

Faculty of Health  
Department of Psychology  
PSYC 4010 3.0 B: SEMINAR IN DEVELOPMENTAL PSYCHOLOGY  
Thursdays/11:30-14:30PM/R S130  
Fall/2023

---

Welcome to PSYC 4010!

This course will be delivered in person, with some online elements that will be delivered via eClass. This seminar style course is based primarily around class discussion and student presentation, which means that attendance is strongly encouraged and will enhance the course experience. Please discuss any barriers against attending in person with the course director. Course materials and readings will be made available online via eClass, and there will be opportunities to engage with the instructor and classmates via online Discussion Forums, as well as in person. This course requires an internet connection to access course materials. *If you have barriers to accessing dependable internet, please contact Dr. Pierce.*

---

#### INSTRUCTOR AND T.A. INFORMATION

---

**Instructor:** Dr. Lara Pierce

**Office Hours:** By appointment; course time will also be made available for questions/meetings

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

Individual assistance is always available by appointment – I look forward to seeing you!

---

#### EMAIL/DISCUSSION FORUM POLICY

---

If you have a question, I am always happy to help! If you cannot find your answer on the syllabus or on the course website (eClass) the best next step is to post to one of the course Discussion Forums where it can be answered by Dr. Pierce or one of your classmates.

**Discussion Forums** will be posted in [eClass](#). ***Discussion Forums can be used to seek answers to questions about course logistics and content.*** They will be organized into the following topics (with additional topics added as needed):

- 1) [General course logistics](#)
- 2) [Questions about assignments](#)
- 3) [Questions about course content](#) (organized by topic)

Dr. Pierce will be monitoring these threads during business hours (Monday – Friday, 9:00 AM – 5:00 PM). ***For the most efficient response to your questions please post them on the Discussion Forums (as opposed to relying on email)!*** Often students have the same or similar questions and posting here allows me to respond to all of you at once. If your question is specific to you (i.e., no one else in the course would benefit from the answer), and/or sensitive in nature, **please don't hesitate to send me an email, as per the following guidelines:**

**To ensure that your email does not end up in a SPAM folder, all emails to Dr. Pierce MUST:**

- 1) Include your course number in the subject line (PSYC 4010 B)
- 2) Be sent from your York email address and include your full name and student number at the end of the email

I am happy to help you with any questions you have about the course. To enable me to help all students most efficiently, before emailing please make sure to check: a) the syllabus, b) the course webpage, and c) the course discussion boards, to see if the answer to your question exists in these materials.

I will make every effort to respond to your email within 24 hours of receiving it, or faster. But please keep in mind that during busy times (i.e., before an assignment is due) the wait times for a response may be longer. Please be patient as I try to help everyone as efficiently as possible!

**\*\*Note that Dr. Pierce will not read or respond to emails or Discussion Forum posts OUTSIDE of business hours (i.e., 9:00 AM – 5:00 PM, Mondays through Fridays).** You will not receive a response to your email/post until *the next business day*, at the earliest (i.e., if you email on a Friday night at 8:00PM, you will not hear back until Monday at the earliest).

---

**COURSE PREREQUISITE(S): Course prerequisites are strictly enforced**

---

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of 50.
- 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, unless otherwise indicated by the instructor. The site will be your central access point for course materials and online discussions.

---

**COURSE DESCRIPTION**

---

Through this seminar-style course we will investigate classic and contemporary issues in Developmental Science. By discussing and critically analyzing original works by influential developmental psychologists, we will explore factors that influence development (how we

become who we are!), including biological and sociocultural variables, the active role of the child, and interactions between different developmental domains. While I will begin the semester with some lecture material, the course will not be based around formal lectures. Rather, interactive presentations and group discussions will be led by the instructor or by students with guidance from the instructor.

As a seminar class, the principal activities will be the active discussion of readings. You (and your classmates!) will get the most out of the course if you are **prepared to read and critically engage with all the assigned readings *before* you come to class**. This looks like: being able to **summarize** the readings, **relating** them to course themes, and **generating questions** for discussion. This does NOT mean that you shouldn't come to class if you are having trouble with a reading, or that you should be an expert before you arrive. We all benefit from everyone's active participation, we all find different material challenging, and we all learn from the different perspectives being offered. If you are having trouble with any given reading, please arrange to meet with the instructor prior to class (please note that this doesn't mean *right* before class :)). It may be helpful to organize a set time in your schedule that allows you to complete readings in a thorough and productive way.

