

**Faculty of Health
Department of Psychology
PSYC 2110 3.0 Section C
DEVELOPMENTAL PSYCHOLOGY
Fall 2018**

Instructor and T.A. Information

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T.A.	TBA
Email	T.A. 1 Email
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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 understand 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.

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.

Assessment	Date of Evaluation (if known)	Weighting
Exam 1	October 3	30%
Exam 2	November 7	30%
Final Exam	TBA – between December 6 - 21	40%
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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 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.

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 to; 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:

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
9/5	Introduction, Theories & Methods	Chapters 1 & 2
9/12	Genetics & Prenatal Development	Chapters 3 & 4
9/19	<i>No Class</i>	
9/26	Physical Development	Chapter 5
10/3	<i>Exam 1 (worth 30%)</i>	
10/10	<i>No Class - Reading Week</i>	
10/17	Neural & Brain Development	Chapter 6
10/24	Perceptual Development	Chapter 7
10/31	Cognitive Development I	Chapter 8 (until p. 294)
11/7	<i>Exam 2 (worth 30%)</i>	
11/14	Cognitive Development II	Chapter 9
11/21	Language Development	Chapter 11
11/28	Social & Emotional Development	Chapter 12

FINAL EXAM (worth 40%) – December 6 – 21, TBA