

Faculty of Health
Department of Psychology
PSYC 4010 6.0 A: SEMINAR IN DEVELOPMENTAL PSYCHOLOGY
Tuesday/11:30-2:30/Asynchronous via Moodle; Occasional Zoom Sessions
Fall-Winter/2020-2021

This course is primarily asynchronous, with occasional synchronous Zoom sessions for office hours and group discussions. The course is interactive, via both instructor and peer feedback on your assignments.

Instructor Information

Instructor: Melody Wiseheart

Office Hours: tba 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

Course Credit Exclusions

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

Course website: [eClass](#)

All course materials will be available on the course eClass site. The site will be your central access point for course materials and assignment submission.

Course Description

This course will help you gain depth and breadth of knowledge of developmental psychology, through knowledge demonstration assignments. It will teach critical thinking skills, as applied to scientific reasoning about developmental psychology, through evaluation, writing, and oral presentation and discussion assignments.

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.

Specific Learning Objectives

1. Demonstrate depth of knowledge of developmental psychology topics.
2. Evaluate scientific statements by experts and non-experts.
3. Synthesize information as part of a research proposal.
4. Translate scientific knowledge for a non-academic audience.

Required Text

There is no required textbook. Links to research articles on psychology, pedagogy, and critical thinking will be provided, in order to foster successful completion of assignments. Students will conduct literature searches on developmental psychology.

Course Requirements and Assessment:

Students will complete assignments based on their desired grade. All assignments will be marked outstanding / satisfactory / unsatisfactory, and unsatisfactory assignments may be revised until satisfactory, up to the end of classes. Students must write a grade justification at the end of the semester, which the course director will use as part of final grade determination. Assignments must be spread throughout the semester, according to the assignment schedule provided on eClass. Students can choose the specific dates when assignments are turned in, within the general deadline of a certain number of assignments per month.

required for D or higher mark

complete six assignments from this list:

knowledge demonstration

evaluation

oral presentation

writing for the general public

plus this assignment:

grade justification

additional requirements for C or higher mark

two peer feedback assignments

two group discussion sessions

additional requirements for B or higher mark

two office hours attended

50% satisfactory marks on research proposal assignment

additional requirements for B+ or higher mark

75% satisfactory marks on research proposal assignment

additional requirements for A or higher mark

100% satisfactory marks on research proposal assignment

Description of Assignments

Assignment descriptions will be posted on eClass.

Release of Assignments

Your assignments may be provided to peers for completion of the peer feedback assignment, and they may be anonymously posted as examples on the course website, either now or in future versions of the course.

Class Format and Attendance Policy

Attendance will be taken during all Zoom sessions, which includes office hours and group discussions. Given the interactional nature of these sessions, students are expected to be on video throughout the sessions.

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 will receive marks of outstanding / satisfactory / unsatisfactory.

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:

Assignment deadlines are extremely general and are at the discretion of the student. Reasoning for late assignments (i.e., failure to distribute assignments throughout the semester) can be provided in the grade justification.

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

If possible plagiarism is detected, assignments will be run through Turnitin or web-based search tools.

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. Students are expected to remain engaged during group discussions and to provide constructive feedback.

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](#)

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](#).

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC 4010 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.

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