---

### **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**

---

Program learning outcomes will be achieved by exploring classic and cutting-edge studies in developmental psychology, and by engaging in course activities. Additional specific learning objectives include:

1. Learning how to read and write scientific papers
2. Presenting and discussing research in a group setting
3. Learning how to develop research ideas based on existing literature
4. Reflecting on your own learning and development

---

## REQUIRED TEXT

---

There are *no textbooks for this course*. Weekly readings will be provided to students via eClass. These will consist of journal articles, book chapters, or online media.

---

## COURSE REQUIREMENTS AND ASSESSMENT

---

Assessment	Date of Evaluation (if known)	Weighting
Weekly Discussion Questions	Each week prior to the start of class (unless otherwise indicated; see Course Schedule)	10%
Reflection Journal Assignment	Dec. 5, 2023 by 11:59 PM	15%
Group Discussion Presentation	Varied throughout semester – individual dates to be assigned by Sept. 14, 2023	30%
Research Paper Outline	Oct. 19, 2023 by 11:59 PM	15%
Final Research Paper	Nov. 30, 2023 by 11:59 PM	30%
<b>Total</b>		<b>100%</b>

---

## DESCRIPTION OF ASSIGNMENTS

---

Please see detailed assignment descriptions posted on eClass

---

## CLASS FORMAT AND ATTENDANCE POLICY

---

Seminar style discussion is a critical component of this course therefore attendance is expected and will enrich the course experience for all members. Please discuss any necessary or ongoing absences with the course director. Attendance will not be officially recorded.

---

## 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 2023-24](#)

---

## MISSED TESTS/MIDTERM EXAMS/LATE ASSIGNMENT

---

While the expectation is that assignments will be submitted by the posted deadlines (see **Course Schedule**), unforeseen challenges sometimes arise. Where possible, there will be a built-in buffer of 5 days for assignment deadlines (i.e., if an assignment is due May 23 by 11:59 PM it will be accepted on eClass without penalty until May 28 at 11:59 PM). Please note that this cannot apply to presentations or discussion questions, since these are scheduled to occur during set class periods.

Please note that only a [portion of Discussion posts](#) are required for full participation marks, to account for unexpected circumstances that arise throughout the semester.

If there are extenuating circumstances and you CANNOT make it to your scheduled presentation time, please advise the instructor as far in advance as possible. Any accommodations will be made at the discretion of the instructor. These could involve rescheduling your presentation date (e.g., if another group is willing to switch days or if additional time is available in a subsequent class), re-weighting other course requirements, or determining a make-up assignment.

In the unlikely event that there is an extended illness or extenuating circumstances (i.e., for a time frame that exceeds the submission window) please do the following:

For any missed 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.

Please note that any accommodations made will be at the discretion of the instructor.

---

## 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.

---

### **INFORMATION ON PLAGIARISM DETECTION**

---

Academic integrity is critical to the success of all students. Students are required to hand their own work and use proper citations and references where appropriate. When required, please use APA format for all in text citations and reference lists.

Turn It In (or similar software) may be used to detect plagiarism or assignments that are similar to other students.

---

### **ELECTRONIC DEVICE POLICY**

---

Electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes.

---

### **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 4010 B 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](#).

---

## CALUMET AND STONG COLLEGES' STUDENT SUCCESS PROGRAMMING

---

[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 core program classes.
- [Peer-Assisted Study Session \(P.A.S.S.\)](#) 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 or volunteer](#).
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about our student success programs, please consult our websites ([Calumet College](#); [Stong College](#)), email [scchelp@yorku.ca](mailto:scchelp@yorku.ca), and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#)
- Are you receiving our weekly email (Calumet and Stong Colleges - Upcoming evens)? If not, please check your Inbox and Junk folders. If you do not find our weekly emails, then please add your 'preferred email' to your Passport York personal profile. If you need support, please contact [ccscadm@yorku.ca](mailto:ccscadm@yorku.ca), and request to be added to the listerv.

---

## COURSE SCHEDULE

---

*\*\*Please note: specific readings are subject to change at the discretion of the instructor, or via class consensus. Any changes to the readings will be clearly communicated in advance, and updated readings will be posted on eClass. Additional materials or resources may also be posted on eClass to supplement assigned readings\*\**

Week	Date	Topic(s) and Activities	Readings
1	Sept. 7	<ul style="list-style-type: none"> <li>• Introduction to course &amp; format</li> <li>• Review major themes in child development</li> <li>• Reflection Assignment Overview &amp; Activity</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://nobaproject.com/modules/cognitive-development-in-childhood">https://nobaproject.com/modules/cognitive-development-in-childhood</a></li> </ul> <p><b>no discussion question posts required</b></p>



