

**Faculty of Health**  
**Department of Psychology**  
**PSYC 4010 3.0 Section M: SEMINAR IN DEVELOPMENTAL PSYCHOLOGY**

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**Monday and Wednesday 2:30 PM, Location: DB0013**

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**S2/ 2019-20**

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**Instructor**

Instructor: Dr. Ehud Emanuel Avitzur

Office:

Office Phone:

Office Hours: Only by appointment, before or after class.

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

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- HH/PSYC 2110 3.00 (Developmental Psychology)
- Students must be in an Honours program in Psychology and have completed at least 84 credits (excluding (EDUC) education courses)

**Course Credit Exclusions**

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

**Course website:** [Moodle](#)

**Course Description**

**Course Description and Objectives**

This course aims at deepening the existing knowledge and understanding of developmental processes in an experiential way. It will focus on the emotional, personality, and social aspects of the mental development. The personal and professional growth of the students is an aim in itself. Active involvement of students is of major importance.

**The course focuses around a case study:** The student will interview a person and strive to understand this person's development using psychological theories.

**The structure of the course:**

Class members will refresh developmental theories learned in previous courses.

Students will find a suitable interviewee, and will get an approval from course director to interview that person.

Interviewing workshop.

Students will interview the interviewee, tryig to assess the connection between this person’s adulthood and his/her childhood.

Groups of students will present their insights based on the interview. How childhood seem to impact adulthood in that particular case. How developmental theories apply to describe the connections between childhood and adulthood. How current research in developmental psychology connects with these findings.

**Program Learning Outcomes**

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

1. Demonstrate in-depth knowledge in developmental psychology.
2. Critically evaluate, synthesize and resolve conflicting results in developmental psychology.
3. Articulate trends in developmental psychology.
4. Locate research articles and show critical thinking about research findings in developmental psychology.
5. Express knowledge of developmental psychology in written form.
6. Engage in evidence-based dialogue with course director and peers.

**Required Text**

The students will use their existing psychology texts, learned in previous courses. Additional texts will be found in the context of the project described above.

**Course Requirements and Assessment:**

| <b>Assessment</b>   | <b>Date of Evaluation (if known)</b> | <b>Weight</b> |
|---|--------------------------------------|---------------|
| Submit a description of interviewee on time   | Class #3                             | 4%            |
| A Presenting a Developmental Theory in class(10%) A hand out: a summary plus a bibliography (11%) |                                      | 21%           |
| A Group Presentation of one interview   |                                      | 25%           |
| A Paper   |                                      | 25%           |

| <b>Assessment</b>              | <b>Date of Evaluation<br/>(if known)</b> | <b>Weight</b> |
|--------------------------------|--|---------------|
| Positive contribution in class |  | 25%           |
| <b>Total</b>                   |  | <b>100%</b>   |

## **Description of Assignments**

### **Presenting a Developmental Theory in class:**

**Each student will present a theory on emotional, personality or social development. If the theory is big: a part of a theory, previously learned in courses of psychology. This would be a 15 minutes presentation, after which the student will distribute a brief (1-2 pages long) summary of the theory including a reference list.**

**Rubric: The presentation should be clear, correct portrayal of the theory, interesting, and address a current perspective about that theory. The student will also prepare questions/particular observations that one can ask an interviewee, which relate to that theory.**

**The summary will be graded according to clarity, academic writing skill (60%) and content (40%). Keep in mind that the content cannot be conveyed unless the academic writing is good enough.**

### **A Case Presentation:**

The presentation is 30 minutes long.

Three parts: Description of the interview “in vivo”, i.e., the interaction between the interviewee and the interviewer, the interviewee’s behaviour while addressing various topics, description of the interviewee’s life story, analyzing connection between past experiences and adulthood using psychological theory and contemporary research in psychology.

A class’ discussion: Classmates are encouraged to share their thoughts and insights about this case study.

