

**Faculty of Health  
Department of Psychology  
PSYC 2110 3.0 Section A**

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

**DEVELOPMENTAL PSYCHOLOGY  
Fall 2020**

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**Instructor and T.A. Information**

Instructor: Prof. Scott A. Adler  
Office: Remote and Online Meetings  
Office Phone: ext. 33389  
Office Hours: Wednesday, 1 -2 pm, and by appointment  
Email: adler@yorku.ca

T.A.	Shir Bach-Kay
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**Course Prerequisite(s): Course prerequisites are strictly enforced.**

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.

**Course website:** [Moodle](#)

**Course Description**

In this course, we will discuss various theoretical and empirical aspects of change as the child grows, matures, and develops. Topics will include physical, neural and brain, perceptual, cognitive, language, and social and emotional. Three questions will generally guide us in these discussions: (a) What develops? (b) Why it develops (i.e. the function of development)? and (c) How it develops? Underlying these questions will be issues related to the role of biological versus experiential mechanisms in development and to the aspects of development that are continuous versus discontinuous. To a lesser degree, the issue of typical versus atypical development will be touched upon. Throughout, the relevant empirical research will be a constant feature of our discussions.

**Learning Outcomes**

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

1. Describe and evaluate current theory and research in developmental psychology.
2. Understand and interpret principles of developmental psychology in everyday life.
3. Define causes of human development from different perspectives.
4. Demonstrate broad knowledge of psychological aspects of development.

### **Specific Learning Objectives**

From this course, students should be able to:

1. Define developmental psychology and explain how it meets the criteria of science.
2. Recognize the key theoretical approaches and methodologies in development psychology.
3. Define and describe the historical and theoretical foundations upon which current developmental psychological theory is based.
4. Define the components of physical, neural, perceptual, cognitive, social and emotional, and language development and their trends.
5. Consider and distinguish between different themes underlying our understanding of development, including the role of biological versus experiential mechanisms and whether development is continuous or discontinuous.

### **Required Text**

Younger, A., Adler, S.A., & Vasta, R., Miller, S.A., & Ellis, S. (2012). *Child Psychology: A Canadian Perspective* (3rd Edition). John Wiley & Sons Canada, Ltd.

### **Technical requirements for taking the course:**

Students will be required to attend online class sessions through video conferencing with Zoom. Lectures will be given **synchronously** ('live' virtual sessions) with the time scheduled for this course (Tuesdays, from 11:30 AM to 2:30 PM). Further, exams will be written online through Moodle and meetings will occur by video conferencing. To participate in all of these course components, you will need access to a stable, higher-speed Internet connection. You will also need a computer with webcam and microphone, and/or a smart device with these features. Please note that any appointment or meeting with either myself or a course TA, or when 'signing' in to take an exam, you will be required to appear on video.

### **Useful links describing computing information, resources and help for students:**

[Student Guide to Moodle](#)

[Zoom@YorkU Best Practices](#)

[Zoom@YorkU User Reference Guide](#)

[Computing for Students Website](#)

[Student Guide to eLearning at York University](#)

### **Course Requirements and Assessment:**

There will be two in-class (i.e. online), non-cumulative, exams worth 30% each and a final exam worth 40%. The final exam will be partly cumulative in which in addition to covering material

reviewed since the second exam, will also cover a small designated portion of material covered by the first two exams. Which material that will make up the cumulative portion of the final exam will be made known to students during the last class meeting. The exams will consist of 75 multiple choice questions and 5 short answer questions. There will be no extra credit opportunities.

Assessment	Date of Evaluation (if known)	Weighting
Exam 1	October 20	30%
Exam 2	November 17	30%
Final Exam	TBA – between December 9 - 23	40%
<b>Total</b>		<b>100%</b>

### 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 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2020-21](#))

### Late Work/Missed Tests or Exams

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.

[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 exam. Makeup exams will be scheduled within 10 days of the original exam date. Failure to write the makeup exam after being approved to do so will result in a grade of zero for the missed exam.

### Add/Drop Deadlines

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

#### Important dates

Last date to add a course <b>without</b> permission of instructor (also see Financial Deadlines)	September 22
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	October 6
Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 6

**Important dates**

Course Withdrawal Period (withdraw from a course and receive a “W” on the transcript – see note below)

November 7 –  
December 8

**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.

**Attendance Policy**

Attendance is not taken. However, there is material discussed that cannot be gleaned from posted lecture notes. Attendance is therefore highly recommended.

**Academic Integrity for Students**

York university takes academic integrity very seriously, please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic.

It is recommended that you review Academic Integrity information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skill](#)

**Note:** In the interest of academic honesty during virtual learning and test taking, all students will be required to have their video on during examinations.

**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 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 Schedule:

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
9/15	Introduction & History	Chapter 1 (until p. 14)
9/22	Theories & Methods	Chapter 1 (p. 14 – end) & Chapter 2
9/29	Genetics & Prenatal Development	Chapters 3 & 4
10/6	Physical Development	Chapter 5
10/13	<i>No Class – Reading Week</i>	
10/20	<i>Exam 1 (worth 30%)</i>	
10/27	Neural & Brain Development	Chapter 6
11/3	Perceptual Development	Chapter 7
11/10	Cognitive Development I	Chapter 8 (until p. 294)
11/17	<i>Exam 2 (worth 30%)</i>	<i>Last Day to Drop Course</i>
11/24	Cognitive Development II	Chapter 9
12/1	Language Development	Chapter 11
12/8	Social & Emotional Development	Chapter 12
FINAL EXAM (worth 40%) – December 9 – 23, TBA		