

**Faculty of Health  
Department of Psychology  
PSYC 4010 3.0 Section M  
SEMINAR IN DEVELOPMENTAL PSYCHOLOGY  
Summer 2017**

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**Seminar Time:** Mondays and Wednesdays 11:30 a.m. – 2:30 p.m.

**Seminar Location:** Ross S128

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**CONTACT INFORMATION & OFFICE HOURS**

Course Director: Dr. Jean Varghese

Office: 256 BSB

Office Hours: By appointment

Email: [jeanmv@yorku.ca](mailto:jeanmv@yorku.ca)

Course Secretary: Agnes Levstik

Office: 281 BSB

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**COURSE PREREQUISITES**

**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 WEBSITE**

**Moodle**

- Seminar notes, marks and course announcements will be posted on Moodle

**COURSE DESCRIPTION**

This course is designed to deepen knowledge and understanding of developmental psychology through a comprehensive and analytical study of current thinking and research in social development. There will be a particular focus on applying developmental psychology to real-world issues.

Seminar meetings will interweave theories, methods, findings, issues and applications in exploring particular areas of social development in depth. The required readings provide a sample of the contemporary and specialized research in the field and will be used to capture some of the enduring conceptual issues in social development.

## **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**

### **1: Depth and Breadth of Knowledge**

Students will acquire in-depth knowledge of social development, including historical and cultural contexts, biological foundations, theoretical and empirical frameworks and practical applications.

### **2: Knowledge of Methodologies**

Students will gain an understanding of the theoretical and empirical frameworks used in the study of social development. The course material, term paper and presentation will provide opportunities to develop skills to critically analyze primary research.

### **3: Application of Knowledge**

Students will apply their knowledge of social development through the term presentation and paper, demonstrating the ability to think critically about the application of their knowledge.

### **4: Communication Skills**

Students will learn to engage in evidence-based dialogues with class colleagues and the Course Director, in both written and oral formats (e.g. class discussions, presentations and papers).

### **5: Awareness of Limits of Knowledge**

Students will recognize the limits of what is known about social development and put forward directions for future research.

## **REQUIRED READINGS**

- See course schedule (page 7-8 ) for readings (a revised course outline with selected articles will be posted on Moodle on June 16<sup>th</sup>)

## **Course Materials Copyright Information:**

These course materials are designed for use as part of the HH/PSYC 4010 3.0M 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](#)

### **COURSE COMPONENTS AND ASSESSMENT**

Test	July 12	30%
Presentation	July 17 – July 31	30%
Paper	August 8	30%
Participation	June 19 – July 31	10%
Total		100%

### **DESCRIPTION OF ASSIGNMENTS**

#### **1) Midterm Test:**

The midterm test will comprise 6 essay questions.

#### **2) Presentation:**

All students will present on a topic pertaining to the course material. For your presentation, you will choose some aspect of social development and explore it in depth, using recent work done in the area. Here are some examples of topics:

- Temperament and social adjustment
- Culture and gender development
- Social-cognitive deficits of aggressive individuals

You must clear your topic with the course director via email or in person. Each student will have 30 minutes for their presentation (20 minutes presentation and 10 minutes discussion). You may use books and peer-reviewed journals in compiling information for your presentation. The components of the presentation should include: introduction of topic, specific question being addressed and why it is important, review of research evidence, conclusion and future directions for research. You should also have some questions prepared for class discussion. The presentation will be graded on the following: organization, subject knowledge, critical thinking, presentation materials, presentation style (eye contact, elocution, enthusiasm) and active engagement.

#### **Paper:**

Your paper will be based on your individual presentation. The presentation will allow you to formulate a framework for your paper as well as receive feedback that can be incorporated into the paper. The paper must be in APA (American Psychological Association) format. This format is found in the *Publication Manual of the American Psychological Association*, 6<sup>th</sup> Edition (2009). The manual is available at Scott Library, Scott Reference, Steacie Science and Engineering Library, Leslie Frost Library and the Osgoode Hall Law School Library. It is best to use the sample paper at the end of the manual as a guide, especially for the title page, abstract and how references appear both in the body of the paper and in the reference section. Further information on presenting references appears in specific chapters of the APA manual. As you are not conducting an empirical study, your paper will not include the “Method”, “Results” or “Discussion” sections. The paper should be **8-10 pages** (excluding title page, abstract and reference section). It should be double-spaced and typed. Secondary references should not be used – you should read the original articles and cite the original articles. Do not

use direct quotes from sources unless absolutely necessary. Instead, paraphrase information taken from sources. All material from sources must be properly referenced according to APA guidelines. The term paper will be submitted through Turnitin, which checks for plagiarism. Papers with 40% or more unoriginal content will receive a 10% penalty and may be reported to the Undergraduate Office for a potential breach of Academic Honesty. Students are not allowed to use papers from other courses to fulfill the paper requirement in this course.

