

Seminar in Developmental Psychology 4010 6.0A

Instructor	Dr. Laurie McNelles	Email	mcnelles@yorku.ca
Office Hours	By Appointment	Tel:	416-788-8438

Class Times and Location:

The class meets on Thursdays from 7:00-10:00pm in FC103
September 11, 2014 – April 2, 2015, inclusive

NOTE: THE FINAL DAY TO DROP THE COURSE WITHOUT RECEIVING A
GRADE ON YOUR TRANSCRIPT IS **FEBRUARY 6, 2015**

Course Description and Pre-requisites:

Some major modern theories of child development are compared and their corresponding data and methodologies are analyzed. Prerequisites: AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00, with a minimum grade of C; AK/AS/HH/SC/PSYC 2030 3.00 or AK/HH/PSYC 2530 3.00; one of AK/AS/HH/SC/PSYC 2021 3.00, AK/AS/HH/SC/PSYC 2020 6.00, AK/HH/PSYC 2510 3.00; AK/AS/HH/SC/PSYC 2110 3.00 or AK/HH/PSYC 3240 3.00. Course credit exclusions: AK/AS/HH/SC/PSYC 4010 3.00, AK/PSYC 4140 3.00 (prior to Summer 2002), GL/PSYC 4510 3.00.

Resources

Course materials will be made available via moodle in accordance with copyright agreements. Students can expect to have a minimum of one reading that will serve as a foundation for the week's class meeting. Slide decks (i.e., ppt) presented in class will be available to students via moodle. Links to supplemental materials will be provided. There is no text for this course.

Learning Objectives:

1. To integrate knowledge of traditional and modern theories of child development;

2. To understand the interaction between children, their early years environments, and child and family outcomes;
3. To become knowledgeable of theories of child development within social contexts and social policy; and,
4. To understand the non-linear relationship between research, policy, program initiatives, and evaluation in child development.

Total Grade Distribution

Seminar Participation (20%) – Attendance; Contribution; Leadership as required (e.g., What is trending in Child Development).

Presentation (30%) – 1 hour presentation format based on **one** aspect of the comprehensive paper [Earliest date for presentation = Thursday January 8, 2015; Latest date for presentation = Thursday March 25, 2015].

Comprehensive Assignment (50%) [Earliest date for submission = Thursday March 5, 2015; Latest date for submission = Thursday, April 2, 2015].

Guidelines for Seminar Participation

The 20% participation grade will be distributed over two terms (10% per term). Each week you will receive a confirmation that you attended and contributed. Each week of the first term, two (2) class colleagues will be assigned Leadership roles and will provide the class with an overview of what is trending in child development (i.e., on Twitter, LinkedIn, Facebook, and in the news).

If you attend and contribute 100% of the time AND you assume your leadership responsibilities, you will receive 20/20 for participation.

If you attend and contribute 80% of the time AND you assume your leadership responsibilities, you will receive 16/20 for participation.

Etc.

Leadership assignments will begin on 2014-09-25. Prior to that time, the Course Director will serve as an example for the requirement.

Presentation (30%) – 1 hour presentation format based on **one** aspect of the comprehensive assignment [Earliest date for presentation = Thursday January 8, 2015; Latest date for presentation = Thursday March 25, 2015]. Presentation dates will be chosen by lottery during the first term. In the event that you are unable to present on the date that you pulled, you are required to organize an alternative presentation time by exchanging with a class colleague. You are required to inform the Course Director of any changes.

During the course, you will choose 1 major area of focus and become a novice “expert” on your chosen topic. You will prepare and deliver a 1-hour presentation based on one aspect of your comprehensive assignment, with time for questions. Presenters are required to organize activities and multi-media initiatives.

Comprehensive Assignment (50%) [Earliest date for submission = Thursday March 5, 2015; Latest date for submission = Thursday, April 2, 2015].

The comprehensive assignment allows students with the opportunity to delve into areas of child development that are of most interest to them and to share their knowledge with class colleagues (via their presentation).

There are several ways to complete this requirement. Here are a few;

1. **Write a paper** – Choose your topic; Seek advice from the Course Director; Read and keep on top of trending; Ask advice from class colleagues as appropriate; Keep developmental theory, research, and social policies in mind; Submit paper within the timeframe.
2. **Make a movie** – Very similar to item #1 except that your venue for presentation is in a visual arts media. In the event that the film is more docu-drama than documentary, you are encouraged to provide a developmental statement of intent to share your thinking. This could be a 2-pager that outlines your understanding of the developmental theory, research, and social policy that lie beneath the film.
3. **Write a children’s book** – Write a children’s book that demonstrates that you know how to appeal to children and to their families. You are encouraged to provide a developmental statement of intent to share your thinking. This could be a 2-pager that outlines your understanding of the developmental theory, research, and social policy that directed your book.

4. **Write your own social policy** – What social policy would you write if you were in charge of this work in a province or country. What would you choose to focus on? Keep developmental theory, research, and social policies in mind; Submit your policy within the timeframe in paper format.
5. **Critique the work of others** – Read the collective work of a theorist and/or researcher. OR, read a major work and provide a developmental critique. Keep developmental theory, research, and social policies in mind; Submit a paper within the timeframe.

Examples might include:

Opening Skinner's Box: Great Psychological Experiments of the Twentieth Century, Slater (2004)

Battle Hymn of the Tiger Mother, Chua (2011)

Bringing Up Bébé: One American Mother Discovers the Wisdom of French Parenting, Druckerman (2012)

COURSE TOPICS

Note that all course materials and descriptions are available on the course moodle site.

Date	Topic Title
2014-09-11	Course Introduction
2014-09-18	Epigenetics
2014-09-25	Baby Brain Basics; With Our Best Future in Mind
2014-10-02	Child Development across the Lifespan
2014-10-09	Focus on Physical Development
2014-10-16	Focus on Cognitive Development
2014-10-23	Focus on Social Development
2014-10-30	Focus on Emotional Development
2014-11-06	Focus on Academic Development
2014-11-13	Special Topics: Same-Sex Parented Families
2014-11-20	Special Topics: Aboriginal Children and Families
2014-11-27	Special Topics: Impact of Poverty
2014-12-04	Wrap Up and Planning for Term II
2015-01-08	Presentations – 2; Decided by Lottery
2015-01-15	Presentations – 2; Decided by Lottery
2015-01-22	Presentations – 2; Decided by Lottery
2015-01-29	Presentations – 2; Decided by Lottery
2015-02-05	Presentations – 2; Decided by Lottery
2015-02-12	Presentations – 2; Decided by Lottery
2015-02-19	READING WEEK – NO CLASS HELD
2015-02-26	Presentations – 2; Decided by Lottery
2015-03-05	Presentations – 2; Decided by Lottery
2015-03-12	Presentations – 2; Decided by Lottery
2015-03-19	Presentations – 2; Decided by Lottery
2015-03-26	Presentations – 2; Decided by Lottery
2015-03-02	Course Close – Highlights and Shout-Outs