

**Faculty of Health**  
**Department of Psychology**  
**PSYC 4010 6.0 Section B: SEMINAR IN DEVELOPMENTAL PSYCHOLOGY**  
**Wednesdays 11:30am to 2:30pm Online**  
**Fall 2024 & Winter 2025**

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This course will be delivered online both synchronously and asynchronously, as outlined in the Course Schedule below. Whether a particular week is synchronous or asynchronous is noted on the schedule with the bolded terms “In Person via Zoom” (synchronous) or “E-Class” (asynchronous). “In Person via Zoom” requires students to attend class during the scheduled class time via Zoom. “E-Class” requires students to watch recorded lectures and complete activities when convenient for them, noting the due dates outlined. Since participation is a component of this course, students should only remain enrolled in this course if they have no other commitments on Wednesdays from 11:30am to 2:30pm. There may be unanticipated changes in the schedule so students should keep class time free for all weeks. Further, group meetings with the instructor are scheduled during class time even on ‘E-Class’ weeks.

### **Instructor Information**

Instructor: Dr. Thanujeni (Jeni) Pathman  
Office Hours: End of class and by appointment.  
Email: tpathman@yorku.ca

### **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: [E-Class](#)**

The course E-Class site is your central access point for all course materials, activities, and assignments. Class announcements will be made via E-Class also. (Please make sure your correct email address is in your eClass profile so that you receive email notifications for class announcements.)

### **Course Description**

This is a seminar-style course in which we will investigate classic and contemporary issues in Cognitive Development. We will discuss and analyze critically original works by influential

developmental psychologists. There are no formal lectures; rather, 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. Thus, you should be prepared to do a significant amount of reading for every class and you are expected to read the material critically and carefully. This means that before coming to class, you should be able to summarize the readings, relate it to the course themes, and generate questions for discussion. If you are having trouble with any given reading, you should arrange to meet with the instructor prior to class (this does not mean right before class). It is quite possible that you will have to organize your schedule to do the readings well in advance of class so that you can ensure that you understand them appropriately.

This class will require remote attendance via Zoom at the scheduled class time and participation online via E-Class. See weekly schedule.

### **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**

Students will a) learn about classic and cutting-edge studies in cognitive development, b) learn how to read and write scientific papers, c) present and discuss child development research in a group setting, and d) discuss implications of this research for society, policy, and education.

### **Required Text**

There are no textbooks. Weekly readings will be provided to students via E-Class, consisting of journal articles, book chapters or other media (websites, podcasts, films).

**Course Requirements and Assessment:**

<b>Assessment</b>	<b>Date of Evaluation (if known)</b>	<b>Weighting</b>
Participation (Fall term)	Weekly (instructor feedback given end of Fall term)	10%
Research Paper Outline Assignment	Outline due Tuesday November 26th at 11pm. (Instructor feedback during scheduled meeting.)	10%
Group Presentation #1	Varies (instructor feedback given end of Fall term)	15%
Participation (Winter term)	Weekly (instructor feedback given end of Winter term)	15%
Group Presentation #2	Varies (instructor feedback given end of Winter term)	15%
Final Research Paper	<i>April 6<sup>th</sup> at 11pm</i> (instructor feedback given end of Winter term, end of exam period)	35%
Total		100%

**Description of Assignments**

## 1. Participation:

Active participation is critical for a seminar-style course. Thus students will be graded on completing assigned E-Class activities (e.g., discussion forum posts; quizzes) and active participation during synchronous class meets.

It is your responsibility to meet with me if you want feedback on your participation during the term. While some students find it very natural to be involved in class discussions, others find it very challenging (myself included). I have worked with many students in an effort to increase the quantity and quality of participation. Successful strategies include:

- (a) Writing down points of interest as you do the reading for the next class and when you listen to the presentations. Bring up these points up in class.
- (b) Relating the research findings in the videos/articles to your own observations outside of class.
- (c) If you have a point to make but the discussion isn't on that topic, feel free to jump on in and change topics. If the timing is not appropriate, I'll let you know and get back to you when it is appropriate.