Your paper will be marked on the following components: introduction of topic, identification of specific issue being addressed and its importance, research evidence to support thesis, conclusion, directions for future research, APA format, grammar, spelling and general form of writing.

There are links from the main "Libraries" webpage to resources, guides and tutorials to help you with your research and how to formulate a thesis. The main search engine that we use in Psychology is "Psycinfo", but you are free to use articles from any of the search engines.

### **3) Participation:**

Participation marks are based on active contribution to seminar discussions, including student presentations. There are no opportunities to make up participation marks if students are absent.

### **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 - <http://calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes> )

### **MISSED TEST**

Make-up tests will be allowed with appropriate documentation. Students who miss the midterm test must contact course director by email within 48 hours of the original test. If you cannot contact the course director during this 48-hour period, subsequent documentation accounting for the delay **must** be provided. Students who write tests with Alternate Exams should also contact the course director within 48 hours of missing the test. Tests missed due to medical circumstances must be supported by an **attending physician's statement** (<http://www.registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) or a statement by a psychologist or counselor.

Tests missed due to non-medical circumstances must be supported by appropriate documentation, i.e., death certificates, obituary notice, automobile accident reports, airline/bus ticket/receipt for emergency travel (with date of booking on ticket), etc. Airline/train/bus ticket/receipts for emergency travel must indicate destination, departure, and return dates. **Having to work at the time of a test is not considered a valid excuse for missing the test.**

A conflict with another course during the time of the make-up is not an acceptable reason for missing the make-up (unless there is an examination in the other course at that time,

for which you will be required to provide proof). You should be aware that if you miss the make-up tests as scheduled, you may not have the requisite 15% feedback on your course work to determine whether or not you need to drop the course. Therefore, it is in your best interest to write the tests as scheduled by the course director. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

**New Information Regarding Missed Tests:**

For any missed tests 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 test/assignment.

**LATE ASSIGNMENTS**

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments received later than the due date will be penalized 10% per day that assignment is late). Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the course director, but will require supporting documentation.

**ADD/DROP DEADLINES**

For a list of all important dates please refer to: [Summer 2017 - Important Dates](#)

	<b>SU</b>	<b>S1</b>	<b>S2</b>
Last date to add a course without permission of instructor	15-May	5-May	<b>23-Jun</b>
Last date to add a course with permission of instructor	29-May	12-May	<b>30-Jun</b>
Last date to drop course without receiving a grade	7-Jul	2-Jun	<b>21-Jul</b>
*Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – <a href="#">Add and Drop Deadline Information</a> )	July 8-31	June 3-12	<b>July 22-31</b>

***\*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.*

**ELECTRONIC DEVICE POLICY**

Cell phones should be turned off or set to silent during the lecture. Please leave the seminar room to make calls. The use of other electronic devices should be limited to note-taking and accessing course material so as not to distract other students.

## **ATTENDANCE POLICY**

Students are expected to attend all seminars. The midterm test is based on the required readings and class discussions. There will be no make-up opportunities for participation if students are absent.

## **EMAIL COMMUNICATION**

Please use your York email address when communicating with the course director as messages from other addresses may not always be received and it is **your** responsibility to ensure that messages are received. For example, if you email the course director saying that you missed the midterm test and your message was not received, you will not receive information about the make-up test. If you miss the make-up test for this reason, you will not be given another chance to write the make-up test. **You should also save a copy of any message sent to the course instructor.** 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). You will receive a response within 24 hours.

## **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 by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#). 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](#)

### **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 devices 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.

### Information on Plagiarism Detection:

The term paper will be submitted through Turnitin, which checks for plagiarism. Papers with 40% or more unoriginal content will receive a 10% penalty and may be reported to the Undergraduate Office for a potential breach of Academic Honesty. Students are not allowed to use papers from other courses to fulfill the paper requirement in this course.

### 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 SCHEDULE

DATE	REQUIRED READINGS
Monday, June 19	<i>Historical Perspectives, Theories and Research Methods</i> Required Readings: TBA
Wednesday, June 21	<i>Biological Foundations</i> Required Readings: TBA
Monday, June 26	<i>Early Tasks of Social Development</i> Required Readings: TBA
Wednesday, June 28	<i>Contexts of Social Development</i> Required Readings: TBA
Monday, July 3	No Class

Wednesday, July 5	<b><i>Aggression, Moral Development and Prosocial Behaviour</i></b> Required Readings:TBA
Monday, July 10	<b><i>Risk and Resilience</i></b> Required Readings: TBA
<b>Wednesday, July 12</b>	<b>Midterm test</b>
Monday, July 17	Student presentations
Wednesday, July 19	Student presentations
<b>Friday, July 21</b>	<b>Last day to drop the course without receiving a grade</b>
Monday, July 24	Student presentations
Wednesday, July 27	Student presentations
Monday, July 31	Student presentations
<b>Tuesday, August 8</b>	<b>Term paper due (30%)</b>