

**Faculty of Health  
Department of Psychology  
PSYC 2110 3.0, Section A  
Location: Vari Hall B  
DEVELOPMENTAL PSYCHOLOGY  
Tuesday, 11:30 am – 2:30 pm  
Fall 2023**

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**Instructor and T.A. Information**

Instructor: Prof. Scott A. Adler

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Office Hours Wednesday, 1 – 2 pm, and by appointment

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

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

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

**Course Description**

In this course, we will discuss various theoretical and empirical aspects of change as the child grows, matures, and develops. Topics will include physical, neural and brain, perceptual, cognitive, language, and social and emotional. Three questions will generally guide us in these discussions: (a) What develops? (b) Why it develops (i.e. the function of development)? and (c) How it develops?

Underlying these questions will be issues related to the role of biological versus experiential mechanisms in development and to the aspects of development that are continuous versus discontinuous. To a lesser degree, the issue of typical versus atypical

development will be touched upon. 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. Describe and evaluate current theory and research in developmental psychology.
2. Understand and interpret principles of developmental psychology in everyday life.
3. Define causes of human development from different perspectives.
4. Demonstrate broad knowledge of psychological aspects of development.

### **Specific Learning Objectives**

From this course, students should be able to:

1. Define developmental psychology and explain how it meets the criteria of science.
2. Recognize the key theoretical approaches and methodologies in development psychology.
3. Define and describe the historical and theoretical foundations upon which current developmental psychological theory is based.
4. Define the components of physical, neural, perceptual, cognitive, social and emotional, and language development and their trends.
5. Consider and distinguish between different themes underlying our understanding of development, including the role of biological versus experiential mechanisms and whether development is continuous or discontinuous.

### **Required Text**

Siegler, R., Saffran, J.R., Gershoff, E.T., Eisenberg, N., & Leaper, C. (2020). *How Children Develop* (6th Edition). Worth Publishers, Macmillan Learning, New York.

### **Course Requirements and Assessment:**

There will be two in-class (i.e. online), non-cumulative, exams worth 30% each and a final exam worth 40%. The final exam will be partly cumulative in which in addition to covering material reviewed since the second exam, will also cover a small designated portion of material covered by the first two exams. Which material that will make up the cumulative portion of the final exam will be made known to students during the last class meeting. The exams will consist of 75 multiple choice questions and 5 short answer questions. There will be no extra credit opportunities.

Assessment	Date of Evaluation	Weighting
Exam 1	October 17	30%
Exam 2	November 14	30%
Final Exam	TBA –December 7 - 20	40%
Total		100%

## 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 2023-24](#))

## 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 [Undergraduate Fall/Winter 2023-2024 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)	September 20	September 20	January 22
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	September 28	September 28	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 8	March 11
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	November 9 – December 5	February 9- April 8	March 12- April 8

## 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.

### **Attendance Policy**

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

### **Academic Integrity for Students**

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](#)
- [Academic Honesty Quiz](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skill](#)

### **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 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:

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
Sept 12	Introduction & History	Chapter 1 (until section 1.4)
Sept 19	Theories & Methods	Chapter 1 (section 1.4) & Chapter 5 (section 5.3)
Sept 26	Genetics & Prenatal Development	Chapter 2 (sections 2.1 - 2.3) & Chapter 3 (sections 3.1 & 3.2)
Oct 3	Physical Development	Chapter 3 (section 3.4) & Chapter 5 (section 5.2)
<i>Oct 10</i>	<i>No Class – Reading Week</i>	
<i>Oct 17</i>	<i>Exam 1 (worth 30%)</i>	
Oct 24	Neural & Brain Development	Chapter 3 (section 3.3) and supplementary chapter
Oct 31	Perceptual Development	Chapter 5 (section 5.1)
Nov 7	Cognitive Development I	Chapter 4 (section 4.1)

<i>Nov 8</i>	<i>Last Day to Drop Course</i>	
<i>Nov 14</i>	<i>Exam 2 (worth 30%)</i>	
Nov 21	Cognitive Development II	Chapter 4 (section 4.2)
Nov 28	Language Development	Chapter 6
Dec 5	Social & Emotional Development	Chapters 9 (not section 9.1), 10 (sections 10.1, 10.2, & 10.5), & 11 (section 11.1)
FINAL EXAM (worth 40%) – December 7 – 20, TBA		