

**Faculty of Health
Department of Psychology
PSYC 2110 3.0 B: DEVELOPMENTAL PSYCHOLOGY
Fridays/11:30AM-2:30PM/ Online via Zoom
Fall/2020**

Professor and T.A. Information

Professor: Dr. Vivian Lee

Office Hours: By appointment via Zoom

Email: leev9@yorku.ca

	Last names A to L	Last names M to Z
T.A. Name	Flora Roudbarani	Annie Mills
Email	froudbar@yorku.ca	millsas@yorku.ca
Office Hours	By appointment via Zoom	By on appointment on Mondays 9:00AM-11:00AM via Zoom

Email Policy:

To ensure that your email does not end up in our SPAM folders, all emails to Dr. Lee and TAs must:

- (1) include your course number in the subject line (PSYCH 2110B)**
- (2) be sent from your York email address, and include your full name and student number at the end of the email.**

Please follow appropriate email etiquette and ensure that you use proper greetings and salutations. We will make every effort to respond to your emails within 24 hours of receiving it, or faster. But please keep in mind that during busy times (i.e. before an assignment or test) the wait times for a response may be longer. Please be patient!

Note that TAs and myself will not read or respond to your emails OUTSIDE of business hours (i.e. 8AM-5:30PM, Mondays through Fridays). You will not receive a response to your email until *the next business day*, at the earliest (i.e. if you email on a Friday night at 8:00PM, you will not hear back until Monday at the earliest).

We are happy to help you with any questions you may have about the online course. **BUT I do expect you to demonstrate that you've thought about the answer before you've approached**

us. In your emails, after your question follow it with “I think the answer is (*insert your best guess*)”. This will help guide our responses to you in a quicker and more efficient manner.

Course Description

This online course will explore aspects of physical, intellectual, emotional, and social development from birth through to adolescence. The course will review the biological and sociocultural influences on development, and research will be discussed that highlight the impact of the interaction of these various factors on typical and atypical development. In addition, issues concerning the role of caregivers/parents are explored.

This course will be delivered completely online. Pre-recorded lectures will be uploaded at the beginning of the week (on Sundays). Students will be expected to complete short weekly online activities and assignments (LaunchPad Learning Curve) via the online platform, LaunchPad (see below for more information). Students will be assessed using online quizzes and/or tests that will be also be delivered on LaunchPad. Group discussions and enrichment activities will be delivered by Zoom on Friday afternoons (during the 11:30AM-2:30PM scheduled timeslot) and there is an expectation for participation. Note that we will NOT use the full three hours for activities.

Program Learning Outcomes

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

1. Demonstrate broad knowledge of psycho-social determinants of development.
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.

Specific Learning Objectives

Students will learn about classic and cutting-edge studies in developmental psychology, demonstrate their knowledge via online tools and tests, and contribute to discussion and engage in class materials online.

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.

Required Text

Siegler, R., Saffran, J.R., Gramham, S. Eisenberg, N., Deloache, J., Gershoff, E. (2018). *How Children Develop. Canadian 6th Edition*. Worth Publishers: New York.

Students have three options for purchase:

1. Looseleaf text plus LaunchPad (including e-book).
2. LaunchPad only with e-book
3. Hardcover textbook plus LaunchPad (including e-book).

ISBNs for each of the above can be found via the York University bookstore website (textbook search tool). LaunchPad is necessary for this course and is included in each of the three bundles.

Course websites: [eClass](#) and [LaunchPad](#)

All course class announcements, documents, and lectures (i.e. my pre-recorded presentations and lectures), and online discussions will be housed on **eClass**.

All online activities (including Learning Curve activities), assignments, and tests will be through **LaunchPad**, and you must register using the following link below:

<https://www.macmillanhighered.com/launchpad/siegler6ecanadian/13795802>

You must register for LaunchPad with your York University email address and ID.

To obtain instructions on how to register and use LaunchPad visit the website below which was created by MacMillan Publishing for this course.

