

**Faculty of Health  
Department of Psychology  
PSYC 3520 Section M  
INFANCY  
Winter 2018**

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

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**Instructors and T.A. Information**

**Instructor: Mariela Giuliano**

Office: 402 BSB

Office Hours: By appointment

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

**Instructor: Jessica Jeihyun Jeong**

Office: 072K BSB

Office Hours: By appointment

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

**Instructor: Annalise D'Souza**

Office: Calumet 319

Office Hours: By appointment

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

**TA: Vered Latman**

Office: 280 BSB

Office Hours: Fridays 10:30 am to 11:20 am (please e-mail if planning to attend)

E-mail: vlatman.york@gmail.com (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 Credit Exclusions**

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

**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 course readings, research articles, lectures and frequent class activities and group discussions.

**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 limits to generalizability of research findings on infant development.
5. Demonstrate ability to relate information the psychology of infancy to own and others' life experiences.

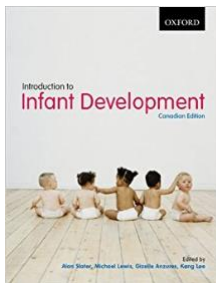
**Specific Learning Objectives**

- 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

- Slater, A., Lewis, M., Anzures, G., & Lee, K. (Eds.). (2011). Introduction to Infant Development, Canadian Edition. Oxford University Press.



### Journal Articles

- TBD

### Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Pop Quizzes (5, but only 4 graded)	January 19 to April 6	25%
Midterm Test (Chapters 1 to 9)	February 9	35%
8 Forum Questions on Moodle	January 19 to March 23	5%
Final exam (Chapters 10 to 18)	April 9-23	35%
Total		100%

### Description of Assignments

(1) **Written exams** will be made up of multiple choice and short essay questions and they will cover material from the textbook, lectures and articles. (2) **Pop Quizzes:** There will be 5 pop quizzes to be completed at any time between January 19 and April 6. Exact dates will not be

announced so students must be prepared for all classes. Each quiz will include material from the current lecture, chapter, and article if applicable (i.e., material from previous lectures will not be included in these assessments). Each quiz is worth 6.25 % and the best 4 results will be computed for the final grade. **(3) Online Forum:** A discussion question will be posted on Moodle every week from January 19 to March 23. Regardless of the question type, a personal reflection must be included. The reflection can take any length as long as it represents a well-thought idea. If students are also asked to find a specific answer, they must cite their sources (APA not necessary). But even then, a personal reflection must always be present. Each forum question will become available on Friday after class, and it will close 7 days later, on Thursday night at 11:59 pm. Each answer will be worth 0.625%.

### **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 - [Grading Scheme for 2017-18](#))

### **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://myacademicrecord.students.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructors. Students must notify the course directors and TA (cc all 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 zero.

**Pop Quizzes:** If a student is absent during one quiz, and has supporting documentation (see above), the corresponding percentage (6.25%) will be added to the midterm or final exam. Otherwise, the grade will be zero.

**Online Forum:** Answers not provided within the 7-day time frame will receive a grade of zero.

### **Important New Information Regarding Missed Tests**

For any missed tests or late assignments, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the test/assignment.

### **Add/Drop Deadlines**

For a list of all important dates please refer to: [Fall/Winter 2017-18 - Important Dates](#)

<b>Important dates</b>	<b>Fall (F)</b>	<b>Year (Y)</b>	<b>Winter (W)</b>
Last date to add a course <b>without</b> permission of instructor (also see Financial Deadlines)	Sept. 20	Sept. 20	Jan. 17
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 4	Oct. 18	Jan. 31
Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 10	Feb. 9	March 9
Course Withdrawal Period (withdraw from a course and receive a “W” on the transcript – see note below)	Nov. 11 - Dec. 4	Feb. 10 - Apr. 6	March 10 - Apr. 6

**\*Note:** *You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as "W". The withdrawal will not affect your grade point average or count towards the credits required for your degree.*

## **Electronic Device Policy**

As part of our participatory learning, some weekly activities will include the use of smart phones to answer questions in groups. This system will allow us to get instant feedback and assess comprehension of the material. 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. Students not following these instructions will be asked to turn off their devices or leave the class.

## **Attendance Policy**

Dates for pop quizzes will not be announced so regular attendance is necessary to complete all assessments in this course.

Lecture materials will be posted on Moodle. 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, we 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 familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#).

## **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 PSYC 3520 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:

<b>Date</b>	<b>Topic</b>	<b>Required reading</b>	<b>Important dates</b>
Friday January 5	History of Infancy Research & Methods in Infant Research	Chapter 1 & 2	
Friday January 12	Prenatal & Motor Development	Chapter 3 & 4	
Friday January 19	Development of the Senses	Chapter 5	
Friday January 26	Development of Intelligence and Categorization	Chapters 6 & 7	
Friday February 2	Perception and Memory Development	Chapter 8 & 9	
Friday February 9	<b>MIDTERM EXAM</b>	Chapters 1 to 9, lecture material	Midterm exam 35%
Friday February 16	Communication and Language Development	Chapter 10 & 11	
Friday February 23	Winter Reading Week	----	No classes
Friday March 2	Face Recognition and Emotional Development	Chapters 12 & 13	



Friday March 9	Social Development and Play	Chapter 14 & 15	Last day to drop course w/o a grade
Friday March 16	Early Intervention and Culture	Chapter 16 & 17	
Friday March 23	Health, Nutrition, and Atypical Development	Chapter 18	
Friday March 30	Good Friday	----	No classes
Friday April 6	Babies and Technology	Journal articles (TBD)	
March 10 – April 6	----	----	Course withdrawal period (with W)
April 9 -23	<b>FINAL EXAM</b>	Chapters 10-18, lecture material and articles	Final exam 35%