

Faculty of Health
Department of Psychology
PSYC 2110 3.0 SECTION B: DEVELOPMENTAL PSYCHOLOGY
Fridays/11:30-2:30pm/Vanier College (VC) 135
Fall/2024

This course will be delivered in person, with online assignment components. Attendance is strongly encouraged and will enhance your own and your classmates' course experience and learning. However, course materials and assignments (with the exception of tests) will be made available online via eClass and Achieve. There will also 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. Petsnik.

Instructor and T.A. Information

Instructor: Corey Petsnik
Office Hours: By appointment
Email: cpetsnik@yorku.ca

	Last Names A to L	Last Names M to Z
T.A.	Emma Laslavic	Mila Valcic
Email	elaslavi@yorku.ca	mvalcic@yorku.ca
Office Hours	By appointment	By appointment

Email Policy

We are always happy to help you with any questions you have about the course! To enable us to help all students most efficiently, **before emailing please make sure to check:** (a) the syllabus, (b) the course webpage, and (d) Achieve to see if the answer to your question exists in these materials.

If you are unable to find an answer to your question after checking these materials **please send us an email, following the guidelines below:**

To ensure that your email does not end up in our SPAM folders, all emails to Dr. Petsnik and the TAs MUST:

1. Include your course number in the subject line (PSYC 2110 B)
2. Be sent from your York University email address and include your full name and student number at the end of the email

We will make every effort to respond to your email within 48 hours of receiving it, or faster. Please be mindful that during busy times (e.g., before a test or assignment deadline) the wait times for a response may be extended.

If Dr. Petsnik or the TAs determine that your question is likely relevant to the class as a whole, we will respond by posting an announcement in eClass rather than through email.

****Note that Dr. Petsnik and the TAs will not read or respond to emails OUTSIDE of business hours (i.e., 8:30 AM – 5:30 PM, Mondays through Fridays).** You will not receive a response to your email until the next business day, at the earliest.

Course Prerequisite(s): Course prerequisites are strictly enforced

HH/PSYC 1010 6.0 (Introduction to Psychology)

Course Credit Exclusions

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

Course website: [eClass](#) and Achieve

All course announcements, documents, lecture slides, assignments, and online discussions will be housed on the course eClass site, unless otherwise indicated. The site will be your central access point for course materials.

All Learning Curve Activities will be access through Achieve. Details as well as links to register for Achieve will be posted on eClass.

Course Description

This course considers physical, intellectual, emotional and social development from birth through adolescence and the impact of the interaction of these various aspects of development upon the individual as a whole.

This course will be delivered in person, with online assignment components. Course materials will be uploaded to eClass at the beginning of the week (each Monday). To facilitate active learning of the material, students will be expected to complete short weekly online activities and assignments (Achieve Learning Curves) via the Achieve online platform (see below for more information). Student knowledge of course material will be assessed using in-person tests and assignments that will be delivered on eClass (see Assessment section below). Participation in in-person sessions is anticipated to enrich the course experience. Slides will also be posted to eClass after each session.

Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate broad knowledge of psycho-social determinants of development.
2. Describe and evaluate current theory and research in developmental psychology.
3. Understand and interpret principles of developmental psychology in everyday life.
4. Define causes of human development from different perspectives.

Specific Learning Objectives

Program learning outcomes will be achieved by exploring classic and cutting-edge studies in development psychology and engaging in course activities. Each chapter/topic will have a set of specific learning activities that are connected to the Program Learning Outcomes listed above. These will be posted on eClass each week along with the rest of the week's content.

Throughout the course students will have the opportunity to engage with a variety of course materials and will demonstrate their knowledge of specific learning objectives via online tools, tests, and assignments.

Required Text

Siegler, R., Saffran J. R., Graham, S., & Gershoff, E. T. (2024). *How children develop* (Canadian Seventh Edition). Worth Publishers.

**Access to Achieve is necessary and included with the purchase of the text through the bookstore.

Information about how to access the Day1Digital e-book version of the textbook (with Achieve access included) will be posted on eClass.

****Note: Please contact Dr. Petsnik if you have financial barriers to accessing a copy of the textbook.**

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Test 1	October 11, 2024	20%
Test 2	November 15, 2024	20%
Test 3	Scheduled during Final Exam Period	20%
Tests Total		60%
Achieve Learning Curves	Varied (see Course Schedule)	10%
Weekly Discussion Question Answer	Weekly (see Course Schedule)	10%
Weekly Discussion Question Reply	Weekly (see Course Schedule)	5%
Fact Sheet Assignment	DUE December 3, 2024 by 11:59 PM	15%
Total		100%

Description of Assignments

Tests

Tests are designed to assess your knowledge and mastery of the terms and concepts covered in the course materials (lectures and other asynchronous materials, activities, and assigned readings) and will be centered around the specific learning objectives discussed in lecture and posted on eClass for each chapter/topic

You will complete 3 tests, which together will account for 60% of your final grade. All tests will be completed in-person. Tests will consist of a mix of multiple choice and short-answer questions.

