

Faculty of Health
Department of Psychology
PSYC 4010 3.0 A: SEMINAR IN DEVELOPMENTAL PSYCHOLOGY
Tuesdays and Thursdays/11:30-14:30PM/R S127
Summer (S1)/2024

Welcome to PSYC 4010!

This course will be delivered in person, with some online elements that will be delivered via eClass. This seminar style course is based primarily around class discussion and student presentation, which means that attendance is strongly encouraged and will enhance the course experience. Please discuss any barriers against attending in person with the course director. Course materials and readings will be made available online via eClass, and there will be opportunities to engage with the instructor and classmates via online Discussion Forums, as well as in person. This course requires an internet connection to access course materials. *If you have barriers to accessing dependable internet, please contact Dr. Pierce.*

INSTRUCTOR AND T.A. INFORMATION

Instructor: Dr. Lara Pierce

Office Hours: By appointment; course time will also be made available for questions/meeting

Email: ljpierce@yorku.ca

Individual assistance is always available by appointment – I look forward to seeing you!

EMAIL/DISCUSSION FORUM POLICY

If you have a question, I am always happy to help! If you cannot find your answer on the syllabus or on the course website (eClass) the best next step is to post to one of the course Discussion Forums where it can be answered by Dr. Pierce or one of your classmates.

Discussion Forums will be posted in [eClass](#). **Discussion Forums can be used to seek answers to questions about course logistics and content.** They will be organized into the following topics (with additional topics added as needed):

- 1) [General course logistics](#)
- 2) [Questions about assignments](#)
- 3) [Questions about course content](#) (organized by topic)

Dr. Pierce will be monitoring these threads during business hours (Monday – Friday, 9:00 AM – 5:00 PM). **For the most efficient response to your questions please post them on the Discussion Forums (as opposed to relying on email)!** Often students have the same or similar questions and posting here allows me to respond to all of you at once. If your question is specific to you (i.e., no one else in the course would benefit from the answer), and/or sensitive in nature, **please don't hesitate to send me an email, as per the following guidelines:**

To ensure that your email does not end up in a SPAM folder, all emails to Dr. Pierce MUST:

- 1) Include your course number in the subject line (PSYCH 4010 A)
- 2) Be sent from your York email address and include your full name and student number at the end of the email

I am happy to help you with any questions you have about the course. To enable me to help all students most efficiently, before emailing please make sure to check: a) the syllabus, b) the course webpage, and c) the course discussion boards, to see if the answer to your question exists in these materials.

I will make every effort to respond to your email within 24 hours of receiving it, or faster. But please keep in mind that during busy times (i.e., before an assignment is due) the wait times for a response may be longer. Thank you for your patience as I try to help everyone as efficiently as possible!

****Note that Dr. Pierce will not read or respond to emails or Discussion Forum posts OUTSIDE of business hours (i.e., 9:00 AM – 5:00 PM, Mondays through Fridays).** You will not receive a response to your email/post until *the next business day*, at the earliest (i.e., if you email on a Friday night at 8:00PM, you will not hear back until Monday at the earliest).

COURSE PREREQUISITE(S): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology)
- 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

COURSE CREDIT EXCLUSIONS

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

COURSE WEBSITE: [eClass](#)

All course materials will be available on the course eClass site, unless otherwise indicated by the instructor. The site will be your central access point for course materials and online discussions.

COURSE DESCRIPTION

Through this seminar-style course we will investigate classic and contemporary issues in Developmental Science. By discussing and critically analyzing original works by influential developmental psychologists, we will explore factors that influence development (how we become who we are!), including biological and sociocultural variables, the active role of the child, and interactions between different developmental domains. While I will begin the semester with some lecture material, the course will not be based around formal lectures. Rather, interactive

presentations and group discussions will be led by the instructor or by students with guidance from the instructor.

