

**Faculty of Health  
Department of Psychology**

**Course:** PSYC 4010 6.0, Section C - Seminar in Developmental Psychology

**Course Webpage:** <http://www.psych.yorku.ca/adler/courses.html>

**Term:** Fall Term 2014, Winter Term 2015

**Prerequisite / Co-requisite:** AK/AS/HH/SC/PSYC 1010 6.0 or AK/PSYC 2410 6.0 with a minimum grade of C; AK/AS/HH/SC/ PSYC 2030 3.0 or AK/PSYC 2530 3.0 or substitute; one of AK/AS/HH/SC/PSYC 2020 6.0, AK/AS/HH/SC/PSYC 2021 3.0, AK/HH/PSYC 2510 3.0 or substitutes; and AK/AS/HH/SC PSYC 2110 3.0 or AK/PSYC 3240 3.0. Students must be in an Honours Program in Psychology and have completed 14 university courses or 84 credits (Excluding Education Courses).

**Course Instructor**

*Prof. Scott A. Adler*

*(416) 736-2100, ext. 33389*

*5030 TEL Building*

*[adler@yorku.ca](mailto:adler@yorku.ca) Course consultation hours: Tuesday, 12-1 pm and by appointment*

**Time and Location**

*Lectures*

*Wed 11:30 - 2:30*

*Founders College, Room 110*

**Expanded 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.

**Organization of the Course** - The Fall term will focus on general theoretical frameworks through which we attempt to understand the infant's and child's development. With that theoretical grounding in place, the Winter term will focus on specific research content areas and the empirical findings related to each. Each class meeting will be divided into two parts. During the first half of each meeting, the instructor (myself) will provide a summary and overview of that week's topic and readings. During the second half of each meeting, you the student are expected to guide the discussion. To this end, each student will be asked to pose a question, statement, or anecdote related to that week's topic and/or readings. One at a time, each of those questions will be discussed.

### **Course Text / Readings**

There is no required text for this course. Readings will be accessible from the course website. Additional readings may be assigned or recommended during the course.

### **Evaluation** \*

There will be two exams, one per term, each worth 32.5% of your final grade. These two exams will be cumulative and will cover the readings and lectures reviewed in that term. These exams will be take-home essay exams, with the questions provided in the final week of the term. In the Fall term, an assigned presentation, and in the Winter term, a term paper, will together determine 25% of your grade. Information regarding the project and the term paper will be provided later. The final 10% of your grade will be provided by an assessment of your class participation. Participation includes being a part of class discussions, including posing during each class one question that you have about the readings for that week.

*The final grade for the course\*\* will be based on the following items weighted as indicated:*

<i>Fall Presentation:</i>	<i>12.5%</i>
<i>Fall Final Exam:</i>	<i>32.5%</i>
<i>Winter Term Paper:</i>	<i>12.5%</i>
<i>Winter Final Exam:</i>	<i>32.5%</i>
<i>Class Participation:</i>	<i>10%</i>

\* *The Senate Grading Scheme and Feedback Policy stipulates that (a) the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class, and that, (b) under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for 'full year' courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade (see the policy for exceptions to this aspect of the policy - <http://www.yorku.ca/secretariat/legislation/senate/gradfeed.htm>)*

\*\* *If final grades will be subject to grades distribution adjustment, it should be specifically noted in this section by including the following statement:*

*"Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles."*

\*\*\* *An exam or term test worth more than 20% of the final grade may not be given during the final two weeks of classes.*

### **Grading, Assignment Submission,**

### **Lateness Penalties and Missed Tests**

**Grading:** 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 - [http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04\\_5\\_acadinfo.pdf](http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04_5_acadinfo.pdf))

**Assignment and Exam Submission:** Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be handed in to myself either via email (make sure you receive a confirmation email from me that your assignment has been received) or to my secretary (room 280, BSB). Deadlines for submission are listed on the course outline below.

**Lateness Penalty:** Assignments received later than the due date will be penalized 1 point per day from total earned on the assignment or exam. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor's letter).

### **IMPORTANT COURSE INFORMATION FOR STUDENTS**

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents) - [http://www.yorku.ca/secretariat/senate\\_cte\\_main\\_pages/ccas.htm](http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm)

- York's Academic Honesty Policy and Procedures/Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

## **COURSE OUTLINE**

<u>Date</u>	<u>Topic</u>
9/10	Introduction
9/17	The Issue of Development
9/24	The Blank Slate
10/1	The Blank Slate Falls
10/8	Piagetian Theory
10/15	Information Processing Approaches: Overlapping Waves and Dynamic Systems
10/22	The A-not-B Battleground
<b>10/29</b>	<b>Co-Curricular Day — No Class</b>
11/5	Neural Development
11/12	Development of Consciousness
<b>11/19</b>	<b>No Class - Presentation Preparation</b>
<b>11/26</b>	<b>Presentations (12.5%)</b>
<b>12/3</b>	<b>Presentations (12.5%) and Last Fall Class</b>
<b>12/22</b>	<b>Fall Term Final Due (32.5%)</b>

1/7	Prenatal Learning
1/14	Effect of Alcohol, Smoking, & Drugs on Development
1/21	Attentional Processing
1/28	Attention and Developmental Disabilities
2/4	Issues of Attentional Paradigms
<b>2/6</b>	<b>Last Day to Withdraw Without Penalty</b>
2/11	Object Perception & Unity
<b>2/18</b>	<b>Winter Reading Week - No Class</b>
2/25	Memory: Infants
3/4	Memory: Children
3/11	Suggestibility of Memory
3/18	Early Learning, Aggression and Media
3/25	Effects of Daycare
<b>4/1</b>	<b>Term Paper Due (12.5%) and Last Class</b>
<b>4/24</b>	<b>Winter Term Final Due (32.5%)</b>