

**Faculty of Health**  
**Department of Psychology**  
**HH/PSYC 4010 6.0 Section C**  
**Location: Dahdaleh Building (DB) 0009**  
**SEMINAR IN DEVELOPMENTAL PSYCHOLOGY**  
**Thursdays, 11:30 am – 2:30 pm**  
**Fall, Winter 2022-23**

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**Instructor and T.A. Information**

Instructor: Prof. Scott A. Adler  
Office: Remote and Online Meetings  
Office Phone: ext. 33389  
Office Hours: Tuesday, 1 -2 pm, and by appointment  
Email: adler@yorku.ca

**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 (excluding (EDUC) education courses)

**Course website: [eClass](#)**

**Course Description**

In this course, we will be focusing on the theoretical aspects of developmental psychology in infancy and early childhood. Class lectures will include discussions about whether the appearance of various capacities are due to innate (biological or genetic) mechanisms or is due to the writing by experience on the infant's and child's blank slate, a consideration of Piagetian theory, and modern information-processing theories. We will also discuss current theorizing about neural development. Finally, we will delve into the modern theories surrounding the development in infancy and early childhood of specific capacities such as perception, working memory, long-term memory, object knowledge, language acquisition, and social learning. Underlying our discussions of theory will be a consideration of methodology and specific empirical evidence. In particular, we will consider research that both supports and refutes leading theories. Throughout, the relevant empirical research will be a constant feature of our discussions.

**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.
7. Demonstrate an ability to work with others.

### Required Text

- There is no required text for this course. Readings of source material, review papers, selected book chapters, and empirical reports, will be accessible from the course’s Moodle site. Additional readings of news reports of relevant new findings or related topics will be assigned on an ad-hoc basis throughout the course.

### Technical requirements for taking the course:

Students will be required to attend class in person. If unable to attend due to health and safety concerns, lecture slides will be recorded and post-class will be posted on the course eClass website. If determined by the university as necessary to protect York community members’ health and safety, learning will transition to online class sessions through video conferencing with Zoom. In that case, lectures and presentations would be given **synchronously** (‘live’ virtual sessions) with the time scheduled for this course (Thursdays, from 11:30 AM to 2:30 PM).

### Useful links describing computing information, resources and help for students:

- [Student Guide to Moodle](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [Computing for Students Website](#)
- [Student Guide to eLearning at York University](#)

### Course Requirements and Assessment

There will be two exams, one per term. These exams will be cumulative and will cover the readings and lectures reviewed during that term. The format of these exams will be take-home essay exams, with the questions provided during the final class of each term and due the last day of the final exam period. Students will be required to answer 4 out of 5 questions, with a length of 5 typed pages per question. In the Fall term, an assigned presentation will be completed and in the Winter term, a term paper will be handed in. Finally, an assessment will be made of each student’s participation in the course. This will be accomplished by being a part of class discussions, but mostly by emailing in before each class meeting one question, thought, or critique about that week’s readings.

Assessment	Date of Evaluation (if known)	Weighting
Participation	Weekly, throughout the year	10%
Project and Presentation	November 25 and December 2	12.5%
Fall Exam	December 23	32.5%
Term Paper	April 10	12.5%
Winter Exam	April 29	32.5%
<b>Total</b>		<b>100%</b>

## Description of Assignments

Detailed information regarding the project and presentation and regarding the term paper will be provided later in separate handouts.

## 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 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar – [Grading Scheme for 2022-23](#))

## Late Work/Missed Tests or Exams

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 exam. Makeup exams will be scheduled within 10 days of the original exam date. Failure to write the makeup exam after being approved to do so will result in a grade of zero for the missed exam.

## Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2022-23 Important Dates](#)

<b>Important dates</b>	<b>Year (Y)</b>
Last date to add a course <b>without</b> permission of instructor (also see Financial Deadlines)	Sept. 20
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 25
Last date to drop a course without receiving a grade (also see Financial Deadlines)	Feb. 10
Course Withdrawal Period (withdraw from a course and receive a "W" on the transcript – see note below)	Feb. 11 - Apr. 11

## Information on Plagiarism Detection

Turnitin text-matching software will be used for submission of the term paper in the Winter term.

## 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 not taken. However, there is material discussed that cannot be gleaned from posted readings or lecture notes. Attendance is therefore highly recommended.

York university takes academic integrity very seriously, please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic.

It is recommended that you review Academic Integrity information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skill](#)

**Note:** In the interest of academic honesty during virtual learning and test taking, all students will be required to have their video on during examinations.

### 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.

### Electronic Devices During a Test/Examination:

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

### 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 6.0C 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:

<u>Date</u>	<u>Topic</u>
9/8	Introduction
9/15	The Issue of Development
9/22	The Blank Slate
9/29	The Blank Slate Falls
10/6	Piagetian Theory
<b>10/13</b>	<b>Fall Reading Week — No Class</b>
10/20	Information Processing Approaches: Overlapping Waves and Dynamic Systems
10/27	The A-not-B Battleground
11/3	Neural Development
11/10	Development of Consciousness
<b>11/17</b>	<b>Presentation Preparation - No Class</b>
<b>11/24</b>	<b>Presentations (12.5%)</b>
<b>12/1</b>	<b>Presentations (12.5%) and Last Fall Class</b>
<b>12/23</b>	<b>Fall Term Final Due (32.5%)</b>
1/12	Prenatal Learning
1/19	Effect of Alcohol, Smoking, & Drugs on Development
1/26	Attentional Processing
2/2	Attention and Developmental Disabilities
2/9	Issues of Attentional Paradigms
<b>2/10</b>	<b>Last Day to Withdraw Without Receiving a Grade</b>
2/16	Object Perception & Unity
<b>2/23</b>	<b>Winter Reading Week - No Class</b>
3/2	Memory: Infants
3/9	Memory: Children
3/16	Suggestibility of Memory
3/23	Early Learning, Aggression and Media
3/30	Effects of Daycare
<b>4/6</b>	<b>Term Paper Due (12.5%)</b>
<b>4/27</b>	<b>Winter Term Final Due (32.5%)</b>