2	Sept. 14	<ul style="list-style-type: none"> <li>• Developmental Research Methods</li> <li>• Activity: methods rotation</li> <li>• Discussion Presentation overview</li> <li>• Presentation sign-up complete</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://nobaproject.com/modules/research-methods-in-developmental-psychology">https://nobaproject.com/modules/research-methods-in-developmental-psychology</a></li> </ul>
3	Sept. 21	<ul style="list-style-type: none"> <li>• How to read a research paper: Critical evaluation of research (in developmental science)</li> <li>• How to find journal articles</li> <li>• How to write a research proposal</li> </ul>	<ul style="list-style-type: none"> <li>• The Learning Portal – College Libraries Ontario: Evaluate Your Resources: <a href="https://tlp-lpa.ca/research/evaluate-for-quality">https://tlp-lpa.ca/research/evaluate-for-quality</a></li> <li>• The Learning Portal – College Libraries Ontario: Evaluate Your Evidence: <a href="https://tlp-lpa.ca/health-sciences/evaluate-evidence">https://tlp-lpa.ca/health-sciences/evaluate-evidence</a></li> <li>• York Libraries Research Guide: <a href="https://researchguides.library.yorku.ca/psychology">https://researchguides.library.yorku.ca/psychology</a></li> </ul>
4	Sept. 28	<ul style="list-style-type: none"> <li>• <b>Topic lecture:</b> Prenatal Development</li> <li>• <b>Discussion:</b> Prenatal Development: Fetal exposures</li> <li>• <b>Discussion:</b> Prenatal Development: Fetal learning</li> </ul>	<ul style="list-style-type: none"> <li>• Chaney, C., Lopez, M., Wiley, K. S., Meyer, C., &amp; Vallengia, C. (2019). Systematic review of chronic discrimination and changes in biology during pregnancy among African American women. <i>Journal of Racial and Ethnic Health Disparities</i>, 6(6), 1208-1217.</li> <li>• Kisilevsky, B. S., Hains, S. M., Brown, C. A., Lee, C. T., Cowperthwaite, B., Stutzman, S. S., ... &amp; Wang, Z. (2009). Fetal sensitivity to properties of maternal speech and language. <i>Infant Behavior and Development</i>, 32(1), 59-71.</li> </ul>
5	Oct. 5	<ul style="list-style-type: none"> <li>• <b>Topic lecture:</b> Neural Development</li> <li>• <b>Discussion:</b> Neural Development: Critical periods &amp; effects of experience</li> </ul>	<ul style="list-style-type: none"> <li>• Weikum, W. M., Oberlander, T. F., Hensch, T. K., &amp; Werker, J. F. (2012). Prenatal exposure to antidepressants and depressed maternal mood alter trajectory of infant speech perception. <i>Proceedings of the</i></li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Discussion:</b> Critical periods during adolescence</li> </ul>	<p><i>National Academy of Sciences, 109(supplement_2), 17221-17227.</i></p> <ul style="list-style-type: none"> <li>• Fuhrmann, D., Knoll, L. J., &amp; Blakemore, S. J. (2015). Adolescence as a sensitive period of brain development. <i>Trends in cognitive sciences, 19(10), 558-566.</i></li> </ul>
6	Oct. 12	<b>READING WEEK</b>	NO CLASS
7	Oct. 19	<ul style="list-style-type: none"> <li>• <b>Topic lecture:</b> Motor Development &amp; Developmental Cascades</li> <li>• <b>Discussion:</b> Motor development &amp; developmental cascades: Review paper</li> <li>• <b>Discussion:</b> Influence of motor development on language development</li> </ul> <p><b>Research Paper Outline DUE Oct. 19 by 11:59 PM</b></p>	<ul style="list-style-type: none"> <li>• Iverson, J. M. (2021). Developmental variability and developmental cascades: Lessons from motor and language development in infancy. <i>Current directions in psychological science, 30(3), 228-235.</i></li> <li>• Karasik, L. B., Tamis-LeMonda, C. S., &amp; Adolph, K. E. (2014). Crawling and walking infants elicit different verbal responses from mothers. <i>Developmental science, 17(3), 388-395.</i></li> </ul>
8	Oct. 26	<ul style="list-style-type: none"> <li>• <b>Topic lecture:</b> Cognitive &amp; Social Cognitive Development</li> <li>• <b>Discussion:</b> Cognitive Development: Infancy</li> <li>• <b>Discussion:</b> Development of social cognition in children with autism</li> </ul>	<ul style="list-style-type: none"> <li>• Perez, J., &amp; Feigenson, L. (2022). Violations of expectation trigger infants to search for explanations. <i>Cognition, 218, 104942.</i></li> <li>• Nyström, P., Thorup, E., Bölte, S., &amp; Falck-Ytter, T. (2019). Joint attention in infancy and the emergence of autism. <i>Biological psychiatry, 86(8), 631-638.</i></li> </ul>
9	Nov. 2	<ul style="list-style-type: none"> <li>• <b>Topic lecture:</b> Language Development</li> <li>• <b>Discussion:</b> Perceptual narrowing</li> </ul>	<ul style="list-style-type: none"> <li>• Palmer, S. B., Fais, L., Golinkoff, R. M., &amp; Werker, J. F. (2012). Perceptual narrowing of linguistic sign occurs in the 1st year of</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Discussion:</b> Bilingualism &amp; Executive function</li> </ul>	<p>life. <i>Child development</i>, 83(2), 543-553.</p> <ul style="list-style-type: none"> <li>• Kovács, Á. M., &amp; Mehler, J. (2009). Cognitive gains in 7-month-old bilingual infants. <i>Proceedings of the National Academy of Sciences</i>, 106(16), 6556-6560.</li> </ul>
10	Nov. 9	<ul style="list-style-type: none"> <li>• <b>Topic lecture:</b> Attachment &amp; Relationships</li> <li>• <b>Discussion:</b> Attachment &amp; the stress response</li> <li>• <b>Discussion:</b> Indigenous Parenting</li> </ul>	<ul style="list-style-type: none"> <li>• Johnson, A. B., Mliner, S. B., Depasquale, C. E., Troy, M., &amp; Gunnar, M. R. (2018). Attachment security buffers the HPA axis of toddlers growing up in poverty or near poverty: Assessment during pediatric well-child exams with inoculations. <i>Psychoneuroendocrinology</i>, 95, 120-127.</li> <li>• Muir, N., &amp; Bohr, Y. (2019). Contemporary practice of traditional Aboriginal child rearing: A review. <i>First Peoples Child &amp; Family Review: An Interdisciplinary Journal Honouring the Voices, Perspectives, and Knowledges of First Peoples through Research, Critical Analyses, Stories, Standpoints and Media Reviews</i>, 14(1), 153-165.</li> </ul>
11	Nov. 16	<ul style="list-style-type: none"> <li>• <b>Topic lecture:</b> Child in Context</li> <li>• <b>Discussion:</b> Family structure &amp; dynamics</li> <li>• <b>Discussion:</b> Socioeconomic Status</li> </ul>	<ul style="list-style-type: none"> <li>• Prime, H., Plamondon, A., Pauker, S., Perlman, M., &amp; Jenkins, J. M. (2016). Sibling cognitive sensitivity as a moderator of the relationship between sibship size and children's theory of mind: A longitudinal analysis. <i>Cognitive Development</i>, 39, 93-102.</li> <li>• Farah, M (2017). The Neuroscience of Socioeconomic Status: Correlates, Causes, and Consequences. <i>Neuron</i> 96(1)</li> </ul>

