

**Faculty of Health
Department of Psychology
PSYC 2110 3.0 Section A
DEVELOPMENTAL PSYCHOLOGY
Summer 2020**

Mondays & Wednesdays (online)

Please note that this is a course that depends on remote teaching and learning. There will be no in-class interactions or activities on campus.

CONTACT INFORMATION

Course Instructor: Dr. Jean Varghese

Office Hour: By appointment (via Zoom)

Email: jeanmv@yorku.ca

T.A.	Group	Email	Office Hour (via Zoom)
Melody Asghari	Students with last names beginning with A to L	masghari@yorku.ca	Monday 1:30-2:30 p.m. Wednesday 1:30-2:30 p.m.
Leila Kahmani	Students with last names beginning with M to Z	leilakah@my.yorku.ca	Monday 1:30-2:30 p.m. Wednesday 1:30-2:30 p.m.

Psychology Undergraduate Office

Phone: 416-736-5117

Psychology Website: 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.

TECHNICAL REQUIREMENTS FOR TAKING THE COURSE

You will need a high-speed, stable internet connection for the course. To attend an office hour via Zoom, you will also need a computer with webcam and microphone and/or a smart device with these features.

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 3.0A 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](#).

Please note that 1) the recordings should be used for educational purposes only and as a means for enhancing accessibility; 2) students do not have permission to duplicate, copy and/or distribute the recordings outside of the class (these acts can violate not only copyright laws but also [FIPPA](#) and intellectual property rights).

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.

REQUIRED TEXTBOOK

Berk, L. E. & Meyers, A. B. (2016). *Infants and children: Prenatal through middle childhood* (8th edition). Boston, MA: Pearson.

COURSE FORMAT

All lectures will be pre-recorded and posted on Moodle. The lecture slides will also be posted on Moodle. The lecture slides and lecture recordings will be posted by 11:30 a.m. on lecture dates. The Moodle page for the course is arranged by date and the materials for each lecture will be posted under the lecture date.

Please note that the tests and final exam will take place on specific dates and at specific times and students must complete these components as scheduled. Test 1 will take place on May 25th at 11:30 a.m. and Test 2 will take place on June 8th at 11:30 a.m. (duration of test will be announced one week before Test 1). The final exam will take place during the final exam period (date to be determined). Students must be available to complete the final exam as scheduled by the Registrar's Office. Instructions on how to access the test/exam will be posted on Moodle one week before each test and the final exam.

Students will also be required to answer a reflection question that pertains to each lecture. The link to enter the response will be provided on Moodle, along with the lecture slides and lecture recordings for the day. Reflections are due by 10:00 p.m. on the day of each lecture.

COURSE REQUIREMENTS AND ASSESSMENTS

<u>Assessment</u>	<u>Date of Evaluation</u>	<u>Weighting</u>
Reflections	May 11, 13, 27 June 1, 3, 10, 15, 17, 22	10%
Test 1	May 25	30%
Test 2	June 8	30%
Final Exam	Exam Period (June 24-26)	30%
Total		100%

BONUS POINTS: 2 (URPP PARTICIPATION) – Please see handout posted on Moodle

ADD/DROP DEADLINES

For a list of all important dates please refer to: [Summer 2020 Important Dates](#)

	SU	S1	S2
Last date to add a course without permission of instructor (also see Financial Deadlines)	May 25	May 15	June 29
Last date to add a course with permission of instructor (also see Financial Deadlines)	June 8	May 26	July 10
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	July 17	June 8	July 29
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	July 18 - Aug. 12	June 9 - June 22	July 30 - Aug. 12

***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.

TESTS AND FINAL EXAM

The tests and final exam will consist of multiple choice questions and essay questions. More details about the number of questions and duration of test will be provided the week before Test 1. Test 2 and the final exam are noncumulative and will follow the same format as Test 1.

Note: Students must be available during the official exam period of **June 24 - 26** to write the final exam.

Missed Tests and Exam

For any missed test or exam, 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 test/exam will result in a grade of zero for the missed test/exam. Students must also notify the course instructor and T.A.s of the missed test/exam. There will be one opportunity provided to write the make-up test/exam.

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](#)

ELECTRONIC DEVICE POLICY

This course will be delivered in an online format. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination.

ATTENDANCE POLICY

In order to provide some flexibility with course material engagement, pre-recorded lectures will be posted by 11:30 a.m. on Mondays and Wednesdays. Students may attend to these recordings at their convenience. Attendance at the regular class time is required for the two tests on May 25th and June 8th. Attendance is also required for the final exam as scheduled by the Registrar's Office.

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. **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 and student number). 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 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.

ACADEMIC ACCOMMODATIONS 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 university encourages students with disabilities to register with **Student Accessibility Services (SAS)** to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Instructors as necessary. **Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.**

<https://accessibility.students.yorku.ca/>

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities:

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses.

Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

COURSE SCHEDULE

DATE	REQUIRED READINGS & COURSE WORK
Monday, May 11	Chapter 1 – History, Theory and Research Strategies ❖ Reflection 1
Wednesday, May 13	Chapter 2 – Genetics and Environmental Foundations ❖ Reflection 2
Monday, May 18	Holiday - No Class
Wednesday, May 20	Chapter 3 – Prenatal Development Chapter 4 – Birth and the Newborn Baby ❖ Reflection 3
Monday, May 25	Test 1 (30%)
Wednesday, May 27	Chapter 5 – Physical Development in Infancy and Toddlerhood ❖ Reflection 4
Monday, June 1	Chapter 6 – Cognitive Development in Infancy and Toddlerhood ❖ Reflection 5
Wednesday, June 3	Chapter 7 – Emotional and Social Development in Infancy and Toddlerhood ❖ Reflection 6
Monday, June 8	Test 2 (30%) Last day to drop the course without receiving a grade
Wednesday, June 10	Chapter 8 – Physical Development in Early Childhood Chapter 9 – Cognitive Development in Early Childhood ❖ Reflection 7
Monday, June 15	Chapter 10 – Emotional and Social Development in Early Childhood Reflection 8
Wednesday, June 17	Chapter 11 – Physical Development in Middle Childhood Chapter 12 – Cognitive Development in Middle Childhood ❖ Reflection 9
Monday, June 22	Chapter 13 – Emotional and Social Development in Middle Childhood ❖ Reflection 10
Official Exam Period (June 24-26)	Final Exam (30%)