- (d) A common reason for not participating is that some students believe that their ideas are not important enough. Let me assure you, this is not the case. One of my roles as the instructor is to take your idea and help you expand on it by asking follow-up probe questions. You will quickly see that all contributions to the discussion are valuable.

## 2. Group Presentations:

Each student will participate in two group presentations during the year. Presentations consist of summarizing a research article and leading a discussion with the class. By the third week of class, students will be divided into groups, and each group will choose their preferred presentation topic. Group membership and topic may be changed at the discretion of the instructor. Additional information on the presentations and their grading will be provided in a separate document.

## 3. Research Paper:

Each student will turn in an APA-style research paper (a research proposal). This paper will describe a novel experiment, and will include a title page, abstract, Introduction, Method, Analytic Plan and Predicted Results, and References. Figures, tables and appendices are optional. Your paper must conform to APA guidelines. Your paper must include at least 5 references from reputable journals and must be double-spaced in MS Word with 12 pt. Times New Roman font and 1" margins on all 4 sides. Your paper must be at least 8 pages long (this may include your title page, abstract, tables, and figures, references, etc.).

The research outline assignment, drafts and instructor feedback throughout the year will help you revise and improve your paper. More information about the assignments related to the research paper and their grading will be provided in a separate document.

## **Class Format and Attendance Policy**

Seminar-style classes with active discussion requires students to attend and contribute. Thus, attendance is expected for every *in person via Zoom* class (see schedule below), and it is expected that students join the zoom meeting on time. If you cannot regularly make it to class on time, you should withdraw from the course immediately. Students who are disruptive during class will be asked to leave. Students who are caregivers or require accommodations should feel free to talk to me about options.

## **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 or Late Work**

For any missed meetings, presentations, quizzes/participation, and late assignments (i.e., paper related assignments), 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 component.

### Missed presentations:

- Students who miss their presentation without the above form and approved reason will receive a 0 for the presentation.
- The accommodation for students who do complete the above form and have an approved reason for missing their presentation, will consist of uploading an individual presentation video (using a new research article) and posting discussion questions on E-Class. Due date for this accommodation will be discussed with the instructor.

### Late Assignments:

- Assignments are due before the specified time on the specified due date. Printers not working, computers crashing, misreading the assignment deadlines, etc. are not acceptable reasons to hand in an assignment late. Regularly back up your work.
- If you turn in an assignment 10 min to 24 hours late, 20% will be taken off; 24 to 72 hours late, 30%; up to one week late, 40%; up to two weeks late, 60%. As soon as they are completed, please turn in the late assignment electronically (E-Class or email). I will use time stamps to discern when an assignment was submitted.
- It is your responsibility to begin working on assignments well in advance of the deadline. Non-penalized extensions related to illness or family emergencies will only be granted if the situation warrants an extension, at the sole discretion of the instructor. Such a situation must be discussed with the instructor prior to the deadline, and the delay must be documented.

## 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 <b>without permission</b> of instructor (also see Financial Deadlines)	September 18	September 18	January 20
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	October 2	October 16	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 7	March 14
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	November 9 – December 3	February 8- April 4	March 15- April 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

Turnitin Software will be used to detect plagiarism. Often plagiarism can also be detected by using a simple internet search.

Plagiarism and cheating are very serious offenses, and we will treat them as such in this course. The penalty will range from a '0' on the assignment, to an automatic 'F' in the course. In some cases there are further consequences. See 'Academic Integrity for Students' section below and university academic honesty policy.

Ignorance is not an excuse. "Unintentional" or "accidental" plagiarism is not an excuse. If you do not know what constitutes plagiarism or cheating, then you must read the student code of conduct. If you are unsure of any aspect of this code or how it applies to the different assignments/tests in this class, then you must ask your instructor to clarify. If you are unsure, it is your responsibility to check with your instructor about whether you have adequately paraphrased and cited another source, well in advance of when the assignment is due. Copying or inadequately paraphrasing even one sentence or part of a sentence counts as plagiarism (more details below).

