



Introduction to Developmental Psychology

PSY 210S ★ Fall 2021 ★ Online Asynchronous

Is the infant's world a "blooming, buzzing, confusion"? Or do infants enter the world prepared to make sense of human physical and social environments? How can we disentangle the contributions of nature and nurture, and understand how they interact during development? What changes over development, and what remains constant? What are the implications of early development for understanding the adult human mind? These and many other questions will be addressed as we explore what we know about the minds of children.



Professor

Christina Starmans

christina.starmans@utoronto.ca

Office hours will be announced on Canvas,
or by appointment

Teaching Assistants



Mia Radovanovic

Office Hours

Tuesday 10:00-11:00am ET

<https://utoronto.zoom.us/j/86329253654>



Umang Khan

Office Hours

Wednesday 2:00-3:00pm ET

<https://utoronto.zoom.us/j/85236936468>



Jesse Whiteman

Office Hours

Friday 2:00-3:00pm ET

<https://utoronto.zoom.us/j/5230536500>

Evaluation

% of Grade	Assessment	Due Date
30%	Weekly Lecture Quizzes	<i>Every Sunday</i>
40%	Weekly Reading Responses	<i>Every Sunday</i>
30%	Popular Psychology Book Review	<i>December 19, 2021</i>

****All deadlines are by 11:59pm Toronto Time on the date specified**

Lectures

This course was originally scheduled to take place on Mondays, and so despite the asynchronous format, we will continue with the Monday schedule (meaning there is no class the first half-week in September, no class the week of Thanksgiving, but there is class the final week of the semester). All video lectures for the course will be available starting on the first day of the semester. Lectures are broken into about 4-6 segments each week, and are meant to be watched in consecutive order.

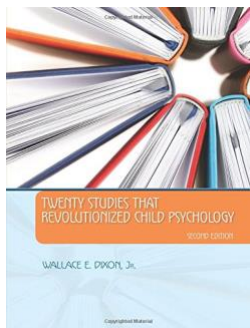
Course Materials and Intellectual Property

Please keep in mind that all course materials (lecture slides, lecture recordings, quizzes, assignments, etc.) are intellectual property. They are not to be posted anywhere (including social media, such as student created course Facebook pages) or shared with a third party. Your instructors work hard to create course content for you, and sharing their intellectual property without permission is theft. Please don't do it.

Especially notable in this online semester, posting or sharing evaluation materials (such as quiz questions) is a violation of academic integrity, and will be penalized harshly. Please familiarize yourself with academic integrity policies and consequences at <https://www.academicintegrity.utoronto.ca>, and please don't put us in the position of having to penalize you for this.

Readings

The readings for the course will come from a number of sources: online articles, chapters from popular psychology books, and chapters from the course "textbook", which is actually a beautifully written collection of stories about, well, twenty studies that revolutionized child psychology. Most readings will be posted on Canvas, with the exception of those from the text, which you should purchase as soon as possible.



***Twenty Studies That Revolutionized Child Psychology* 2nd Edition**

You can purchase a digital or hard copy at:

[U of T Bookstore](#)

[Amazon.ca](#)

[Publisher's website](#)

**The book will also be on reserve in Robarts library, but is delayed arriving. I'll post an announcement when it arrives.*

You may read the assigned readings for each week either before or after you watch the lectures. The readings and lectures are designed to be complementary. In some cases, there will be significant overlap in the material, and either the lectures or the readings will go into greater depth. In other cases, the readings will extend and go beyond the lectures, in order to provide broader context and a greater scope of content related to the topic for the week.

Assignments

As you watch the lectures and complete the readings, you will complete weekly quizzes (on the lecture material) and reading responses (on the readings). These can be accessed on Canvas.

Quizzes are designed to test your comprehension of the lecture material. They are due each Sunday evening by 11:59pm. Quizzes contain multiple choice and short answer questions, and are worth a total of 30%. Each quiz is worth 3% (regardless of the number of questions). The number of questions will vary depending on the week, but you can expect a maximum of 15 multiple choice questions and 2 short answers. Your worst quiz score will be dropped. However, we will not drop a quiz that you did not submit—if you don't submit a quiz, or don't make a good faith effort at answering all the questions, we will not drop that quiz. **Quizzes are open book, but you must complete them on your own. Collaborating with other students or viewing test questions ahead of time is cheating, and will be dealt with through the office of academic integrity.**

Reading Responses are worth a total of 40%. Each reading response is worth 4%. Reading responses will be scored out of 10. Your worst reading response score will be dropped. However, we will not drop a reading response that you did not submit—if you don't submit a reasonable attempt at a reading response, we will not drop that response.