As a seminar class, the principal activities will be the active discussion of readings. You (and your classmates!) will get the most out of the course if you are **prepared to read and critically engage with all the assigned readings *before* you come to class**. This looks like: being able to **summarize** the readings, **relating** them to course themes, and **generating questions** for discussion. This does NOT mean that you shouldn't come to class if you are having trouble with a reading, or that you should be an expert before you arrive. We all benefit from everyone's active participation, we all find different material challenging, and we all learn from the different perspectives being offered. If you are having trouble with any given reading, please post on the discussion board, send a clarification email, or arrange to meet with the instructor prior to class (please note that this doesn't mean *right* before class :)). It may be helpful to organize a set time in your schedule that allows you to complete readings in a thorough and productive way.

PROGRAM 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.

SPECIFIC LEARNING OBJECTIVES

Program learning outcomes will be achieved by exploring classic and cutting-edge studies in developmental psychology, and by engaging in course activities. Additional specific learning objectives include:

1. Learning how to read and write scientific papers
2. Presenting and discussing research in a group setting
3. Learning how to develop research ideas based on existing literature
4. Reflecting on your own learning and development

REQUIRED TEXT

There are ***no textbooks for this course***. Weekly readings will be provided to students via eClass. These will consist of journal articles, book chapters, or online media.

COURSE REQUIREMENTS AND ASSESSMENT

Assessment	Date of Evaluation (if known)	Weighting
Weekly Discussion Questions	Each week prior to the start of class (unless otherwise indicated; see Course Schedule)	10%
Reflection Journal Assignment	Jun. 17, 2024 by 11:59 PM	15%
Discussion “Expert”	Varied throughout semester – individual dates to be assigned by May 9, 2024	30%
Research Paper Outline	May 23, 2024 by 11:59 PM	15%
Final Research Paper	June 13, 2024 by 11:59 PM	30%
Total		100%

DESCRIPTION OF ASSIGNMENTS

Please see detailed assignment descriptions posted on [eClass](#)

CLASS FORMAT AND ATTENDANCE POLICY

Seminar style discussion is a critical component of this course therefore attendance is expected and will enrich the course experience for all members. Please discuss any necessary or ongoing absences with the course director. Attendance will not be officially recorded.

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 2023-24](#)

MISSED TESTS/MIDTERM EXAMS/LATE ASSIGNMENT

While the expectation is that assignments will be submitted by the posted deadlines (see **Course Schedule**), unforeseen challenges sometimes arise. Where possible, there will be a built-in buffer of 5 days for assignment deadlines (i.e., if an assignment is due May 23 by 11:59 PM it will be accepted on eClass without penalty until May 28 at 11:59 PM). Please note that this cannot apply to the discussion expert assignment or to discussion questions, since these are scheduled to occur during set class periods.

Please note that only a [portion of Discussion posts](#) are required for full participation marks, to account for unexpected circumstances that arise throughout the semester.

If there are extenuating circumstances and you CANNOT make it to your scheduled discussion expert day, please advise the instructor as far in advance as possible. Any accommodations will be made at the discretion of the instructor. These could involve rescheduling your discussion date, re-weighting other course requirements, or determining a make-up assignment.

In the unlikely event that there is an extended illness or extenuating circumstances (i.e., for a time frame that exceeds the submission window) please do the following:

For any missed 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 quiz or late assignment.

Please note that any accommodations made will be at the discretion of the instructor.

ADD/DROP DEADLINES

For a list of all important dates please refer to: [Summer 2024 Important Dates](#)

	SU Term	S1 Term
Last date to add a course without permission of instructor (also see Financial Deadlines)	May 28	May 13
Last date to add a course with permission of instructor (also see Financial Deadlines)	June 11	May 21
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	July 23	June 3
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	July 24 – Aug. 13	June 4 – June 17

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

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.

INFORMATION ON PLAGIARISM DETECTION

Academic integrity is critical to the success of all students. Students are required to hand their own work and use proper citations and references where appropriate. When required, please use APA format for all in text citations and reference lists.