Plagiarism includes, but is not limited to, the following examples:

- Plagiarism includes the literal repetition without acknowledgment of the writings of another author. All phrases, clauses, or passages taken directly from source material without quotation marks *and* acknowledgement are instances of plagiarism. However, in scientific writing, direct quotes are rarely ever appropriate; instead, students should both paraphrase the original source AND cite where the ideas/information came from.
- Plagiarism includes inadequate paraphrasing (even if source is cited)
- Plagiarism includes not citing any materials (e.g., surveys, questionnaires, etc.) created by others
- Plagiarism includes borrowing without acknowledgment another writer's general plan in the creation of one's own plan.
- Plagiarism includes borrowing another's ideas and representing them as one's own. To paraphrase the thought of another writer without acknowledgment is to plagiarize.
- Plagiarism includes allowing any other person or organization to prepare work that one then submits as his or her own work.
- Plagiarism includes recycling your own work ('self-plagiarism')

You should summarize the research in your own words, giving credit for other authors' ideas, theories, paradigms, data, and terminology. If you are unsure how to summarize, a good first step is to ask yourself, "What does this research show?"

Direct quotations are usually not appropriate in scientific writing. Thus, avoid using direct quotes. You should summarize the research from other scientists, giving them credit for their work, but using your own words to describe their methodology and findings. Do not copy sentence structure, paragraph structure, or paper structure. "Writing" *your* paper means reading, understanding, and relaying back what you have learned in your own words.

It is not the responsibility of your instructor to detect plagiarism during the reading of draft versions of your paper. Again, if you are not sure if you paraphrased adequately, ask your instructor before the assignment is due.

\*\*\*To prevent self-plagiarism, you will not be allowed to choose a paper topic that you have used in another class. It is your responsibility to see me if you have questions about this policy.

### **Electronic Device Policy**

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that you are paying attention and contributing during class meetings, discussions etc. So please do not allow distractions by keeping email and other browser windows closed.

### **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 Psy 4010 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](#).

### **Class Announcements**

Announcements can be made **during class, on E-Class, or by e-mail**. You are responsible for all three types of announcements, and the onus is upon you to ensure that you receive them.

### **E-mail Etiquette Policy**

You are encouraged to e-mail me at any time, however please ensure that you: (a) Check the syllabus and E-Class *first* to see if your question can be answered there. If you ask a question that has already been answered, you will receive an automated reply asking you to check syllabus/EClass. (b) In the subject line of the email type the course name and number (PSYC 4010), otherwise your email may end up in my spam folder. (c) Use appropriate etiquette when you e-mail and I will do the same in return: (i) begin with a greeting; (ii) state who you are and which class you are in; (iii) end with an appropriate signature. If you fail to adhere to these guidelines, you will receive an automated reply that instructs you to consult these guidelines and to re-send your e-mail. Example of appropriate e-mail format:

Hi Dr. Pathman,

My name is [YOUR FULL NAME] and I am in your Psyc 4010 seminar. I have a question about...

Thanks,

[YOUR NAME]

## Course Schedule

Some weeks are asynchronous (noted as “E-Class”) and some weeks are synchronous (noted as “In Person via Zoom”). All assigned readings and activities will be posted on EClass, organized by date of class. The assigned reading will usually be a journal article, but sometimes will be another type of media (e.g., podcast, film). Zoom links for synchronous meetings can be accessed via E-Class.

Any aspect of this schedule can change at the discretion of the Instructor. It is your responsibility to check course announcements posted on E-Class.

Date	Class Topic and Activities	Readings To be Completed <b>Before</b> Class and Deadlines
September 4, 2024  <b>E-Class</b>	Course Introduction 1. Course organization 2. Preview of weekly topics 3. Themes 4. Syllabus	Syllabus & Assigned Reading on EClass  E-Class Activities: -Watch my lecture video -Quiz (based on lecture and syllabus); due before Sept. 10 <sup>th</sup> 11pm -Participation Opportunity: post on assigned reading; due before Sept. 10 <sup>th</sup> 11pm
September 11, 2024  <b>In Person via Zoom</b>	Review of Concepts and Plan for Success 1. Research Methods course review; Research ethics 2. Journal articles: search and structure 3. Group presentations organization 4. How to write a research proposal paper	Assigned Reading on EClass