Responses will be submitted on Canvas using *Ouriginal* (previously *TurnItIn*) to detect plagiarism. You will be able to see your score, and re-submit if you wish, to allow you to reflect on whether you have properly cited your sources.

Book Review. Your final written assignment for this course will be a book review of a popular psychology book. There are three books to choose from. They are each written by a renowned contemporary psychologist, and they all exemplify excellent, accessible writing styles, thoughtful discussion of psychological theory, and broad reviews of experimental research. The document posted under the book review assignment on Canvas goes into greater detail about the requirements.

Communication

Content Questions:

The discussion board on Canvas should be used *for ALL content questions*. Please check this space frequently to learn from and help answer other students' questions. The TAs and Professor will also monitor these discussion boards regularly.

Course Admin Questions:

Please use the course email – PSY210uoft@gmail.com – for administrative matters (e.g., extensions, remark requests). ***Before you email, please check to see if your question is answered on this syllabus!***

Announcements:

Important course updates will be sent out via the Announcements tool on Canvas. It is your responsibility to regularly check the email address associated with your account to receive updates about the course. **Since we are entirely online this semester, this is more important than ever, because this is our main way of communicating with you. PLEASE make sure you are receiving the announcements for this course.**

Please remember that we will need time to answer your email or post. Questions asked on the day that an assignment is due run the risk of not being answered before the deadline, and your TAs will not be awake monitoring the discussion board or email until 11:59pm on a deadline day. Please plan ahead!

Grading Policies

Deadlines – Quizzes and Reading Responses

If we've learned anything over the past year, it's that managing your time when taking online asynchronous courses is tough! To help you manage your workload this semester, quizzes and reading responses for each week's material are due at the end of each week. However, if you require an extension on these assignments, you may have one for any reason, and you don't need to ask, up until the following firm deadlines.

- You may have until the end of Thanksgiving Week (Oct 17) to complete any missed quizzes or reading responses from Weeks 1-4.
- You may have until the end of reading week (Nov 14) to complete any missed quizzes or reading responses from Weeks 5-7.
- You may have until the end of the final week of classes (Dec 12) to complete any missed quizzes or reading responses from Weeks 8-11.

As a result of this policy, quiz grades will not be available until after the grace period has expired, because once the grades are posted, the quiz answers are revealed to all students. **This means that the built-in extensions above represent hard deadlines, and it will no longer be possible to complete the quizzes after these dates, even if you are registered with accommodations.**

Grades for reading responses will be available on an ongoing basis, once the TAs have had a chance to grade each week's submissions. Late responses will see a corresponding delay in returning the grades. Responses submitted after the grace period has ended will incur a 5% penalty for every 24-hour period or portion thereof. **Late assignments will not be accepted beyond 5 days after the final due date.**

Deadlines – Book Review

These deadlines are firm. However, if you require an extension, please email the course account (psy210uoft@gmail.com) before the deadline, and let us know what's happening.

Book reviews that are turned in late will incur a 5% penalty for every 24-hour period or portion thereof. **Late assignments will not be accepted beyond 5 days after the due date.**

Specific Medical and Personal Circumstances

If you become ill and it affects your ability to do your academic work, consult the professor or TA right away.

Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work have been asked to record their absence through the ACORN online absence declaration. The absence declaration is considered sufficient documentation to indicate an absence and no additional information or documentation is required. You should record each day of your absence as soon as it begins, up until the day before you return to classes or other academic activities. The University will use this information to provide academic accommodation and to monitor overall absences. For more information, please refer to the [Frequently Asked Questions](#).

Re-grade Requests

The TAs and I work very hard to grade assignments fairly and thoughtfully. If you believe an assignment has received a grade in error, you may submit an appeal. Locate and complete the re-grade request form on Canvas (under Modules), and email it to the course email address. An appeal must be submitted within 7

days after the graded assignment is made available to students. **Documents submitted for an appeal will be re-graded in their entirety. As a result, your grade may increase, but it may also decrease.**

Policies & Resources

Religious Accommodation

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of backgrounds, cultural traditions, and spiritual beliefs. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

In such circumstances case, we will evaluate your documentation and if appropriate provide an extension, assign a makeup assignment, or reweight remaining assignments, depending on the particulars of the assignment that was missed. The timing and nature of the extension or makeup assignment will be at the instructor's discretion.

Original (Plagiarism Detection Tool – previously TurnItIn)

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

If you wish to opt out of submitting work to *Original*, you must do the following:

1. Email your TA no later than two weeks before the due date indicating you wish to opt out
2. Submit an **annotated bibliography** of all sources consulted for your final essay
3. Submit your outline & rough notes along with your final paper

Accessibility Needs

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) (accessibility.utoronto.ca) at the beginning of the academic year. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your medical situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your condition with any instructor, and your instructors will not reveal that you are registered with AS.

