

**Faculty of Health
Department of Psychology
PSYC 3520 Section M
INFANCY
Winter 2016**

Fridays 11:30 am to 2:30 pm at Curtis Lecture Halls (CLH) G

Instructor and T.A. Information

Instructor: Mariela Giuliano

Office: 403 BSB

Office Hours: By appointment

Email: marielag@yorku.ca (please include course title on subject line)

TA: Magdalena Lysenko

Office: 057 BSB

Office Hours: By appointment

E-mail: mlysenko@yorku.ca (please include course title on subject line)

Course Prerequisite(s): Course prerequisites are strictly enforced.

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2110 3.00 (Developmental Psychology)

Course website: [Moodle](#)

Course Description

The purpose of this course is to advance students' ability to describe, contrast and critically evaluate theoretical and practical developmental issues from birth to the age of three. We will be discussing biological, cognitive and socioemotional processes in child development as well as historical perspectives and policy considerations within a diverse and multicultural context. The course will require students to engage in continuous active learning that will include the textbook, research articles, lectures (with PowerPoint slides), videos, group discussions and various class activities.

Learning Outcomes

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

1. Demonstrate in-depth knowledge in the psychology of infancy.
2. Articulate trends in infant psychology.
3. Express knowledge of infant psychology in written form
4. Describe and explain the limits of generalizing research findings on infant development.
5. Demonstrate ability to relate information about the psychology of infancy to own and others' life experiences.

Specific Learning Objectives

- 1- Justify the importance of studying infancy within a historical, social and cultural context.
- 2- Distinguish typical patterns of development in the first three years of life.
- 3- Critically analyze various theoretical approaches and practical issues related to early development.
- 4- Describe and evaluate specific research studies on infant development.
- 5- Apply theory to critically evaluate case studies.

Required Text

- Gross, D. L. (2011). *Infancy: Development from birth to age 3* (2nd ed.). Boston, MA: Allyn & Bacon (Pearson Education, Inc.)

Journal Articles for Online Quizzes

- TBD (based on student interest as per survey during first lecture)

Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Online Quiz 1 (Moodle)	January 21 to Feb 2	5%
Midterm Test (Chapters 1 to 6)	February 10	35%
Online Quiz 2 (Moodle)	Feb 17 to March 2	5%
Report (Moodle)	March 4 to March 16	15%
Exit tickets (out of 10 lectures)	Throughout Term	5% (0.5 % per class)
Final exam (Chapters 7 to 12)	April 7-24	35%
Total		100%

Description of Assignments

(1) Written exams will be made up of multiple choice and short essay questions. They will cover material from the textbook and lectures. **(2) Quizzes:** There will be 3 online quizzes to be completed on Moodle by their due date. The first one, "Familiarize Yourself with Moodle Quizzes", will have 5 very simple questions that will serve as an introduction to the process. This quiz will not be graded but I strongly encourage everyone to take it to avoid potential technical difficulties in future online assignments. For the other 2 quizzes, you will have approximately 12 days to read the article and complete 10/15 multiple choice questions for each one of them. **(3) Report:** You will be asked to choose an article related to infancy from an empirical peer-reviewed journal. You will then write a report in your own words about the article you found. Further details, including rubrics for the written report, will be provided closer to the date. **(4) Exit tickets** will be implemented every class (except during exams).

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 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes)

Late Work/Missed Tests or Exams

Exams: Students with a documented reason for missing a course test, such as severe illness, death in the family, etc., which is confirmed by original supporting documentation (Attending Physician Statement which can be found at http://www.cse.yorku.ca/~utn/attending_physician_statement.pdf) may request accommodation from the Course Instructor. Students must notify the course director and TA (cc both in the same e-mail) within 48 hours of the missed exam. There will be only **one** opportunity for a make-up exam. Further extensions or accommodations will require students to submit a formal petition to the Faculty. Students who miss the first exam will have waived their right to receive feedback on their performance prior to the drop date. Please note that the make-up exams may have a different format than the original one. Only one exam can be missed during the course. A second missed exam will receive a grade of 0.

Quizzes and written report: Each online quiz and the final report will be completed online and students will have approximately 12 days to submit each of them. **Late submissions will NOT be accepted.**

Add/Drop Deadlines

For a list of all important dates please refer to: [Important Dates](#)

Important dates	Winter (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Jan. 18
Last date to add a course with permission of instructor (also see Financial Deadlines)	Feb. 1
Last date to drop a course without receiving a grade (also see Financial Deadlines)	March 10
Course Withdrawal Period (withdraw from a course and receive a "W" on the transcript – see note below)	March 11 - Apr. 5

Electronic Device Policy

As part of our participatory learning, some weekly activities will include the use of Socrative (socrative.com) to answer questions in groups. This system will allow me to get instant feedback and assess comprehension of the material. You can access this free app through your laptop or smartphone. You will be working cooperatively so only one device is needed per group. Aside from these activities, the use of personal devices unrelated to the lecture material can be distracting for the student using it, all peers around and even the course director (however, laptops to take notes are acceptable). If students need to answer an e-mail, navigate a website or send a text message, they are required to either wait for the break or quietly leave the class to complete the task.

Attendance Policy

Regular attendance is strongly encouraged as some learning outcomes from this course can only be achieved through group discussions and other in-class activities. At the end of every class, students will hand in an "exit ticket" which could be an answer to a question, a comment, or feedback for the course director. These forms will represent students' attendance to class and they will be worth a total of 5% calculated over 10 classes (so one class can be missed for any reason). If any students have ongoing circumstances that could prevent regular class attendance, please e-mail me directly to make alternative accommodations.

Lecture materials will be posted on Moodle (including PowerPoint slides, articles for the quizzes, course syllabus, rubrics for final report, etc.). However, questions posed during class to assess comprehension and progress in the course will not be posted online. If students need to miss one class, I strongly recommend they connect with a peer to find out all relevant information (as lecture material will also be assessed during the exams).

Academic Integrity for Students

York university takes academic integrity very seriously, please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skill](#)

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.

Electronic Devices During a Test/Examination:

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

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 [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement

Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. 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 HH/PSYC 3520 3.0M 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:

Date	Topic	Required reading	Important dates
Friday January 6	Historical Perspectives	Chapter 1	Familiarize yourself with Moodle Quizzes (Jan 6 to Jan 19 inclusive)
Friday January 13	Research Methods	Chapter 2	
Friday January 20	Genetics, Conception and Prenatal Development	Chapter 3	Quiz 1 (Jan 21 to Feb 2 inclusive) 5%
Friday January 27	Newborn's Growth	Chapters 4/5	
Friday February 3	Sensation, Perception, and Motor Development	Chapter 6	
Friday February 10	--	Chapters 1,2,3,4,5,6	Midterm exam 35%
Friday February 17	Cognition, Learning and Intelligence	Chapter 7	Quiz 2 (Feb 17 to March 2 inclusive) 5%
Friday February 24	--	--	No classes
Friday March 3	Language and Communication	Chapter 8	Report on an article of your choice (March 4 to March 16 inclusive) 15%

Friday March 10	Relationships and Social Development	Chapter 9	Last day to drop course without receiving a grade
Friday March 17	Temperament, Emotions, and the Self	Chapter 10	
Friday March 24	Childcare and Early Intervention	Chapter 11	
Friday March 31	Babies of Today and Tomorrow	Chapter 12	Exit Tickets out of 10 classes 5 %
March 11 - April 5	--		Course withdrawal period (with W)
April 7 -24	--	Chapters 7,8,9,10,11,12	Final exam 35%