

**Faculty of Health
Department of Psychology
PSYC 2110 3.0 Section M
DEVELOPMENTAL PSYCHOLOGY
Winter 2017**

Instructor and T.A. Information

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Office Hours	By appointment

Lectures: Friday 11:30 am – 2:30 pm, CLH-E

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

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

Course website:

This course also uses **Moodle@York**, a Course Management System. To access Moodle, please login at <http://moodle@yorku.ca> using your Passport York username and password. Access the course website for Psyc 2110 by clicking on **MY COURSES**. Course readings, announcements, handouts, and timetable will be posted on Moodle. You can contact Client Services Helpdesk at York (ext. 55800 or helpdesk@yorku.ca for technical support).

Course Description

This course considers physical, cognitive, emotional, and social development from birth through adolescence and the impact of the interaction of these various aspects of development upon the individual as a whole. We will discuss major theoretical and empirical approaches to understanding these different developmental periods. There will be emphasis on the scientific methods of psychology as a foundation for our ongoing pursuit of knowledge in development. We will also use a set of common themes across these domains and periods of development, including nature and nurture, continuity/discontinuity, and individual differences. Students will be encouraged to evaluate theories and evidence from several perspectives and to consider the impact on understanding several issues, such as education and parenting.

Each class will be composed of a didactic lecture followed by supplemental exercises intended to apply and/or reinforce the concepts discussed. Content will primarily be from the textbook, but the instructor will provide direction to help students concentrate their efforts in understanding the text (for example, only parts of some chapters will be covered). The instructor will also supplement the text readings with additional content during classes. It is expected that students

will attend ALL classes. If for any reason students are absent, it is expected that they contact a class buddy to obtain the material that was missed. Evaluation will be based on any material covered in the classes, textbook, and on the Moodle website.

Learning Outcomes

Upon completion of this course, students will:

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. Recognize multiple ways to consider how child development progresses, including developmental milestones over time (infancy through to adolescence), development within domains (biological, cognitive, emotional and psychosocial) and the interaction among these periods and systems.
2. The complementary roles of nature and nurture in the developing child, and identifying the potential mechanisms that result in more advanced development.
3. In addition to characterizing differences over the time course of development, we will also focus on individual differences and variation among children and youth within these periods.
4. A critical evaluation of research findings that are used to support claims related to developmental psychology, and critical consideration of methods to test questions related to developmental psychology.
5. While there will be an emphasis on theory and research in this course, this will be interweaved with real-world implications of these findings to foster positive, healthy development in children and youth.

Required Text

Siegler, R., DeLoache, J., Eisenberg, N., Graham, S. & Saffran, J. (2014). How children develop, 4th Canadian Edition. New York: Worth Publishers.

Textbook is available at the York University Bookstore.

Additional materials, readings, and information will be available on a Moodle course website.

Course Requirements and Assessment

<u>Assessment</u>	<u>Date of Evaluation (if known)</u>	<u>Weighting</u>
Midterm exam	February 10 (During classtime)	35%
Final exam	TBD	50%
Participation	N/A	15%
Total		100%

Description of Assignments

Midterm: 35% of final grade. This test will be composed of multiple choice and short answer questions. This test will cover information from the assigned text chapters, additional content provided on the Moodle course website, and any additional content covered during the lectures.

Final Exam: 50% of the final grade. This exam will be composed of multiple choice, short answer, and one essay question. The multiple choice and short answer questions will reflect content **after** the midterm, and the essay question will ask you to apply content from the entire course. The instructor will provide additional direction to students regarding the essay question during class.

Participation: 15% of final grade. Students will be asked to submit in-class assignments at the end of some of the classes. The content for these assignments will be covered in the lecture or based on relevant content from the readings for the week.

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

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

The student must contact the course instructor, TA by email within 48 hours of the test or examination. You must clearly state the following:

- your name (please spell your last name)
- your student number
- course and section
- phone number at which you can be reached
- time best to call you back

If the student cannot contact the administrative assistant, TA or the course instructor during this 48 hour period, subsequent documentation accounting for the delay must be provided.

