

HH/PSYC 4010B 6.0: Seminar in Developmental Psychology (York University)  
Fall 2013 – Winter 2014  
Wed. 11:30am-2:30pm, SC 203

**Course Director:** Dr. Melody Wiseheart

Office: BSB 242

Office Hours: after class and by appointment

Email: [ncepeda@yorku.ca](mailto:ncepeda@yorku.ca) (put in subject header: PSYC 4010)

Phone: 416-736-2100 x33266 (rarely monitored)

### **Course Objectives:**

In the context of lifespan developmental populations, you will learn to critically evaluate theories, analyze the validity of experimental methods and data analysis techniques, and create a novel line of research. You will learn to present in front of peers and evaluate ideas presented by your peers, and write scientific papers and evaluate the writing of your peers.

### **Grading:**

10% Attendance (0.5% of grade per class, with wiggle room)

5% Instructor Evaluation of Literature Review Presentation

5% Instructor Evaluation of Methodology Presentation

5% Instructor Evaluation of Applying Critical Thinking Presentation

5% Instructor Evaluation of Article Analysis Discussion

10% Instructor Evaluation of First Paper Draft

10% Providing Feedback on Peers' First Paper Drafts (2.5% for each of four papers)

10% Instructor Evaluation of Second Paper Draft

10% Providing Feedback on Peers' Second Paper Drafts (2.5% for each of four papers)

20% Instructor Evaluation of Final Paper

10% Overall Quality of Work; Motivation and Commitment (instructor's discretion)

### **Grading Rubrics:**

These rubrics are intended to help you design effective presentations, discussions, and papers, and provide meaningful feedback to peers. Available on the course website.

**Course Website:** <http://www.yorku.ca/ncepeda/psyc4010/>

This website contains the current course syllabus and class-related information. Course updates will be posted online, as needed.

### **Writing Help:**

If you would like professional assistance while writing your paper, please talk to the writing department, <http://www.yorku.ca/laps/writ/>. Online writing help websites are **not** an acceptable resource. I welcome your requests for help with writing. For APA style, please purchase the APA manual or see <http://owl.english.purdue.edu/owl/resource/560/01/>.

### **Library Skills:**

For general assistance using the library, see <http://www.library.yorku.ca/cms/undergraduate/>. If you need help locating research articles, the psycinfo database and Google Scholar (<http://scholar.google.com/>) provide excellent search tools. A tutorial on how to locate and download articles is at <http://researchguides.library.yorku.ca/journalarticles>.

## **Weekly Schedule:**

*Instructor-led presentation and discussion*

*Student-led activity*

**(due date or important deadline)**

Sep 11: *How to read and write research articles*

Sep 18: *Critical thinking theories and techniques*

**(Sep 22: Last day to enroll in course)**

Sep 25: Paper topic brainstorming session as a full class

Oct 2: Five min paper topic overview presentations (all students)

Oct 9: Peer discussion to help develop paper topics in small groups

Oct 16: Ten min literature review presentations (students in alphabet half 1)

Oct 23: Ten min literature review presentations (students in alphabet half 2)

**(Oct 30-Nov 3: Co-curricular days)**

Nov 6: *Designing strong studies*

Nov 13: Peer discussion to help design study methodology in small groups

Nov 20: Ten min methodology presentations (students in alphabet half 2)

Nov 27: Ten min methodology presentations (students in alphabet half 1)

Dec 4: *How to evaluate a paper* **(First paper draft due to instructor and four peers)**

**(Dec 6: Last day to submit term work)**

Jan 8: Peer paper feedback discussion in small groups **(Feedback on paper draft 1 due to instructor and peers)**

Jan 15: Twenty min applying critical thinking to research articles presentations (alphabet q1)

Jan 22: Twenty min applying critical thinking to research articles presentations (alphabet q2)

Jan 29: Twenty min applying critical thinking to research articles presentations (alphabet q3)

Feb 5: Twenty min applying critical thinking to research articles presentations (alphabet q4)

Feb 12: *Learning about developmental research from experts* **(Second paper draft due to instructor and four peers; Article choice for analysis presentation due)**

**(Feb 14: 30% of final grade due; last day to drop course without receiving a grade)**

**(Feb 15-21: Reading week)**

Feb 26: Peer paper feedback discussion in small groups **(Feedback on paper draft 2 due to instructor and peers)**