Turn It In (or similar software) may be used to detect plagiarism or assignments that are similar to other students.

ELECTRONIC DEVICE POLICY

Electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes.

ACADEMIC INTEGRITY FOR STUDENTS

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

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.

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 MATERIALS COPYRIGHT INFORMATION

These course materials are designed for use as part of the 4010 A 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](#).

CALUMET AND STONG COLLEGES' STUDENT SUCCESS PROGRAMMING

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of free programs throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) supports the academic success and resourcefulness of students in core program courses through in-class announcements.
- [Peer-Assisted Study Sessions \(PASS\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by well-trained Peer Tutors.
- Please connect with your Course Director about any specific academic resources for this class.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [Career Exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- For additional resources/information about Calumet and Stong Colleges' Student Success Programs, please consult our websites ([Calumet College](#); [Stong College](#)), email scchelp@yorku.ca, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#).

- Are you receiving our weekly email (Subject: “Calumet and Stong Colleges - Upcoming events”)? If not, please check your Inbox and Junk folders, and if it’s not there then please contact ccscadm@yorku.ca, and request to be added to the listserv. Also, make sure to add your ‘preferred email’ to your [Passport York personal profile](#) to make sure you receive important news and information.

COURSE SCHEDULE

Please note: specific readings are subject to change at the discretion of the instructor, or via class consensus. Any changes to the readings will be clearly communicated in advance, and updated readings will be posted on eClass. Additional materials or resources may also be posted on eClass to supplement assigned readings

Week	Date	Topic(s) and Activities	Readings
1 Tues	May 7	<ul style="list-style-type: none"> • Introduction to course & format • Review major themes in child development • Reflection Assignment Overview & Activity 	<ul style="list-style-type: none"> • https://nobaproject.com/modules/cognitive-development-in-childhood <p>no discussion question posts required</p>
1 Thurs	May 9	<ul style="list-style-type: none"> • Developmental Research Methods • Activity: methods rotation • Discussion “Expert” assignment overview • Discussion Expert sign-up complete 	<ul style="list-style-type: none"> • https://nobaproject.com/modules/research-methods-in-developmental-psychology
2 Tues	May 14	<ul style="list-style-type: none"> • How to read a research paper: Critical evaluation of research (in developmental science) • How to find journal articles • How to write a research proposal 	<ul style="list-style-type: none"> • The Learning Portal – College Libraries Ontario: Evaluate Your Resources: https://tlp-lpa.ca/research/evaluate-for-quality • The Learning Portal – College Libraries Ontario: Evaluate Your Evidence: https://tlp-lpa.ca/health-sciences/evaluate-evidence • York Libraries Research Guide: https://researchguides.library.yorku.ca/psychology
2 Thurs	May 16	<ul style="list-style-type: none"> • Topic lecture: Prenatal & Neural Development 	<ul style="list-style-type: none"> • Weikum, W. M., Oberlander, T. F., Hensch, T. K., & Werker, J. F. (2012). Prenatal exposure to antidepressants and depressed