<p>September 18, 2024</p> <p><b>In Person via Zoom</b></p>	<p>Cognitive Development and Theories</p> <ol style="list-style-type: none"> <li>1. Piaget, Vgotsky, others. Developmental cognitive neuroscience.</li> <li>2. Class discussion.</li> <li>3. Group work time.</li> </ol>	<p>Assigned Reading on EClass</p>
<p>September 25, 2024</p> <p><b>In Person via Zoom</b></p>	<p>Prenatal Development and Genes</p> <ol style="list-style-type: none"> <li>1. Prenatal development and birth</li> <li>2. Hereditary Influences on Development; Gene-Environment Interactions.</li> <li>3. Assigned reading discussion.</li> <li>4. Group work time.</li> </ol>	<p>Assigned Reading on EClass</p>
<p>October 2, 2024</p> <p><b>E-Class</b></p>	<p>Infants and the physical world</p> <ol style="list-style-type: none"> <li>1. Methods and capabilities, perception, memory</li> <li>2. Instructor meets with next class group presenters <b>via Zoom</b> during class time (11:30am &amp; 11:45am).</li> </ol>	<p>Assigned Reading on EClass</p> <p>E-Class Activities:</p> <ul style="list-style-type: none"> <li>-Watch my lecture video</li> <li>-Quiz (based on lecture) due by Oct. 8<sup>th</sup> 11pm</li> <li>-Participation Opportunity: post on assigned reading; complete by Oct. 8<sup>th</sup> 11pm</li> </ul>

October 9, 2024  <b>In Person via Zoom</b>	<p>Infants and the physical world (cont'd)</p> <ol style="list-style-type: none"> <li>1. Group A Presentation and Discussion</li> <li>2. Group B Presentation and Discussion</li> <li>3. Meetings with peers and instructor on individual research paper.</li> </ol>	See E-Class for readings selected by groups.
October 16, 2024	<p>No class</p> <p>Reading Week</p>	
October 23, 2024  <b>E-Class</b>	<p>Infancy and the social world</p> <ol style="list-style-type: none"> <li>1. Early social cognition</li> <li>2. Instructor meets with next class group presenters <b>via Zoom</b> during class time (11:30am &amp; 11:45am).</li> </ol>	<p>Assigned Reading on EClass</p> <p>E-Class Activities:</p> <ul style="list-style-type: none"> <li>-Watch my lecture video</li> <li>-Quiz (based on lecture) due by Oct. 29, 11pm</li> <li>-Participation Opportunity: post on assigned reading; complete by Oct. 29, 11pm</li> </ul>
October 30, 2024  <b>In Person via Zoom</b>	<p>Infancy and the social world</p> <ol style="list-style-type: none"> <li>1. Group C Presentation and Discussion</li> </ol>	See E-Class for readings selected by groups.

	<p>2. Group D Presentation and Discussion</p> <p>3. Meetings with peers and instructor on individual research paper.</p>	
<p>November 6, 2024</p> <p><b>E-Class</b></p>	<p>Language Development</p> <p>1. Language acquisition</p> <p>2. Instructor meets with next class group presenters <b>via Zoom</b> during class time (11:30am &amp; 11:45am).</p>	<p>Assigned Reading on EClass</p> <p>E-Class Activities:</p> <ul style="list-style-type: none"> <li>-Watch my lecture video</li> <li>-Quiz (based on lecture) due by Nov. 12, 11pm</li> <li>-Participation Opportunity: post on assigned reading; complete by Nov. 12, 11pm</li> </ul>
<p>November 13, 2024</p> <p><b>In Person via Zoom</b></p>	<p>Language Development (cont'd)</p> <p>1. Group E Presentation and Discussion</p> <p>2. Group F Presentation and Discussion</p> <p>3. Meetings with peers and instructor on individual research proposal.</p>	<p>See E-Class for readings selected by groups.</p>
<p>November 20, 2024</p> <p><b>E-Class</b></p>	<p>Concepts and Reasoning</p> <p>1. Conceptual development</p> <p>2. Casual reasoning</p>	<p>Assigned Reading on EClass</p> <p>E-Class Activities:</p> <ul style="list-style-type: none"> <li>-Watch my lecture video</li> <li>-Quiz (based on lecture) due by Nov. 26, 11pm</li> </ul>

