Instructor and T.A. Information
Instructor: Melody Wiseheart
Office: BSB 242
Office Phone: x33266 (do not use)
Office Hours: after class and by appointment
Email: melodywiseheart@gmail.com

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:
http://www.yorku.ca/ncepeda/psyc4010/ This website contains the course syllabus and assignment descriptions.

https://mwcourses.wikidot.com/ This website allows you to post assignments and provide feedback to peers. Course updates will be posted on the wiki, as needed. For the password, please email the instructor.

Course Description
This course will help you learn how to critically evaluate developmental psychology literature.

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.

Specific Learning Objectives

You will learn how to read and write scientific papers, discuss research in a group setting, and provide feedback on peer writing.

Required Text

There are no textbooks. Weekly readings will be provided to students in the course, consisting of journal articles and book chapters.

Course Requirements and Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation (if known)</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Weekly (2% per class)</td>
<td>20%</td>
</tr>
<tr>
<td>Paper draft</td>
<td>Feb 13 (no instructor feedback will be provided)</td>
<td>5%</td>
</tr>
<tr>
<td>Peer feedback on paper draft</td>
<td>Feb 20 (instructor feedback provided Feb 27)</td>
<td>20%</td>
</tr>
<tr>
<td>Final paper</td>
<td>Mar 20 (instructor feedback provided end of winter term)</td>
<td>25%</td>
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<tr>
<td>Peer feedback on final paper</td>
<td>Mar 27 (instructor feedback provided end of winter term)</td>
<td>20%</td>
</tr>
<tr>
<td>Overall quality of work</td>
<td>Weekly</td>
<td>10%</td>
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</tbody>
</table>

Total 100%

Description of Assignments

Assignments are described in a separate document.

Writing Help

If you would like professional assistance while writing your paper, please talk to the writing department, http://www.yorku.ca/laps/writ/. Online writing help websites are not an acceptable resource. I welcome your requests for help with writing. For APA style, please see the APA manual or http://owl.english.purdue.edu/owl/resource/560/01/.

Library Skills

For general assistance using the library, see http://www.library.yorku.ca/cms/undergraduate/. If you need help locating research articles, the psycinfo database and Google Scholar (http://scholar.google.com/) provide excellent search tools. A tutorial on how to locate and download articles is at http://researchguides.library.yorku.ca/journalarticles.
Feedback

I want you to succeed in this course! You are encouraged to see me during office hours if you have questions about assignments or your performance in the course, or if you have comments about how the course is being run. I'm also happy to talk about other educational issues, such as whether to attend graduate school and how to improve your writing skills.

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 (Attending Physician Statement which can be found at: 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.

Assignments are due at the beginning of class on the due date. Printers not working, computers crashing, misreading the assignment deadlines, wiki page locks, etc. are not acceptable reasons to hand in an assignment late. Regularly back up your work, preferably stored away from your computer! Flash drives can fail catastrophically, so make a second copy.

If you turn in an assignment 10 min to 24 hours late, 10% will be taken off; 24 to 72 hours late, 20%; up to one week late, 30%; up to two weeks late, 50%. As soon as they are completed, please turn in the late assignment. I will use course wiki date and time stamps to discern when an assignment was completed.

It is your responsibility to begin working on assignments prior to 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. If you wish to avoid a late assignment penalty, the delay must be documented. Late assignments due to non-medical circumstances must be supported by appropriate documentation—death certificates, obituary notices, automobile accident reports, airline/train/bus tickets/receipts for emergency travel, etc. Airline/train/bus tickets/receipts must indicate destination, departure, and return dates.

Add/Drop Deadlines

For a list of all important dates please refer to: Fall/Winter 2018-19 - Important Dates
<table>
<thead>
<tr>
<th></th>
<th>FALL (F)</th>
<th>YEAR (Y)</th>
<th>WINTER (W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last date to add a course <strong>without permission</strong> of instructor (also see Financial Deadlines)</td>
<td>Sept. 18</td>
<td>Sept. 18</td>
<td>Jan. 16</td>
</tr>
<tr>
<td>Last date to add a course <strong>with permission</strong> of instructor (also see Financial Deadlines)</td>
<td>Oct. 2</td>
<td>Oct. 23</td>
<td>Jan. 30</td>
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<tr>
<td>Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)</td>
<td>Nov. 9</td>
<td>Feb. 8</td>
<td>March 8</td>
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<tr>
<td>Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)</td>
<td>Nov. 10 - Dec. 4</td>
<td>Feb. 9 - Apr. 3</td>
<td>March 9 - Apr. 3</td>
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*Note: 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**

Don’t cheat! Cheating and plagiarism not only impair your learning, but also are penalized by the university. If you cheat, you may receive a failing grade for the assignment or the course, or other actions may be taken against you. Plagiarism detection software might be used.

**Electronic Device Policy**

Electronic devices may be used to read articles and take notes.

**Attendance Policy**

Attendance is expected every class.

**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 information SPARK Academic Integrity modules. These modules explain principles 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 M 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**

- Jan 9: Introduction to the course
- Jan 16: Critical thinking curriculum (Ennis, 2018)
- Jan 23: Critical thinking development (Byrnes & Dunbar, 2014)
- Jan 30: Motivation (Reiss, 2012)
- Feb 6: Self-compassion and self-esteem (Neff, 2011)
- Feb 13: Intersectionality (Rosenthal, 2016) *paper draft due*
- Feb 20: no class – reading week *feedback on paper draft due*
- Feb 27: Spacing effect (Gluckman, Vlach, & Sandhofer, 2014)
- Mar 6: Testing effect (Lipko-Speed, Dunlosky, & Rawson, 2014)
- Mar 13: Technology in the classroom (Sana, Weston, & Cepeda, 2013)
- Mar 20: Identity formation (Vo-Jutabha, Dinh, McHale, & Valsiner, 2009) *final paper due*
- Apr 3: Defining good teaching (Hornstein, 2017)