

Faculty of Health
Department of Psychology
PSYC 4010 6.0 B
SEMINAR IN DEVELOPMENTAL PSYCHOLOGY
Founders College 202
Wed. 2:30-5:30 pm
Winter 2020

Instructor Information

Instructor: Melody Wiseheart

Office: BSB 242

Office Phone: x33266 (do not use)

Office Hours: after class and by appointment

Email: melodywiseheart@gmail.com

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:

<http://www.yorku.ca/ncepeda/psyc4010/> This website contains the course syllabus and assignment descriptions.

<https://mwcourses.wikidot.com/> This website allows you to post assignments and provide feedback to peers. Course updates will be posted on the wiki, as needed. For the password, please email the instructor.

Course Description

This course will help you learn how to critically evaluate developmental psychology literature.

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.
7. Demonstrate an ability to work with others.

Specific Learning Objectives

You will learn how to read and write scientific papers, present research to peers, discuss research in a group setting, and provide feedback on peer writing.

Required Text

There are no textbooks. Weekly readings will be provided to students in the course, consisting of journal articles and book chapters. These readings are available on the course wiki.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Weekly reading evaluations	Weekly (3% per evaluation; 8 evaluations required)	24%
Paper topic presentation	Jan 29 or Feb 5	3%
Reference list	Jan 29	10%
Outline of introduction	Feb 26	10%
Paper methodology presentation	Feb 26 or Mar 4	3%
Outline of methodology	Mar 11	10%
Final paper	Mar 23	20%
Peer feedback on final paper	Mar 30	10%
Overall quality of work	End of the course	10%
Total		100%

Description of Assignments

Assignments are described in a separate document.

Writing Help

If you would like professional assistance while writing your paper, please talk to the writing department, <http://www.yorku.ca/laps/writ/>. Online writing help websites are

not an acceptable resource. I welcome your requests for help with writing. For APA style, please see the APA manual or <http://owl.english.purdue.edu/owl/resource/560/01/>.

Library Skills

For general assistance using the library, see <http://www.library.yorku.ca/cms/undergraduate/>. If you need help locating research articles, the psycinfo database and Google Scholar (<http://scholar.google.com/>) provide excellent search tools. A tutorial on how to locate and download articles is at <http://researchguides.library.yorku.ca/journalarticles>.

Feedback

I want you to succeed in this course! You are encouraged to see me during office hours if you have questions about assignments or your performance in the course, or if you have comments about how the course is being run. I'm also happy to talk about other educational issues, such as whether to attend graduate school and how to improve your writing skills.

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](#))

Late Work/Missed Tests or Exams

If there is snow or ice that prevents your safe travel to campus, whether or not York has officially closed campus, please email the course director and alternate arrangements will be made for assignments. I do not want anyone risking their life to travel to campus.

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](#))

Assignments are due at the beginning of class on the due date, or at the time otherwise specified in the syllabus. Printers not working, computers crashing, misreading the assignment deadlines, wiki page locks, etc. are not acceptable reasons to hand in an assignment late. Regularly back up your work, preferably stored away from your computer! Flash drives can fail catastrophically, so make a second copy.

Late assignments will not be accepted for weekly reading evaluations. Note that only 8 evaluations are required, so if you miss class a couple of times you can still receive full credit.

If you miss your presentation date with a valid reason, as determined by the psychology undergraduate office based on the form above, you will be able to present at a later date. Otherwise, you will not receive credit for the assignment.

If you turn in the reference list, outline of introduction, outline of methodology, final paper, or peer feedback a week late, there will be a 15% penalty, two weeks late, a 30% penalty, and so on.

I will use course wiki date and time stamps to discern when final paper and peer feedback assignments were completed.

It is your responsibility to begin working on assignments prior to the deadline. Non-penalized extensions related to illness or family emergencies will only be granted if the situation warrants an extension, at the sole discretion of the instructor. If you wish to avoid a late assignment penalty, please document your illness using the form above.

Contesting Grades

If you wish to contest a grade, you must do so in writing. There is a 24-hour waiting period before grade contest requests will be accepted, following the point when you receive your grade. You are expected to reflect on your grade and your work during this period, as well as prepare a strong justification for an adjusted grade. All decisions about contested marks are final; you may not contest the same mark twice. Therefore, it is in your best interest to carefully consider and outline exactly why you think a grade adjustment is justified.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2019-20 - Important Dates](#)

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 17	Sept. 17	Jan. 19
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 1	Oct. 22	Feb. 3

Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 8	Feb. 3	March 13
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 9 - Dec. 3	Feb. 4 - Apr. 5	March 14 - Apr. 5

***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.*

Information on Plagiarism Detection

Don't cheat! Cheating and plagiarism not only impair your learning, but also are penalized by the university. If you cheat, you may receive a failing grade for the assignment or the course, or other actions may be taken against you. Plagiarism detection software might be used.

Electronic Device Policy

Electronic devices may be used to read articles and take notes.

Attendance Policy

Attendance is expected every class.

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.

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 4010 B 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

Jan 8: Introduction to the course

Jan 15: Critical thinking: Interventions to improve critical-analytic thinking (Murphy, Rowe, Ramani, & Silverman, 2014)

Small group discussion of paper topics

Jan 22: A theoretical model of motivation effects on academic achievement (Reiss, 2009)

Small group discussion of paper topics

Jan 29: Systems thinking and action competence: Testing the theory of engagement (Sayal, Bidisha, Lynes, Riemer, Jasani, Monteiro, Hey, De Souza, Wicks, & Eady, 2016)

Reference list due

Paper topic presentations (first alphabetical half of class)

Feb 5: Improving quality of life during aging: A theoretical model (Loizzo, 2009)

Paper topic presentations (second alphabetical half of class)

Feb 12: Self-compassion: Mediation models examining mindfulness and wellbeing (Bluth & Blanton, 2014)

Feb 26: Alzheimer's disease: Cognitive training to improve symptoms (Sitzer, Twamley, & Jeste, 2006)

Outline of introduction due

Paper methodology presentations (second alphabetical half of class)

Mar 4: Hope: Environmental engagement (Ojala, 2015)

Paper methodology presentations (first alphabetical half of class)

Mar 11: Life narratives: Lifespan development (Köber, Schmiedek, & Habermas, 2015)

Outline of methodology due

Small group discussion of methodology

Mar 18: LGBT experiences: School climate (Kosciw, Greytak, & Diaz, 2009)

Mar 23: Final paper due at 11:59 pm

Mar 25: Identity formation: Qualitative research (Vo-Jutabha, Dinh, McHale, & Valsiner, 2009)

Mar 30: Feedback on final papers due at 11:59 pm

Apr 1: Autism: Social skills training (Reichow & Volkmar, 2010)