<https://sites.google.com/macmillan.com/yorkpsyc2110f19/home>

Please read through the different sections of this website carefully because it will help you register and use the tools appropriately. There is also information on how to reach LaunchPad customer service support.

Class Format and Attendance Policy on Zoom

This class will be delivered completely online during the Fall 2020 session. In addition to weekly activities on LaunchPad, group discussions and enrichment activities will be delivered by Zoom on Friday afternoons (during the 11:30AM-2:30PM scheduled timeslot) and there is an expectation for participation. Note that we will NOT use the full three hours for activities. Activities will likely happen from 11:30AM-1:00PM, and we will use the rest of the time for Q&A.

Students will be asked to sign into **Zoom** using their **York University email and ID**. Please display your first and last name so that the TAs and myself can correctly identify you. All Zoom meeting links and passwords for each Friday session will be posted on Moodle.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Test 1	Opens: September 27 at 8:00AM Ends: October 1, 2020 at 11:59PM	20%
Test 2	Opens: October 18 at 8:00AM Ends: October 22 at 11:59PM	20%
Test 3	Opens: November 1 at 8:00AM Ends: November 5 at 11:59PM	20%
Test 4	Opens: November 15 at 8:00AM Ends: November 19 at 11:59PM	20%
	<i>*Lowest test grade will be dropped automatically*</i>	
Tests Total	Listed Above	60%
LaunchPad Learning Curve	Varied	20%

Assessment	Date of Evaluation (if known)	Weighting
Assignment 1	Due October 9, 2020 at 11:29AM	10%
Assignment 2	Due November 27, 2020 at 11:29AM	10%
Assignment 3	Due December 7, 2020 at 11:59PM	10%
	<i>*Lowest assignment grade will be dropped automatically*</i>	
Assignment Total	Listed Above	20%
Total		100%

Description of Assignments

Tests

1. **Test 1 will consist of MULTIPLE-CHOICE questions.** Test 1 will cover material from Chapter 1 and Chapter 2, and materials discussed during our Friday Zoom meetings. The test will be released on LaunchPad on **September 27, 2020 at 8:00AM** and you will have until **October 1, 2020 at 11:59PM** to complete Test 1. Once you start the test on LaunchPad you will have 40 mins to complete the 55 questions.
2. **Test 2 will consist of LONG ANSWER questions.** Test 2 will cover material from Chapter 4 and Chapter 5, and materials discussed during our Friday Zoom meetings. Test test will be released on LaunchPad on October 18, 2020 at 8:00AM and you will choose 4 of the 5 long answer questions to complete. You will have until October 22, 2020 at 11:59PM to submit your answers on LaunchPad.
3. **Test 3 will consist of MULTIPLE-CHOICE questions.** Test 3 will cover material from Chapter 6 and Chapter 7, and materials discussed during our Friday Zoom meetings. The test will be released on **November 1, 2020 at 8:00AM** and you will have until **November 5, 2020 at 11:59PM** to complete Test 3. Once you start the test on LaunchPad you will have 40 minutes to complete the 55 questions.
4. **Test 4 will consist of LONG ANSWER questions.** Test 4 will cover materials from Chapter 8 and Chapter 10. The test will be released on **November 15, 2020 at 8:00AM**, and you will choose 4 of the 5 long answer questions to complete. You will have until **November 19 2020 at 11:59PM** to submit Test 4 answers.

LaunchPad Learning Curve Activities:

You will complete weekly Learning Curve Activities through LaunchPad. These activities will guide your reading of the assigned chapter and include simple quiz questions. These assessments will be released weekly (usually Sundays at 8:00AM) and you will have one week to complete them (i.e. until the next Sunday at 7:59AM). See schedule below for details. *You will not be graded on the learning curve activities.* You simply get a participation mark for each Learning Curve Activity you complete. There are a total of 11 learning curve activities (usually 1 learning curve per chapter), and you will have to complete 10/11 for full marks.