- **Test 1** will cover material from Unit 1 – Chapters 1, 2, and 3, and all associated course materials. **The test will take place in-person in our class session on October 11, 2024.**
- **Test 2** will cover material from Unit 2 – Chapters 4, 5, and 6, and all associated course materials. **The test will take place in-person in our class session on November 15, 2024.**
- **Test 3** will cover material from Unit 3 – Chapters 10, 11, and 12, and all associated course materials. **Test 3 will be scheduled to take place in-person during the Final Exam Period.** The exact date will be determined by York University’s Final Exam Schedule.

Achieve Learning Curve Activities

You will complete weekly Learning Curve Activities through Achieve. These activities will guide your reading of the assigned chapter and include simple quiz questions. These assessments will be released weekly when there is a chapter for that week (typically Mondays at 9:00AM).

You will not be graded on the learning curve activities. You will simply receive a participation mark for each Learning Curve Activity you complete. **There a total of 18 learning curve activities (2 learning curves per chapter), and you will have to complete 14 in total for full marks.**

The optimal approach will be for you to complete the weekly chapter’s Learning Curve each week. This will help you keep on track with the readings. However, each set of Learning Curve activities for a specific “unit” (i.e., set of chapters) will not be due until the beginning of the next “unit”. See **Course Schedule** for due dates.

Weekly Discussion Question Answers and Replies

Full instructions will be located on eClass. For each week with an assigned chapter, I will post a thought-provoking discussion question on the Discussion Forums on eClass. These weekly discussion questions will be an opportunity for you to express your thoughts and opinions, as well as discuss your own experiences related to the course materials with me and your classmates. You will be responsible for posting your own answer to the discussion question as well as posting a reply to the answer of a fellow classmate. **Answers and replies will not be graded.** You will receive a participation mark by posting an answer and reply to the discussions board. **There are 9 chapters and you will need to post 7 answers and 5 replies for full marks.** You are, of course, encouraged to post as many answers and replies as you would like.

During discussions, you might be surprised to hear how others’ perspectives differ from your own. Please be sensitive to and respectful of others’ views when presenting your own and responding to those of others.

Fact Sheet Assignment

Full instructions will be posted on eClass and will be discussed in lecture. The goal of this assignment is to practice reading, interpreting, summarizing, and communicating developmental research. For this assignment you will create a short fact sheet that presents the key information about a topic related to child development in a concise and easy to understand way for a general audience (e.g., parents, policymakers). This assignment will require you to draw on outside resources in addition to course materials. **DUE on eClass: December 3, 2024 by 11:59PM.**

Class Format and Attendance Policy

The course consists of in-person sessions as well as online activities. In-person sessions are designed to maximize the course experience and will include Q&A and activities in addition to lecture material. Although attendance is not mandatory and lecture slides will be posted to eClass (after each class), regular attendance and participation will enhance your own and your classmates' experience and learning. Thus, attendance is strongly encouraged.

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 2024-2025](#)

Missed Tests/Midterm Exams/Late Assignment

While the expectation is that assignments will be submitted by the posted deadlines, because unforeseen challenges sometimes arise, there will be a built-in buffer of 3 days for assignment deadlines (i.e., if an assignment is due on Oct 6 by 11:59 PM it will be accepted without penalty until Oct 9 at 11:59 PM).

In the unlikely event that there is an extended illness or extenuating circumstance that results in you missing an in-person test or assignment submission window, please do the following:

For any missed quiz 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.

Makeup exams will be scheduled within 10 days of the original exam date. In addition to completing the Missed Tests/Exams Form, please also contact your TA with 48 hours of missing the test. Once you have notified us about your missed test, we will contact you to confirm your attendance for the makeup. Failure to write the makeup exam after being approved to do so will result in a grade of zero for the missed exam.

Accommodations for assignments will be at the discretion of the instructor.

Add/Drop Deadlines

For a list of all important dates please refer to [Undergraduate Fall/Winter 2024-2025 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept 18	Sept 18	Jan 20
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct 2	Oct 16	Jan 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov 8	Feb 7	Mar 14
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov 9 – Dec 3	Feb 8-Apr 4	Mar 15-Apr 4

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 in 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

Computers (e.g., laptop, tablet) are permitted during class time for course-related purposes. Cell phones and similar devices must be turned off or put on silence mode so that they do not disrupt lectures. Electronic devices of any kind are not permitted during a test or examination. Students are required to turn off and secure any electronic device and store it in an inaccessible place while a test/exam is in progress.

