

**Faculty of Health**  
**Department of Psychology**  
**PSYC 4010 6.0 Section A: SEMINAR IN DEVELOPMENTAL PSYCHOLOGY**  
**Tuesdays/11:30 am – 2:30 pm**  
**Fall/Winter 2022-23**

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**Instructor and T.A. Information**

Instructor: Ellen Bialystok

Office Hours: By appointment

Email: [ellenb@yorku.ca](mailto:ellenb@yorku.ca)

Classroom: DB 0009

**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](#)

**Course Description**

The course will survey major theories and research in child development, including cognitive, language, memory, social, and brain development. Thematic issues such as the relation between innate and environmental factors on development, the role of critical periods, and the influences of social institutions such as education on these processes will be evaluated throughout. The focus will be on using evidence to critically evaluate theoretical interpretations of development.

**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.

### Required Text

There is no required text for this course.

Source material including review papers, selected book chapters, and empirical reports, will be accessible from the course's eclass site.

### Technical requirements for taking the course:

Students will be required to attend class in person. If determined by the university that it is necessary to protect York community members' health and safety, learning will transition to online sessions through video conferencing with Zoom. Lectures and presentations will be given **synchronously** at the scheduled time for this course.

### Course Requirements and Assessment:

| Assessment                            | Date of Evaluation (if known) | Weighting   |
|---------------------------------------|-------------------------------|-------------|
| Participation                         | Throughout                    | 15%         |
| Critique of published study           | December 6                    | 15%         |
| Group project proposal & presentation | November 29 and December 6    | 15%         |
| Research Paper                        | April 4                       | 20%         |
| Group project report & presentation   | March 28 and April 4          | 20%         |
| Reflections on development            | April 11                      | 15%         |
| <b>Total</b>                          |                               | <b>100%</b> |

### Description of Assignments

**Participation:** The class will be run as a seminar, so everyone is expected to complete the readings in advance of the class and participate in the discussion about the readings. Participation also reflects the quality of feedback offered to the other students during their presentations. The grade reflects the quality and consistency of the student's participation.

**Critique of published study:** Students will select one paper from either the assigned readings or related to an assigned topic. Students will briefly summarize the study, describe the methodology, and discuss the strengths and weaknesses of the paper and the persuasiveness of the conclusion. Maximum length is 1500 words.

**Group project:** Students will work in groups of 4 or 5 throughout the year. They will identify a research question in developmental psychology, review the literature on that issue, create a plan for how one could investigate the topic. If possible, data from a small group of participants

will be collected, but if not, simulated data can be used. The final report of the project will take the form of a standard research report that follows all formatting rules. Students are expected to cooperate throughout. All members of the group will receive the same grade.

**Research paper:** Students will select a topic and conduct a survey of the existing research on that issue. Maximum length is 1500 words.

**Reflections:** Developmental psychology is a broad field and we will cover only a small fraction of it in this course. This final paper is a personal reflection on what you think the main issues are in developmental psychology, what you think they should be, and how this course has changed (or not changed) your perception of these questions.

**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 2022-23](#)

**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: [Fall/Winter 2022-23 Important Dates](#)

|                                                                                                             | Fall<br>(Term F) | Year<br>(Term Y)   | Winter<br>(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 -<br>Dec. 7 | Feb. 12 -<br>April 10 | March 19 -<br>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**

Turnitin Software will be used to detect plagiarism. Often plagiarism can also be detected by using a simple internet search.

Plagiarism and cheating are very serious offenses, and we will treat them as such in this course. The penalty will range from a '0' on the assignment, to an automatic 'F' in the course. In some cases there are further consequences. See 'Academic Integrity for Students' section below and university academic honesty policy.

### **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.

### **Attendance Policy**

Attendance is compulsory and participation in the seminar will contribute 15% of the final grade.

## 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 4010 6.0A 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**

### **Fall Term**

September 13: Introduction and Organization. Questions in developmental psychology

September 20: Research methods: Why is developmental research so difficult?

September 27: Are big theories the solution? The case of Piaget

October 4: No class. Time to be used for initial meeting with groups for project

October 11: READING WEEK

October 18: Infants: Perception, action, and learning

October 25: Concepts and reasoning. Organizing the world

November 1: Cognition and intelligence: What's the connection?

November 8: Memory: Development and function

November 15: Effect of environments: SES, media, and school

November 22: No class. Time to be used for working on projects

November 29: Group presentations

December 6: Group presentations

### **Winter Term**

January 10: Language: Does it make us human? Learning a first language

January 17: Learning a second language and becoming bilingual

January 24: Information processing and the computer paradigm

January 31: Theory of mind: The intersection of language and thought

February 7: Becoming social and entering the world

February 14: The developing brain

February 21: READING WEEK

February 28: Connecting the dots: Development, learning, and education

March 7: Developmental disorders: Language, cognition, and attention

March 14: Developmental disorders: Socialization

March 21: No class. Time to be used for completing projects

March 28: Group presentations

April 4: Group presentations