		-Participation Opportunity: post on assigned reading; complete by Nov. 26, 11pm
		<i>***Research Paper Outline Assignment submitted via E-Class by Tuesday November 26th at 11pm.</i>
November 27, 2024 <b>In Person via Zoom (attendance not required)</b>	Individual meeting with instructor about research outline and planned paper. Individual meetings scheduled.  (With instructor permission, student may have this meeting at the end of a previous class instead.)	
January 8, 2024 <b>E-Class</b>	Social World 1. Social cognition, mental representation, and theory of mind  2. Instructor meets with next class group presenters <b>via Zoom</b> during class time (11:30am & 11:45am).	Assigned Reading on EClass  E-Class Activities: -Watch my lecture video -Quiz (based on lecture) due by Jan. 14, 11pm -Participation Opportunity: post on assigned reading due by Jan. 14, 11pm
January 15, 2024 <b>In Person via Zoom</b>	Social World (cont'd) 1. Group A Presentation and Discussion 2. Group B Presentation and Discussion 3. Meetings with peers and instructor	See E-Class for readings selected by groups.

	on individual research paper.	
January 22, 2024  <b>E-Class</b>	Memory Development 1. Episodic, semantic, autobiographical memory development. 2. Instructor meets with next class group presenters <b>via Zoom</b> during class time (11:30am & 11:45am).	Assigned Reading on EClass  E-Class Activities: -Watch my lecture video -Quiz (based on lecture) due by Jan. 28, 11pm -Participation Opportunity: post on assigned reading due by Jan 28, 11pm
January 29, 2024  <b>In Person via Zoom</b>	Memory Development (cont'd) 1. Group C Presentation and Discussion 2. Group D Presentation and Discussion 3. Meetings with peers and instructor on individual research paper.	See E-Class for readings selected by groups.
Feb 5, 2024  <b>E-Class</b>	Metacognition and Executive Functions 1. Metacognition, metamemory 2. Executive functions 3. Instructor meets with next class group presenters <b>via Zoom</b> during	Assigned Reading on EClass  E-Class Activities: -Watch my lecture video -Quiz (based on lecture) due by Feb. 11, 11pm -Participation Opportunity post on assigned reading due by Feb. 11, 11pm

	class time (11:30am & 11:45am).	
February 12, 2024 <b>In Person via Zoom</b>	Metacognition and Executive Functions (cont'd) 1. Group E Presentation and Discussion 2. Group F Presentation and Discussion 3. Meetings with peers and instructor on individual research paper.	See E-Class for readings selected by groups.
February 19, 2024	No Class Reading Week	
February 26, 2024 <b>In Person via Zoom</b>	Writing workshop	
March 5, 2024 <b>E-Class</b>	Education 1. Reading and mathematical development 2. Instructor meets with next class group presenters <b>via Zoom</b> during class time (11:30am & 11:45am).	Assigned Reading on EClass  E-Class Activities: -Watch my lecture video -Quiz (based on lecture) due by March 18, 11pm -Participation Opportunity: post on assigned reading due by March 18, 11pm
March 12, 2024	No Class Use class time to work on your paper.	



March 19, 2024  <b>In Person via Zoom</b>	Education (cont'd) 1. Group G Presentation and Discussion 2. Group H Presentation and Discussion 3. Meetings with peers and instructor on individual research paper.	See E-Class for readings selected by groups.
March 26, 2024  <b>In Person via Zoom (attendance not required)</b>	Paper Feedback Instructor and Peer Meetings	<i>For those who want to meet with the instructor for feedback, send a copy of paper draft before class.</i>
April 2, 2024  <b>In Person via Zoom (attendance not required)</b>	Paper Feedback Instructor and Peer Meetings	<i>For those who want to meet with the instructor for feedback, send a copy of paper draft before class.</i>
		<b>***Final Paper Due on E-Class by Sunday April 6<sup>th</sup> at 11pm</b>

**Message from 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](mailto: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](mailto:ccscadm@yorku.ca), and request to be added to the listerv.
- Feel free to consult [additional resources and student supports at York University](#)