		<ul style="list-style-type: none"> • Discussion: Neural Development: Critical periods & effects of experience 	<p>maternal mood alter trajectory of infant speech perception. <i>Proceedings of the National Academy of Sciences</i>, 109(supplement_2), 17221-17227.</p> <ul style="list-style-type: none"> • Fuhrmann, D., Knoll, L. J., & Blakemore, S. J. (2015). Adolescence as a sensitive period of brain development. <i>Trends in cognitive sciences</i>, 19(10), 558-566.
3 Tues	May 21	<p>Asynchronous/Remote Session</p> <ul style="list-style-type: none"> • Topic lecture: Language Development & Developmental Cascades • Thursday's experts: please sign up for an instructor meeting! • Others can sign up for meetings as needed and/or use the time to work with your group 	<ul style="list-style-type: none"> • Please see materials posted on eClass
3 Thurs	May 23	<ul style="list-style-type: none"> • Discussion: Influence of motor development on language development • Discussion: Bilingualism & Executive function <p>Research Paper Outline DUE May 23 by 11:59 PM</p>	<ul style="list-style-type: none"> • Karasik, L. B., Tamis-LeMonda, C. S., & Adolph, K. E. (2014). Crawling and walking infants elicit different verbal responses from mothers. <i>Developmental science</i>, 17(3), 388-395. • Bialystok, E. (2015). Bilingualism and the development of executive function: The role of attention. <i>Child development perspectives</i>, 9(2), 117-121.
4 Tues	May 28	<p>Asynchronous/Remote Session</p> <ul style="list-style-type: none"> • Topic lecture: Cognitive Development • Thursday's experts: please sign up for an instructor meeting! • Others can sign up for meetings as needed and/or use the time to work with your group 	<ul style="list-style-type: none"> • Please see materials posted on eClass

4 Thurs	May 30	<ul style="list-style-type: none"> • Discussion: Cognitive Development: Infancy • Discussion: Cognitive Development: Memory & the brain 	<ul style="list-style-type: none"> • Perez, J., & Feigenson, L. (2022). Violations of expectation trigger infants to search for explanations. <i>Cognition</i>, 218, 104942. • Geng, F., Botdorf, M., & Riggins, T. (2021). How behavior shapes the brain and the brain shapes behavior: insights from memory development. <i>Journal of Neuroscience</i>, 41(5), 981-990.
5 Tues	June 4	Asynchronous/Remote Session <ul style="list-style-type: none"> • Topic lecture: Attachment & Relationships; Social Cognition • Thursday's experts: please sign up for an instructor meeting! • Others can sign up for meetings as needed and/or use the time to work with your group 	<ul style="list-style-type: none"> • Please see materials posted on eClass
5 Thurs	June 6	<ul style="list-style-type: none"> • Discussion: Attachment & the stress response • Discussion: Development of social cognition 	<ul style="list-style-type: none"> • Johnson, A. B., Mliner, S. B., Depasquale, C. E., Troy, M., & Gunnar, M. R. (2018). Attachment security buffers the HPA axis of toddlers growing up in poverty or near poverty: Assessment during pediatric well-child exams with inoculations. <i>Psychoneuroendocrinology</i>, 95, 120-127. • Nyström, P., Thorup, E., Bölte, S., & Falck-Ytter, T. (2019). Joint attention in infancy and the emergence of autism. <i>Biological psychiatry</i>, 86(8), 631-638.
6 Tues	June 11	Asynchronous/Remote Session <ul style="list-style-type: none"> • Topic lecture: Child in Context: SES, adversity, and play • Thursday's experts: please sign up for an instructor meeting! 	<ul style="list-style-type: none"> • Please see materials posted on eClass

		<ul style="list-style-type: none"> Others can sign up for meetings as needed and/or use the time to work with your group 	
6 Thurs	June 13	<ul style="list-style-type: none"> Discussion: SES/adversity Discussion: Play <p>Final Research Paper Due June 13 by 11:59 PM</p>	<ul style="list-style-type: none"> Nelson, C. A., Bhutta, Z. A., Harris, N. B., Danese, A., & Samara, M. (2020). Adversity in childhood is linked to mental and physical health throughout life. <i>bmj</i>, 371. (Also see interactive graphs here: https://www.bmj.com/content/371/bmj.m3048.abstract) Yogman, M., Garner, A., Hutchinson, J., Hirsh-Pasek, K., Golinkoff, R. M., Baum, R., ... & COMMITTEE ON PSYCHOSOCIAL ASPECTS OF CHILD AND FAMILY HEALTH. (2018). The power of play: A pediatric role in enhancing development in young children. <i>Pediatrics</i>, 142(3).
7	No class	<p>Reflection Assignment Due June 17 by 11:59 PM</p>	