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 PSYC 2110 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](#) aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in core program classes.
- [Peer-Assisted Study Session \(P.A.S.S.\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by trained Peer Tutors.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [Career Exploration](#), [Indigenous Circle](#), [Awards & Recognition](#), and [provide opportunities to students to work or volunteer](#).
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about [Calumet and Strong Colleges Student Success Programs](#), please consult our websites ([Calumet College](#); [Stong College](#)), email us at scchelp@yorku.ca, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), X (formerly Twitter: [Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#)
- Are you receiving our **weekly email** (Calumet and Stong Colleges - Upcoming evens)? If not, please check your Inbox and Junk folders. If you do not find our weekly emails, then please add your 'preferred email' to your Passport York personal profile. If you need support, please contact ccscadm@yorku.ca, and request to be added to the listerv.
- Feel free to also consult [additional resources and student supports at York University](#)

Course Schedule

Please note that there are both **online activities** and **in-person** components to this course. Each component is outlined below. If you have any questions about the layout of the course please reach out to Dr. Petsnik or the TAs.

ONLINE ACTIVITIES

Every Monday (by 9:00 AM) the following course materials will be posted on eClass:

- Links to readings for the upcoming week as well as a list of specific learning objectives for the material covered
- Corresponding Achieve Learning Curve activities. Note that you will not see these activities as a “to-do” item on your Achieve until they have been released.
- All online materials will be available for your review for the duration of the Fall term.

IN-PERSON

In-person course meetings will be held during the allocated class time Fridays from 11:30-2:30 PM EST in Vanier College (VC) 135. Lecture slides will be uploaded to eClass after course meetings.

To foster the best learning outcomes, an optimal schedule would look something like the following:

- Each week online content is released on Monday mornings. Over the course of each week, it is recommended that you:
 - a. read the required chapter and complete the associated Learning Curve activities.
 - b. attend the in-person session.
 - c. submit your discussion question answer and reply for that chapter via eClass. This cycle will continue throughout the semester.

Please see complete schedule of course activities on next page

Week	Date Range	Class Meeting Date	Topics	Chapter	Assignment/Test
1	Sept 4 – 8	Sept 6	Introduction to Child Development Intro to course, logistics, using eClass and Achieve	1	Discussion question answer & reply for Chapter 1 DUE: Sept 13, 2024 by 11:59 PM
2	Sept 9 – 15	Sept 13	Prenatal Development and Newborn Period	2	Discussion question answer & reply for Chapter 2 DUE: Sept 15, 2024 by 11:59 PM
3	Sept 16 – 22	Sept 20	Biology and Behavior	3	Discussion question answer & reply for Chapter 3 DUE: Sept 22, 2024 by 11:59 PM
4	Sept 23 – 29	Sept 27	Theories of Cognitive Development Q&A, “Unit 1” Summary, & Test 1 review	4	Discussion question answer & reply for Chapter 4 DUE: Sept 29, 2024 by 11:59 PM Learning curves for Chapters 1, 2, 3 DUE: Sept 29, 2024 by 11:59 PM
5	Sept 30 – Oct 6	Oct 4	Perception, Action, and Learning in Infancy	5	Discussion question answer & reply for Chapter 5 DUE: Oct 6, 2024 by 11:59 PM
6	Oct 7 – 13	Oct 11	TEST 1 (chapters 1, 2, 3 + lecture material)	N/A	TEST 1 (chapters 1, 2, 3 + lecture material)
7	Oct 14 – 20	READING WEEK (Oct 12 – 18)			
8	Oct 21 – Oct 27	Oct 25	Development of Language and Symbol Use	6	Discussion question answer & reply for Chapter 6 DUE: Oct 27, 2024 by 11:59 PM
9	Oct 28 – Nov 3	Nov 1	Emotional Development Q&A, “Unit 2” Summary, & Test 2 review	10	Discussion question answer & reply for Chapter 10 DUE: Nov 3, 2024 by 11:59 PM Learning curves for Chapters 4, 5, 6 DUE:

					Nov 3, 2024 by 11:59 PM
10	Nov 4 – 10	Nov 8	Attachment to Others and Development of the Self	11	Discussion question answer & reply for Chapter 11 DUE: Nov 10, 2024 by 11:59 PM
11	Nov 11 – 17	Nov 15	TEST 2 (chapters 4, 5, 6 + lecture material)	N/A	TEST 2 (chapters 4, 5, 6 + lecture material)
12	Nov 18 – Nov 24	Nov 22	The Family and Socioeconomic Context	12	Discussion question answer & reply for Chapter 12 DUE: Nov 24, 2024 by 11:59 PM
13	Nov 25 – Dec 1	Nov 29 (LAST CLASS)	Q&A, “Unit 3” Summary, & Test 3 review	N/A	FACT SHEET ASSIGNMENT DUE: Dec 3, 2024 by 11:59 PM Learning curves for Chapters 10, 11, 12 DUE: Nov 29, 2024 by 11:59 PM
Final Exam Period	Dec 5 – 20	TEST 3 DATE TO BE SCHEDULED	TEST 3 (chapters 10, 11, 12 + lecture material)		TEST 3 (chapters 10, 11, 12 + lecture material)