Assignments

1. **Assignment 1:** Full instructions will be located on LaunchPad. You will have until **October 9, 2020 at 11:29AM** to submit Assignment 1 on LaunchPad. For this assignment, you will be asked to submit a short lay summary, blogpost, or newspaper article (max. 1 page) reviewing a recently published article in developmental psychology. Please submit the article reference with your assignment.
2. **Assignment 2:** Full instructions will be located on LaunchPad. You will have until **November 27, 2020 at 11:29AM** to submit Assignment 2 on LaunchPad. For this assignment, you will create a short TikTok style video or short audio or meme that summarizes or demonstrates a developmental psychology concept covered in Chapters 1 to 11. Please provide a short description of the concept you are covering with your assignment. Be creative!
3. **Assignment 3:** Full instructions will be located on LaunchPad. You will have until **Monday December 7, 2020 at 11:59PM** to submit Assignment 3 on LaunchPad. For this assignment, you will be asked to share your thoughts (max. 1 page) individual differences in prosocial behaviour and concrete examples from your own observations of children who are more likely to show prosocial behaviour than others.

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 2020-21](#)

Missed Tests/Midterm Exams/Late Assignment:

****There will be no deadline extensions or make ups for missed tests or assignments/activities; instead students are allowed to drop their lower scores as outlined above.****

In the unlikely event that there is an extended illness (time frame that exceeds the number of allowed lowest grade “drops”) please do the following:

For any missed quiz or late assignment, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician’s Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided to the Department of Psychology and to the course director, Dr. Vivian Lee.

[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 quiz or late assignment.

Documentation is necessary for all missed work. Thus, if a student takes Test 1 and Test 2, but skipped Test 3 for no documented/eligible reason, and then falls ill and misses Test 4, a grade of 0

will be incorporated into the final grade calculation (e.g. drop one 0 grade, but keep the other 0 grade from Test 1, 2, 3). As this example shows, it is best to take all term tests and not skip any, just in case. There will not be a final exam during the December exam period for this course.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2020-21 Important Dates](#)

	Fall (F)	Year (Y)	Winter (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 6	Oct. 27	Feb. 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 6	Feb. 5	March 12
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	Nov. 7- Dec. 8	Feb. 6 – April 12	March 13- April 12

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

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

Students are required to hand their own work and use proper citations and references where appropriate. When required, please use APA format for all in text situations and reference lists.

Electronic Device Policy

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination unless the tests/exams are open-book.

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 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 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 Directors 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](#).

Calumet and Stong Colleges' Student Success Programming

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of free programs throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) aims to build the leadership skills of its course reps while contributing to the academic success and resourcefulness of students in core program classes.
- [Peer Assisted Study Sessions \(P.A.S.S.\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by trained peer tutors.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [career exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about our student success programs, please consult our [website](#), email scchelp@yorku.ca, and/or follow us on [Instagram](#) and [Facebook](#).

Course Materials Copyright Information

These course materials are designed for use as part of the PSYCH 2110 3.0B 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

The pre-recorded lecture for each chapter listed below will be posted on eClass on Sundays at 8:00AM, and the lectures will be available for your review for the duration of the Fall term. All corresponding **LaunchPad Learning Curve** activities will also be released on Sundays at 8:00AM and you will have until the **next Sunday at 7:59AM** to complete the activities.

Fridays 11:30AM will be the “virtual class time” for our course. Meetings will be held on Zoom and the link will be available via eClass. You must use your York ID to sign into the Zoom meeting. We will use this time to review and discuss concepts that were introduced in each chapter. There is an expectation to participate, but you will not be graded for participation in the virtual class time.