### **Criteria of presentation evaluation/ Rubric**

Effective use of the allocated time; ability to describe the subject as a real “round”, multi faceted, person; correct usage of theoretical concepts; demonstrating ability to integrate wide knowledge in developmental psychology; sufficient addressing of methodological issues (case study, imperfect interview); ability to relate to developmental lines; critical thinking; depth; demonstration of constructive approach to relevant questions, criticism and contributions of class members.

## **Final Paper:**

This will be a short personal paper, illustrated with examples. An APA style title, quotations, and reference list are required. In the paper you will describe what you have taken in from the this learning experience. It should be 2-3 pages long, excluding references. You will describe your gained knowledge through this active experiential learning, your gained insights from the case study, and from connecting past and present using developmental theories. Include in the paper some of your insights about the methodology of case-studies. Optional- describe your own personal growth while working on the project. The paper will be written in “first person”, addressing examples of your experiences and insights. Theoretical Insights relating to theories or research findings should be addressed in a formal academic fasion, with with APA quotations, and refernce list. Seven references are the minimum.

## **Criteria of paper evaluation:**

60% academic writing skills, 40% content (Keep in mind that the content cannot be conveyed unless the academic writing skill is good).

General academic writing standards: Clear paragraphs, connections between the paragraphs, clear and correct language. Specific APA style: title and references.

## **Positive Contribution in Class:**

The quality of this experiential learning seminar depends on students’ active contribution as well as on listening and taking-in others’ contributions. Therefore, missing or being late to class will have great impact on the contribution factor. One cannot contribute unless present in class. Attendance is mandatory.

## **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](#))

## **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://myacademicrecord.students.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.

***Papers are to be handed in by July 29. Students handing in the paper in a delay will be penalized (one letter grade per day). Students presenting their work during the last week of classes will be automatically granted with a seven-day extension.***

### **Add/Drop Deadlines**

For a list of all important dates please refer to: [Summer 2019 - Important Dates](#)

|  | <b>SU</b>       | <b>S1</b>      | <b>S2</b>       |
|--|-----------------|----------------|-----------------|
| Last date to add a course without permission of instructor | 12-May          | 3-May          | 21-Jun          |
| Last date to add a course with permission of instructor    | 27-May          | 10-May         | 28-Jun          |
| Last date to drop course without receiving a grade         | 28-June         | 27-May         | 15-Jul          |
| Course Withdrawal Period                                   | June 29-July 29 | May 28-June 10 | July 16-July 29 |

**\*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**

Electronic devices are not allowed in class.

### **Attendance Policy**

Mandatory

### **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.

## **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 4010M 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 Tentative Schedule:**

| Lesson #  | Topic  | Reading Assignment  | Assignment/presentations for next class   |
|-----------|--|---|---|
| 1 June 17 | Introduction to the seminar<br>How to find an interviewee?<br>Allocation theories for presentation | Your reading material from previous courses. Esp on Developmental and social-personality. | Try to find an interviewee<br>Start preparing a theory presentation and a hand out.   |
| 2 June 19 | A Workshop:<br>How to interview  |   | Find an interviewee.<br>Prepare a description to hand in on June 24.<br>Prepare a theory presentation and a hand out.<br><br>Team up! |
| 3 June 24 | Theories presentation  |   | Hand in the interviewee's description for approval  |
| 4 June 26 | Theories presentation  |   |   |
| 5 July 3  | Theories presentation  |   |   |
| 6 July 8  | Theories presentation  |   |   |
| 7 July 10 | This is an interviewing week:<br>Class will be devoted to Q&A                                      |   |   |

|                 |                          |  |  |
|-----------------|--------------------------|--|--|
| 8 July 15       | Q&A                      |  |  |
| <b>Lesson #</b> | <b>Topic</b>             |  |  |
| 9 July 17       | Case study presentations |  |  |
| 10 July 22      | Case study presentations |  |  |
| 11 July 24      | Case study presentations |  |  |
| 12 July 29      | Case study presentations |  |  |