

Faculty of Health
Department of Psychology
PSYC 2110 3.0 M: DEVELOPMENTAL PSYCHOLOGY
Wednesdays 2:30 – 5:30, Vari Hall, Room C
Winter 2023

This course will be delivered in person. All lectures and exams will be conducted in person. Students are expected to attend all classes. Lectures are not recorded, hence lecture recordings will not be available.

Instructor and T.A. Information

Instructor: Joanna Dudek
Office Hours: By appointment
Email: jdudek@yorku.ca

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| T.A. | Sharon Romm Zur | Rhonda Baker |
| Email | sharonrz@yorku.ca | rhondal@yorku.ca |
| Office Hours | By appointment | By appointment |

Course Prerequisite(s): None

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. All lecture slides will be posted on course website prior to each lecture.

Course Description

This course examines leading theories of developmental psychology, including relevant current and historical research. We will adopt an interdisciplinary approach through exploration of biological, cognitive, socioemotional, and cultural factors in understanding development from birth through adolescence. The interaction of these factors upon the individual as a whole will be considered. The application of different perspectives in developmental psychology to educational and social issues will be discussed.

Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate broad knowledge of psycho-social determinants of development.
2. Describe and evaluate current theory and research in developmental psychology.

3. Understand and interpret principles of developmental psychology in everyday life.
4. Define causes of human development from different perspectives.

Specific Learning Objectives

Upon completion of this course, students will:

1. Explain and integrate leading theoretical perspectives to understanding child development.
2. Describe and critically evaluate various methodological approaches used to investigate developmental changes.
3. Understand the multiple ways to explore child development (biological, cognitive, socioemotional, and cultural) across different developmental periods.
4. Recognize the interactive nature of biological and environmental influences on child development.
5. Apply scientific findings in developmental psychology to everyday life.

Required Text

Santrock, W. J., Deater-Deckard, K., Lansford, J., Piercy, J., & Rosati, A., (2022). *Child Development, Second Canadian Edition*. McGraw-Hill.

Course Requirements and Assessment:

Students will write three exams over the semester. Exams will consist of approximately 80% multiple-choice questions and 20% short-answer questions. The exams will cover material from both the textbook and the lectures. Exams will NOT be cumulative. In addition to exams, there will be one written assignment worth 15% of the final grade. There will be no extra credit opportunities.

The break-up of the grade is as follows:

| Assessment | Date of Evaluation (if known) | Weighting |
|----------------|-------------------------------|-------------|
| Midterm Test 1 | February 7 | 30% |
| Midterm Test 2 | March 13 | 30% |
| Assignment | April 3 | 15% |
| Final Exam | TBD– During final exam period | 25% |
| Total | | 100% |

Description of Assignment

Students will complete a ‘Blog Post’ Assignment. The goal of the assignment is to answer a question that you think parents may have about child development using empirical research. Your assignment will follow the style of a blog post: succinct and grounded in academic research. Think of a question; find 3-5 peer-reviewed academic research articles to answer your question; write a blog post (400-600 words) answering this question using the research you

found. The goal is to explain a topic in a coherent and compelling way to a general audience. The assignment will require you to draw on outside resources in addition to course materials. More details regarding the assignment will be posted on eClass.

Class Format and Attendance Policy

This is an in-person class. While attendance is not taken, students are expected to attend regularly and participate actively in class discussions. Since a large portion of test material will be based on classroom lectures and discussions, regular attendance will be important for excelling in this course.

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

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. Makeup exams will be scheduled within 10 days of the original exam date. In addition to completing the Missed Tests/Exams form, please also contact your Teaching Assistant within 48 hours of missing the Test. Once you have notified us about your missed test, we will contact you to confirm your attendance for the make-up. 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 without permission of instructor (also see Financial Deadlines) | September 20 | September 20 | January 22 |
| Last date to add a course with permission of instructor (also see Financial Deadlines) | September 28 | September 28 | January 31 |

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|---|-------------------------|---------------------|-------------------|
| 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

Turnitin software may be used to detect plagiarism for electronically submitted assignments.

Electronic Device Policy

Computers are allowed to be used during the class only for the purposes of the course. Cell phones and other electronic devices must be turned off or put on silence mode so that they do not create noise during lectures. Electronic devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic device and store it in a designated inaccessible place while a test/exam is in progress.

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 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

January 10: Introduction to development (Chapter 1)

January 17: Biological development (Chapter 2)

January 24: Physical development (Chapter 3)

January 31: Cognitive development (Chapter 4)

February 7: Midterm Test 1 (30%)

February 14: Motor, sensory and perceptual development (Chapter 5) + Information processing (Chapter 6)

February 21: READING WEEK (no class)

February 28: Intelligence (Chapter 7)

March 6: Language development (Chapter 8)

March 13: Midterm Test 2 (30%)

March 20: Emotional development (Chapter 9)

March 27: The self and identity (Chapter 10)

April 3: Assignment is due (15%) + Moral development (Chapter 12)

***During Exam Period: Non-cumulative Final Exam (25%)**