Mar 5: Twenty min analysis of research article discussions (read articles prior to class; q4)

Mar 12: Twenty min analysis of research article discussions (read articles prior to class; q3)

Mar 19: Twenty min analysis of research article discussions (read articles prior to class; q2)

Mar 26: Twenty min analysis of research article discussions (read articles prior to class; q1)

Apr 2: *Course evaluation discussion* **(Final paper due)**

**(Apr 4: Last day to submit term work)**

**Late Assignments:**

Assignments are due at the beginning of class on the due date. Printers not working, computers crashing, misreading the assignment deadlines, etc. are not acceptable reasons to hand in an assignment late. Regularly back up your work, preferably stored away from your computer!

If you turn in an assignment 10 min to 24 hours late, 10% will be taken off; 24 to 72 hours late, 20%; up to one week late, 30%; up to two weeks late, 50%. As soon as they are completed, please turn in late assignment via email (cc yourself). Please also turn in a paper copy of the assignment the next class period.

Missing a presentation deadline will result in a 50% grade reduction for that assignment. You are expected to make up the missed assignment the next class period, unless otherwise indicated by the course director.

It is your responsibility to begin working on assignments prior to the deadline. Non-penalized extensions related to illness or family emergencies will only be granted if the situation warrants an extension, at the sole discretion of the instructor. If you wish to avoid a late assignment penalty, the delay must be documented. Late assignments due to non-medical circumstances must be supported by appropriate documentation—death certificates, obituary notices, automobile accident reports, airline/train/bus tickets/receipts for emergency travel, etc. Airline/train/bus tickets/receipts must indicate destination, departure, and return dates. Late assignments due to medical circumstances must be supported by an Attending Physician's Statement from the Office of the Registrar. The Attending Physician's Statement can be downloaded from [http://www.registrar.yorku.ca/pdf/petitions/attending\\_physician\\_statement.pdf](http://www.registrar.yorku.ca/pdf/petitions/attending_physician_statement.pdf)

**Feedback:**

I want you to succeed in this course! You are encouraged to see me during office hours if you have questions about assignments or your performance in the course, or if you have comments about how the course is being run. I'm also happy to talk about other educational issues, such as whether to attend graduate school and how to improve your writing skills.

**Contesting Grades:**

If you wish to contest a grade, you must do so in writing. There is a 24-hour waiting period before grade contest requests will be accepted, following the point when you receive your grade. You are expected to reflect on your grade and your work during this period, as well as prepare a strong justification for an adjusted grade. All decisions about contested marks are final; you may not contest the same mark twice. Therefore, it is in your best interest to carefully consider and outline exactly why you think a grade adjustment is justified.

**Cheating:**

Don't cheat! Cheating and plagiarism not only impair your learning, but also are penalized by the university. If you cheat, you may receive a failing grade for the assignment or the course, or other actions may be taken against you. For university policy on cheating, see:  
<http://www.yorku.ca/academicintegrity/students/index.htm>  
<http://www.yorku.ca/secretariat/policies/document.php?document=69>  
[http://www.arts.yorku.ca/faculty\\_and\\_staff/policies\\_and\\_procedures\\_for\\_faculty/academic\\_honesty\\_students.php](http://www.arts.yorku.ca/faculty_and_staff/policies_and_procedures_for_faculty/academic_honesty_students.php)

**Secretary:** Barbara Thurston

Office: BSB 283

Office Hours: M-F 9-5

Email: [bthurst@yorku.ca](mailto:bthurst@yorku.ca) (put in subject header: Your Name PSYC 4010 Seminar in Developmental Psychology)

Phone: 416-736-2100 x66253

**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.

**Conversion of Percents to Letter Grades:**

Percentage	Letter Grade	Grade Point	Percentage	Letter Grade	Grade Point
90-100	A+	9	60-64	C	4
80-89	A	8	55-59	D+	3
75-79	B+	7	50-54	D	2
70-74	B	6	48-49	E	1
65-69	C+	5	0-47	F	0

Final grades may be adjusted to conform to Program or Faculty grade distribution profiles.

Typically there will be a minimum of 50 percent As and Bs and a maximum of 10 percent Es and Fs.

**General Information:**

Important information for students regarding the Ethics Review process, Access/Disability, Academic Honesty/Integrity, Student Conduct, and Religious Observance Days is available on the CCAS 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).