Week	Date	Lecture Topic	Chapter
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1	September 11, 2020	Zoom Meeting: Introduction and Course Overview Zoom, eClass, and LaunchPad Review	
	September 13, 2020 (Pre-recorded lecture post to Moodle)	Lecture 1: Theories and Themes, Methods of Studying Child Development	Chapter 1
	September 13-18, 2020	Complete Learning Curve Activities on LaunchPad	
2	September 18, 2020	Zoom Meeting: Online activity and discussion for Chapter 1	
	September 20, 2020 (Pre-recorded lecture post to Moodle)	Lecture 2: Prenatal Development and Newborn Period	Chapter 2
	September 20-25, 2020	Complete Learning Curve Activities on LaunchPad	
3	September 25, 2020	Zoom Meeting: Online activity and discussion for Chapter 2	
	September 27, 2020 (Pre-recorded lecture post to Moodle)	Lecture 3: Theories of Cognitive Development	Chapter 4
	September 27-October 2, 2020	Complete Learning Curve Activities on LaunchPad *TEST 1* Multiple-Choice Test. Test will be released on September 27, 2020. Must be submitted by October 1, 2020 11:59PM. See above for details.	
4	October 2, 2020	Zoom Meeting: Online activity and discussion for Chapter 4	
	October 4, 2020 (Pre-recorded lecture post to Moodle)	Lecture 4: Perception, Action, and Learning in Infancy	Chapter 5
	October 4-9, 2020	Complete Learning Curve Activities on LaunchPad	
5	October 9, 2020	Zoom Meeting: Online activity and discussion for Chapter 5 Assignment 1 due before class 11:29AM	
6	October 16, 2020	York University Reading Week	

		No Zoom Meeting!	
	October 18, 2020 (Pre-recorded lecture post to Moodle)	Lecture 5: Development of Language and Symbol Use	Chapter 6
	October 18-23, 2020	Complete Learning Curve Activities on LaunchPad *TEST 2*. Answer 4/5 Long Answer Questions. Test will be released on October 18. Submit by October 22, 2020 at 11:59PM. See above for details.	
7	October 23, 2020	Zoom Meeting: Online activity and discussion for Chapter 6	
	October 25, 2020 (Pre-recorded lecture post to Moodle)	Lecture 6: Conceptual Development	Chapter 7
	October 25-30, 2020	Complete Learning Curve Activities on LaunchPad	
8	October 30, 2020	Zoom Meeting: Online activity and discussion for Chapter 7	
	November 1, 2020 (Pre-recorded lecture post to Moodle)	Lecture 7: Intelligence and Academic Achievement	Chapter 8
	November 1-6, 2020	Complete Learning Curve Activities on LaunchPad *TEST 3* Multiple-Choice Test. Test will be released on November 1, 2020. Must be submitted by November 5, 2020 at 11:59PM. See above for details.	
9	November 6, 2020	Zoom Meeting: Online activities and discussion for Chapter 8	
	November 8, 2020 (Pre-recorded lecture post to Moodle)	Lecture 8: Emotional Development	Chapter 10
	November 8-13, 2020	Complete Learning Curve Activities on LaunchPad	
10	November 13, 2020	Zoom Meeting: Online activity and discussion for Chapter 10	

	November 15, 2020 (Pre-recorded lecture post to Moodle)	Lecture 9: Attachment to Others and Development of the Self	Chapter 11
	November 15-20, 2020	Complete Learning Curve Activities on LaunchPad *TEST 4*. Multiple-Choice Test. Test will be released on November 15, 2020. Must be submitted by November 19, 2020 at 11:59PM. See above for details.	
11	November 20, 2020	Zoom Meeting: Online activity and discussion for Chapter 11	
	November 22, 2020 (Pre-recorded lecture post to Moodle)	Lecture 10: The Family and Socioeconomic Context	Chapter 12
	November 22-27, 2020	Complete Learning Curve Activities on LaunchPad	
12	November 27, 2020	Zoom Meeting: Online activity and discussion for Chapter 12 Assignment 2 submitted before class at 11:29AM	
	November 29, 2020 (Pre-recorded lecture post to Moodle)	Lecture 11: Moral Development	Chapter 14
	November 29-December 4, 2020	Complete Learning Curve Activities on LaunchPad	
13	December 4, 2020	Zoom Meeting: Online activity and discussion for Chapter 14	
14	December 7, 2020	Assigment 3 due 11:59PM	