Appropriate documentation verifying the circumstances for the missed test or examination must

be provided at the time specified by the instructor. Failure to provide appropriate documentation will result in a grade of F on the missed test.

What is appropriate documentation?

a) Medical circumstances – tests/exams missed due to medical circumstances must be supported by an attending physician’s statement or a statement by a psychologist or counselor. The physician’s statement must include the following:

- i) full name, mailing address, telephone number of the physician.
- ii) state the nature of the illness and its duration (i.e., specific dates covered), and
- iii) an indication of whether the illness and/or medication prescribed would have **SERIOUSLY** affected the student’s ability to take the test/exam.

NOTE: The physician's office may be contacted to verify that the forms were completed by the physician.

b) Non-medical circumstances – tests/exams missed due to non-medical circumstances must be supported by appropriate documentation, i.e., death certificates, obituary notice, automobile accident reports, airline/bus ticket/receipt for emergency travel (with date of booking on ticket), etc. Airline/train/bus ticket/receipts for emergency travel must indicate destination, departure, and return dates. Having to work at the time of a test is not considered a valid excuse for missing the test.

4) The manner in which the missed test (which has been legitimately documented) is handled will be at the discretion of the course instructor. In the case of a make-up test, the student must be prepared to write the test at a date set by the instructor (this may be as early as a week following the missed test). Although the content to be examined will be the same, the format may or may not follow that of the original test/exam. **THE STUDENT** must check with the course instructor’s administrative assistant or teaching assistant for the date and time of the make-up. A conflict in another course during the time of the make-up is not an acceptable reason for missing the make-up (unless there is an examination in the other course at that time). The student should be aware that if she/he misses any evaluation before the official drop date, she/he may not have the requisite feedback on their course work to determine if they need to drop the course or not. As a result, it is in the student’s best interest to write the tests at the time they are scheduled by the course instructor.

NOTE: Only extremely unusual circumstances would warrant a second chance at a make-up.

For a missed final exam or incomplete course work, students must complete a Deferred Standing Form, which will also include the type of work to be completed (paper/exam) & the date the paper/exam will be completed.

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

Important dates	Winter (W)
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)	March 11 - Apr. 5

Information on Plagiarism Detection

N/A for this course.

Electronic Device Policy

Cell phones must be turned off and put away during lectures. Do not send or read text messages while in class. Cell phones must be off desks during exams. Laptops may be used only for taking notes during lectures. Do not use them for email or the web.

Video or audio recording of the lectures is not permitted unless permission has been granted from the instructor.

Attendance Policy

Students are expected to attend all classes and examinations.

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: 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 PSYC 2110 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 of Topics and Readings:

Date		Reading
Friday, January 6, 2017	-Syllabus and course structure -Introduction	Chapter 1
Friday, January 13, 2017	-Prenatal development, newborn period, and biological development	Chapters 2 and 3
Friday, January 20, 2017	-Theories of cognitive development	Chapter 4
Friday, January 27, 2017	-Cognitive development: Infancy and conceptual development	Chapters 5 and 7
Friday, February 3, 2017	-Language development -Memory development (*additional content from TA)	Chapter 6
Friday, February 10, 2017	Midterm	--
Friday, February 17, 2017	-Intelligence and achievement -Development of judgment and decision making (*additional content from instructor)	Chapter 8
Friday, February 24, 2017	READING WEEK	
Friday, March 3, 2017	-Social development	Chapter 9
Friday, March 10, 2017	-Emotional development and attachment	Chapters 10 and 11
Friday, March 17, 2017	-Family and peer relationships	Chapters 12 and 13
Friday, March 24, 2017	-Moral Development	Chapter 14
Friday, March 31, 2017	-Gender Development and Conclusions	Chapters 15 and 16