12	Nov. 23	<ul style="list-style-type: none"> <li>• <b>Topic lecture:</b> Early Adversity</li> <li>• <b>Discussion:</b> Developmental effects of early adversity across the lifespan</li> <li>• <b>Discussion:</b> Differential susceptibility</li> </ul>	<ul style="list-style-type: none"> <li>• Nelson, C. A., Bhutta, Z. A., Harris, N. B., Danese, A., &amp; Samara, M. (2020). Adversity in childhood is linked to mental and physical health throughout life. <i>bmj</i>, 371. (Also see interactive graphs here: <a href="https://www.bmj.com/content/371/bmj.m3048.abstract">https://www.bmj.com/content/371/bmj.m3048.abstract</a>)</li> <li>• Belsky, J., &amp; van IJzendoorn, M. H. (2017). Genetic differential susceptibility to the effects of parenting. <i>Current opinion in psychology</i>, 15, 125-130.</li> </ul>
13	Nov. 30	<ul style="list-style-type: none"> <li>• <b>Topic lecture:</b> Play</li> <li>• <b>Discussion:</b> Play &amp; social development</li> <li>• <b>Discussion:</b> The importance of play for healthy development (from a pediatric perspective)</li> </ul> <p><b>Final Research Paper Due Nov. 30 by 11:59 PM</b></p>	<ul style="list-style-type: none"> <li>• Lillard, A.S. (2017). Why Do the Children (Pretend) Play? <i>Trends in Cognitive Sciences</i>, 21, 826-834.</li> <li>• Yogman, M., Garner, A., Hutchinson, J., Hirsh-Pasek, K., Golinkoff, R. M., Baum, R., ... &amp; COMMITTEE ON PSYCHOSOCIAL ASPECTS OF CHILD AND FAMILY HEALTH. (2018). The power of play: A pediatric role in enhancing development in young children. <i>Pediatrics</i>, 142(3).</li> </ul>
		<p><b>Reflection Assignment Due Dec. 5 by 11:59 PM</b></p>	