Psychology**  
**PSYC 4010 3.0 A: SEMINAR IN DEVELOPMENTAL PSYCHOLOGY**  
**Wednesday 2:30 pm-5:30 pm/SC 216 & Online via Zoom**  
**Fall 2022**

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**This course is a mixture of in-class learning, synchronous sessions via Zoom, and asynchronous learning. There is an expectation for attendance and participation. If you might be infected with a transmissible disease (e.g., COVID-19, flu), please stay home and attend class via Zoom. You are expected to wear a mask if attending class in person. You are encouraged 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/or 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	See course schedule	13%
Reading 2 Evaluation	See course schedule	13%
Reading 3 Evaluation	See course schedule	13%
Reading 4 Evaluation	See course schedule	13%
Book Chapter	See course schedule	35%
Grade Justification	See course schedule	13%
<b>Total</b>		<b>100%</b>

### Description of Assignments

Assignment descriptions will be posted on eClass.

### Class Format and Attendance Policy

Attendance is required, 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 2022-23 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept. 20	Sept. 20	Jan. 22
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 4	Oct. 25	Feb. 6
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	Mar. 17
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 12 - Dec. 7	Feb. 11 - April 11	March 18 - April 11
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**

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](#).

### **Video Transmission of Classes**

In-person classes will be transmitted via Zoom, as an informal Hyflex session. Sessions will not be recorded.

Hyflex sessions are digitally transmitted and may be recorded to support teaching and learning in the classroom. As a result, York University may collect your image, voice, name, personal views and opinions, and course work under the authority of The York University Act, 1965, and for use in related educational purposes. Students who participate in a Hyflex session are consenting to have their video or image transmitted and/or recorded. If you have concerns with such transmission or recording, sit in the designated seating area which is outside of the camera range. In addition, students who participate orally are consenting to have their voices, personal views and opinions transmitted and/or recorded. If you do not consent to the transmission or recording of your voice, please use the text-based chat function to communicate during class. Students are not permitted to use any third-party software or application to record a transmitted Hyflex session. If you have any questions about the collection or use of your personal information, please contact your instructor or the Privacy Office at [info.privacy@yorku.ca](mailto:info.privacy@yorku.ca).

### **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 7: Introduction to the course

September 14: Small group discussion of book chapter assignment

September 21: Small group discussion of book chapter assignment

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

October 5: Small group discussion of book chapter assignment

October 19: Life stage, lifespan, and life course perspectives on vocational behavior and development: A theoretical framework, review, and research agenda (Zacher & Froidevaux, 2021)

October 26: Small group discussion of book chapter assignment

November 2: Preventing intergenerational trauma transmission: A critical interpretive synthesis (Isobel, Goodyear, Furness, & Foster, 2017)

November 9: Small group discussion of book chapter assignment

November 16: A qualitative analysis of Vietnamese adolescent identity exploration within and outside and ethnic enclave (Vo-Jutabha, Dihn, McHale, & Valsiner, 2009)

November 23 (online only): Book chapter presentations; book chapter due

November 30 (online only): Book chapter presentations; grade justification due