

Psychology 2110 3.0 N
Developmental Psychology
Winter 2020
Professor E. Bialystok

Instructor:

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For students with surnames beginning with A to L

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For students with surnames beginning with M to Z

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Classes:

Wednesdays, 2:30 - 5:30, CLH A

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: [Moodle](#)

Course Description

The course will survey major theories of child development, including cognitive, language, and social development. Background information about the origins of developmental psychology and brain and physical development is also included. Attention will be paid to leading theoretical positions and the features that distinguish among them.

Program Learning Outcomes

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

1. Demonstrate broad knowledge of main developmental achievements in childhood.
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.

Text:

Siegler, R., Saffran, J.R., Graham, S., Eisenberg, N., DeLoache, J., & Gershoff, E. (2018). *How Children Develop. Canadian 5th Edition*. Worth Publishers: New York.

We will use a special edition for this course containing only the chapters we cover.

You have two options:

1. Hardcopy text plus Launchpad (including e-book). ISBN-13: 9781319195045
2. Launchpad only with e-book. ISBN-13:9781319066802

TO REGISTER TO LAUNCHPAD PLEASE VISIT

<http://www.macmillanhighered.com/launchpad/siegler5canadian/12589240>

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 2019-20](#)

Description of Assignments and Evaluation:

20%: Midterm Test 1. This is an objective test consisting of multiple choice and short answer questions. The test will cover information from the assigned text chapters and the lectures.

30%: Midterm Test 2. This test will be similar in format to the first test. It will examine material covered **after** the first test and will not overlap in content. The answers will require more detailed understanding of the concepts than those on the first test.

30%: Final exam. This will include a small number of definition and identification questions plus one longer question (mini essay) selected from a number of choices covering the material over the entire course. The answer should include reference to a broad range of course material.

10%: Weekly on-line **quiz** through Launchpad. Assignment will be posted following each lecture and must be completed before the next class.

10%: Weekly **learning curve** through Launchpad. These online activities guide your reading of the chapter before class and include simple test questions. These assignments will be released following the previous lecture and must be completed before the material is presented in class.

Missed Tests/Midterm Exams/Late Assignment:

For any missed tests, midterm exam 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 missed tests, midterm exam or late assignments.

In addition, to the online form, students documented reason for a missed tests, midterm exam or late assignments such as illness, compassionate grounds, etc., **MUST** submit official documentation (e.g. [Attending Physician Statement](#))

Drop date:

March 13, 2020

Electronic Device Policy:

Laptops are allowed for the purpose of notetaking except during tests or exams (see below). All devices such as phones and tablets must be set to silent mode.

Attendance Policy:

Attendance at lectures is compulsory. Lectures will present the essential material in the assigned readings and expand on those points using a variety of examples and perspectives. Powerpoint slides will not be posted on Moodle and will not be made available to students.

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 Materials Copyright Information

These course materials are designed for use as part of the PSYC 2110 3.0N 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:

January 8: Course syllabus will be distributed and online component explained. Introduction to development (Chapter 1)

January 15: Biology and behavior (Chapter 3)

January 22: Theories of cognitive development (Chapter 4)

January 29: Seeing, thinking, and doing in infancy (Chapter 5)

February 5: MIDTERM TEST 1

February 12: Development of language and symbol use (Chapter 6)

February 19: READING WEEK

February 26: Conceptual development (Chapter 7)

March 4: Emotional development (Chapter 10) Note: This lecture will be given by Ashley Chung

March 11: Intelligence and academic achievement (Chapter 8)

March 18: MIDTERM TEST 2

March 25: Attachment to others and development of the self (Chapter 11)

April 1: Gender development (Chapter 15)

Final exam to be scheduled