

**Faculty of Health  
Department of Psychology  
PSYC 2110 3.0 Section A  
DEVELOPMENTAL PSYCHOLOGY  
Summer 2019**

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**Lecture Time & Location:**

Monday 11:30 a.m. – 2:30 p.m. in Curtis Lecture Hall E

Wednesday 11:30 a.m. – 2:30 p.m. in Curtis Lecture Hall F

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**CONTACT INFORMATION**

Course Instructor: Dr. Jean Varghese

Office: 256 BSB

Office Hour: By appointment

Email: [jeanmv@yorku.ca](mailto:jeanmv@yorku.ca)

<b>T.A.</b>	<b>Group</b>	<b>Email</b>	<b>Office</b>	<b>Office Hour</b>
Justine Ledochowski	Students with last names beginning with A to K	<a href="mailto:jledoch@yorku.ca">jledoch@yorku.ca</a>	057 BSB	By appointment
Ramandeep Sehra	Students with last names beginning with L to Z	<a href="mailto:sehraram@yorku.ca">sehraram@yorku.ca</a>	057 BSB	By appointment

Psychology Undergraduate Office: 291 Behavioural Sciences Building

Phone: 416-736-5117

Psychology Website: [www.psych.yorku.ca](http://www.psych.yorku.ca)

**COURSE PREREQUISITE (S)**

**Course prerequisites are strictly enforced.**

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

**COURSE CREDIT EXCLUSIONS**

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

**COURSE WEBSITE**

All course information will be posted on [Moodle](#).

**Course Materials Copyright Information:**

These course materials are designed for use as part of the HH/PSYC 2110 3.0M course at York University and are the property of the course 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 DESCRIPTION**

This course explores physical, cognitive and socioemotional development in infancy and childhood. Major topics include age changes in physical development, cognition, personality and social relations; influence of families, peers, schools, community and media; pathologies of infancy and childhood as well as methods of intervention. Major theoretical frameworks, research methods, findings, issues and applications in the field will be discussed.

### **Learning Outcomes:**

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

- Demonstrate broad knowledge of psycho-social determinants of development.
- Describe and evaluate current theory and research in developmental psychology.
- Understand and interpret principles of developmental psychology in everyday life.
- Define causes of human development from different perspectives.

### **Specific Learning Objectives:**

#### **1: Depth and Breadth of Knowledge**

Students will acquire in-depth knowledge about the cultural, biological, cognitive, emotional and social aspects of human development. Students will learn how these multiple facets interact to influence our functioning and well-being.

#### **2: Knowledge of Theories and Methodologies**

Students will gain an understanding of the theoretical and empirical frameworks used in the study of developmental psychology.

#### **3: Application of Knowledge**

Students will apply their knowledge of developmental psychology by demonstrating the ability to apply concepts from the course material to real-life situations.

#### **4: Awareness of Limits of Knowledge**

Students will recognize the limits of what is known about developmental psychology and have opportunities to suggest directions for future research and interventions.

#### **5: Communication Skills**

Students will learn to engage in evidence-based dialogues with class colleagues and the course instructor.

## **REQUIRED TEXTBOOK**

Berk, L. E. (2019). *Exploring Child Development* (1<sup>st</sup> edition). Boston, MA: Pearson.

## **COURSE REQUIREMENTS AND ASSESSMENTS**

<u>Assessment</u>	<u>Date of Evaluation</u>	<u>Weighting</u>
Test 1	May 8	30%
Test 2	May 27	30%
Final Exam	Exam Period (June 12-14)	40%
Total		100%

### ADD/DROP DEADLINES

	<b>S1 Term</b>
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	May 3
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	May 10
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	May 27
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	May 28 – June 10

**\*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.*

### MIDTERM TEST AND FINAL EXAM

The tests and final exam will consist of 60 multiple choice questions and 8 short answer questions. Test 2 and the final exam are noncumulative.

Note: Students must be available during the official exam period of **June 12 - 14** to write the final exam.

### MISSED TESTS/EXAMS

Students with a documented reason for missing a test/exam, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation may request accommodation from the course instructor. Students who miss the test or final exam must contact the **T.A.s** by email within 24 hours of the original test or exam. If you cannot contact the T.A.s during this 24-hour period, subsequent documentation accounting for the delay must be provided. Students who write tests and exams with Alternate Exams should contact the **course instructor** within 24 hours of missing the test/exam. Tests/exams missed due to medical circumstances must be supported by an **attending physician's statement** <http://myacademicrecord.students.yorku.ca/pdf/attending-physicians-statement.pdf>

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

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.**

A conflict with another course during the time of the make-up test is not an acceptable reason for missing the make-up test (unless there is an examination in the other course at that

time, for which you will be required to provide proof). You should be aware that if you miss the make-up test as scheduled, you may not receive the requisite 15% feedback on your course work before the course drop deadline to determine whether or not you need to drop the course. Therefore, it is in your best interests to write tests as scheduled by the course instructor.

**IMPORTANT NOTE:** Only extremely unusual circumstances would warrant a second chance at a make-up test. Permission from the **course instructor** is required before a second make-up test can be scheduled. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

### **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.

### **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 89, B+ = 75 to 79, etc.).

(For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2018-19](#))

### **ELECTRONIC DEVICE POLICY**

Cell phones should be turned off or set to silent during the lecture. Please leave the lecture hall to make calls. The use of electronic devices should be limited to note-taking and accessing course material so as not to distract other students.

### **ATTENDANCE POLICY**

Students are expected to attend all lectures. The midterm test and final exam will be based on lecture notes, textbook and lecture discussions. Instructions on completing the term paper will also be discussed in class.

### **EMAIL COMMUNICATION**

Please use your York email address when communicating with the course instructor and T.A.s as messages from other addresses may not always be received and it is **your** responsibility to ensure that we receive your messages. For example, if you email the T.A.s or course instructor that you missed a test/exam and we do not receive your message, you will not receive information about the make-up test/exam. If you miss the make-up test/exam for this reason, you will not receive another chance to write the make-up test/exam. **You should also save a copy of any message sent to the course instructor and/or T.A.s** Please follow appropriate email etiquette (indicate the course number and section in the subject field, include a formal greeting and sign with your full name). You should receive a response within

48 hours. If you do not receive a response within 48 hours, please check your junk mail folder and follow up with us.

### **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 information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

### **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 SCHEDULE

DATE	REQUIRED READINGS
Monday, April 29	Chapter 1 – History, Theory and Strategies
Wednesday, May 1	Chapter 2 – Genetics and Environmental Foundations
Monday, May 6	Chapter 3 – Prenatal Development, Birth and the Newborn Baby
<b>Wednesday, May 8</b>	<b>Test 1 (30%)</b>
Monday, May 13	Chapter 4 – Physical Development in Infancy and Toddlerhood
Wednesday, May 15	Chapter 5 – Cognitive Development in Infancy and Toddlerhood
<b>Monday, May 20</b>	<b>No Class</b>
Wednesday, May 22	Chapter 6 – Emotional and Social Development in Infancy and Toddlerhood
<b>Monday, May 27</b>	<b>Test 2 (30%)</b> <b>Last day to drop the course without receiving a grade</b>
Wednesday, May 29	Chapter 7 – Physical and Cognitive Development in Early Childhood
Monday, June 3	Chapter 8 – Emotional and Social Development in Early Childhood
Wednesday, June 5	Chapter 9 – Physical and Cognitive Development in Middle Childhood
Monday, June 10	Chapter 10 – Emotional and Social Development in Middle Childhood
<b>Official Exam Period (June 12-14)</b>	<b>Final Exam (40%)</b>