

**Faculty of Health
Department of Psychology
HH/PSYC 4010 3.0 Section A
SEMINAR IN DEVELOPMENTAL PSYCHOLOGY
Fall 2018**

Instructor and T.A. Information

Instructor: Prof. Scott A. Adler

Office: 5030A Victor Phillip Dahdahleh Building

Office Phone: ext. 33389

Office Hours: Tuesday, 1 – 2 pm

Email: adler@yorku.ca

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
(excluding (EDUC) education courses)

Course Credit Exclusions

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

Course website: [Moodle](#) Course Description

In this course, we will be focusing on the theoretical aspects of developmental psychology in infancy and early childhood. Class lectures will include discussions about whether the appearance of various capacities are due to innate (biological or genetic) mechanisms or is due to the writing by experience on the infant's and child's blank slate, a consideration of Piagetian theory, and modern information-processing theories. We will also discuss current theorizing about neural development. Finally, we will delve into the modern theories surrounding the development in infancy and early childhood of specific capacities such as perception, working memory, long-term memory, object knowledge, language acquisition, and social learning. Underlying our discussions of theory will be a consideration of methodology and specific empirical evidence. In particular, we will consider research that both supports and refutes leading theories. 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. 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.

Required Text

- There is no required text for this course. Readings of source material, review papers, selected book chapters, and empirical reports, will be accessible from the course's Moodle site. Additional readings of news reports of relevant new findings or related topics will be assigned on an ad-hoc basis throughout the course.

Course Requirements and Assessment

There will be two exams, one per term. These exams will be cumulative and will cover the readings and lectures reviewed during that term. The format of these exams will be take-home essay exams, with the questions provided during the final class of each term and due the last day of the final exam period. Students will be required to answer 4 out of 5 questions, with a length of 5 typed pages per question. In addition, an 8-9 page term paper on any developmental topic of your choice will be handed in at the last class meeting. Finally, an assessment will be made of each student's participation in the course. This will be accomplished by being a part of class discussions, but mostly by emailing in before each class meeting one question, thought, or critique about that week's readings.

Assessment	Date of Evaluation (if known)	Weighting
Participations	Weekly, throughout the year	10%
Term Paper	November 29	25%
Fall Exam	December 21	65%
Total		100%

Description of Assignments

Detailed information regarding the project and presentation and regarding the term paper will be provided later in separate handouts.

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 89, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2018-19](#))

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 (<http://myacademicrecord.students.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.

Add/Drop Deadlines

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

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

Information on Plagiarism Detection

Turnitin text-matching software will be used for submission of the term paper.

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 readings or 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](#)

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 Materials Copyright Information:

These course materials are designed for use as part of the PSYC 4010 3.0A 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.

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 Schedule:

<u>Date</u>	<u>Topic</u>
9/6	Introduction
9/13	The Issue of Development
9/20	The Blank Slate
9/27	The Blank Slate Falls
10/4	Information Processing Approaches: Overlapping Waves and Dynamic Systems
10/11	<i>No Class – Reading Week</i>
10/18	Neural Development
10/25	Development of Consciousness
11/1	Prenatal Learning
11/8	Attention and Developmental Disabilities
11/9	Last Day to Withdraw Without Penalty
11/15	Memory and Suggestibility
11/22	Early Learning, Aggression and Media
11/29	Effects of Daycare
11/29	Term Paper Due (25%)
12/21	Fall Term Final Due (65%)