Instructor and T.A. Information
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Office 5030B Victor Phillip Dahdaleh Building
Office Hours Tuesday, 12 – 1 pm

T.A. TBA
Email T.A. 1 Email
Phone
Office
Office Hours

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 understand of development, including the role of biological versus experiential mechanisms and whether development is continuous or discontinuous.

**Required Text**


**Course Requirements and Assessment**

There will be two in-class, 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 (out of a choice of 8) short answer questions. There will be no extra credit opportunities.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation (if known)</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>October 3</td>
<td>30%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>November 7</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>TBA – between December 6 - 21</td>
<td>40%</td>
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Total 100%

**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/2018-2019/academic-and-financial-information/academic-
information/grades-and-grading-schemes

Late Work/Missed Tests or Exams

Students with a documented reason for missing a course test, such as illness, compassionate
grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement
which can be found at: http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf) may
request accommodation from the Course Instructor. Further extensions or accommodation will
require students to submit a formal petition to the Faculty.

Please list any further policies/procedures for missed tests/late work such as time line for
submitting APS (we suggest 48 hours from missed assignment date, policy about make-up tests or
exams, etc.

Add/Drop Deadlines

For a list of all important dates please refer to Important Dates:
https://registrar.yorku.ca/enrol/dates/fw18

Important dates
Last date to add a course without permission of instructor (also see Financial
Deadlines) September 18
Last date to add a course with permission of instructor (also see Financial
Deadlines) October 2
Last date to drop a course without receiving a grade (also see Financial
Deadlines) November 9
Course Withdrawal Period (withdraw from a course and receive a “W” on the
transcript – see note below) November 10 – December 4

Electronic Device Policy

Computers are allowed to be used during the class. Cell phones and any other electronic devices
MUST be turned off or put on vibrate so that they do not emit any noise during lectures and disturb
your fellow student or the instructor (meaning me!).

Attendance Policy

Attendance is not taken. However, there is material discussed that cannot be gleened 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.
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

It is recommended that you review information posted to the SPARK Academic Integrity modules. These modules explain principles of academic honesty, provide examples and list preventative measures. 
https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/

Test Banks:

The use of test banks is not permitted in this course and may be considered a potential breach of academic honesty. This includes but is not limited too; buying or selling test banks.

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 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:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>9/5</td>
<td>Introduction, Theories &amp; Methods</td>
<td>Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>9/12</td>
<td>Genetics &amp; Prenatal Development</td>
<td>Chapters 3 &amp; 4</td>
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<td>9/19</td>
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<td><em>No Class</em></td>
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<tr>
<td>9/26</td>
<td>Physical Development</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>10/3</td>
<td><em>Exam 1 (worth 30%)</em></td>
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<tr>
<td>10/10</td>
<td><em>No Class – Reading Week</em></td>
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<tr>
<td>10/17</td>
<td>Neural &amp; Brain Development</td>
<td>Chapter 6</td>
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<tr>
<td>10/24</td>
<td>Perceptual Development</td>
<td>Chapter 7</td>
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<tr>
<td>10/31</td>
<td>Cognitive Development I</td>
<td>Chapter 8 (until p. 294)</td>
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<tr>
<td>11/7</td>
<td><em>Exam 2 (worth 30%)</em></td>
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<tr>
<td>11/14</td>
<td>Cognitive Development II</td>
<td>Chapter 9</td>
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<tr>
<td>11/21</td>
<td>Language Development</td>
<td>Chapter 11</td>
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<tr>
<td>11/28</td>
<td>Social &amp; Emotional Development</td>
<td>Chapter 12</td>
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**FINAL EXAM (worth 40%) – December 6 – 21, TBA**