Considerations for Online Learning Outside of Canada

If you are a citizen of another country, and/or accessing your courses at the University of Toronto from a jurisdiction outside of Canada, please note that you may be subject to the laws of the country in which you are residing, or any country of which you have citizenship. The University of Toronto has a long-established commitment to freedom of expression, with this right enabled by an environment valuing respect, diversity, and inclusion. In your classes, you may be assigned readings, or discuss topics that are against the law in other jurisdictions. I encourage you to become familiar with any local laws that may apply to you and any potential impact on you if course content and information could be considered illegal, controversial, or politically sensitive. If you have any concerns about these issues, please contact the instructor directly to discuss.

Policies & Resources

Writing

As a student here at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please visit <http://www.writing.utoronto.ca>.

Academic Integrity and Plagiarism

All students, faculty and staff are expected to follow the University's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. Speak to me or your TA for advice on anything that you find unclear. To learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at www.writing.utoronto.ca. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see <http://www.artsci.utoronto.ca/osai> and <http://academicintegrity.utoronto.ca>.

Other Resources

Student Life Programs and Services (<http://www.studentlife.utoronto.ca>)

Academic Success Services (<http://www.studentlife.utoronto.ca/asc>)

Counselling and Psychological Services (<http://www.studentlife.utoronto.ca/hwc>)

Schedule

You may access a Google Calendar with the below information at: [PSY210 Google Calendar](#)

<i>Date</i>	<i>Topic & Readings</i>	<i>To Do</i>	<i>Due</i>
Sep 13	Introduction to Introduction to Developmental Psychology	Quiz 1	Sep 19
	<i>Text: Preface & Ch. 1: Introduction</i> <i>The Blank Slate: Preface & Ch. 1: The Official Theory</i>	RR 1 Intro Survey	Sep 19 Sep 19
Sep 20	What do Babies Know, and How Do We Know?	Quiz 2	Sep 26
	<i>Text: Ch. 8: The eyes have it</i> <i>Text: Ch. 21: Voices from Another Mother</i> <i>The Philosophical Baby: Introduction</i>	RR 2 Choose book	Sep 26 Sep 26 Sep 26
Sep 27	Language	Quiz 3	Oct 3
	<i>Text: Ch. 10: Was it Something I Said?</i> <i>Text: Ch. 11: Welcome to the Machine</i> <i>The Language Instinct: Ch. 9: Baby born talking describes heaven</i>	RR 3	Oct 3
Oct 4	What, Where, When, & How Many?	Quiz 4	Oct 10
	<i>Text: Ch. 2: From Mollusks to Rugrats</i> <i>Text: Ch. 5: The Drawbridge Studies</i> <i>The Philosophical Baby: Ch. 3: Escaping Plato's Cave</i>	RR 4	Oct 10
Thanksgiving – No Class			
Oct 18	Minds	Quiz 5	Oct 24
	<i>Text: Ch. 22: Mind over Matter</i> <i>Navigating the Social World: The New Puzzle of Theory of Mind</i> <i>Descartes' Baby: Ch. 1: Mindreaders</i>	RR 5	Oct 24
Oct 25	The Self	Quiz 6	Oct 31
	<i>Text: Ch. 15: Patience Makes the Heart Grow Fonder</i> <i>Descartes' Baby: Ch. 7: Therefore I am</i> <i>Grit: Chapter 2: Distracted by Talent</i>	RR 6	Oct 31
Nov 1	Others	Quiz 7	Nov 7
	<i>Text: Ch. 13: The Tongue That Launched a Thousand Studies</i> <i>How You Say It: Ch. 5: Little Bigots</i> <i>The Atlantic: Young Trans Children Know Who They Are</i>	RR 7	Nov 7
Reading Week – No Class			
Nov 15	Emotion	Quiz 8	Nov 21
	<i>Text: Ch. 19: "If you were born first, I would have stopped."</i> <i>Infant Development: Early Emotional Development</i> <i>Darwin: A biographical sketch of an infant</i>	RR 8	Nov 21
Nov 22	Parenting	Quiz 9	Nov 28
	<i>Text: Ch. 20: "This is gonna hurt you a lot more than it's gonna hurt me"</i> <i>The Blank Slate: Ch. 19: Children</i> <i>Wall Street Journal: Why Chinese Mothers Are Superior</i>	RR 9	Nov 28
Nov 29	Morality	Quiz 10	Dec 5
	<i>Just Babies: Ch. 2: Empathy & Compassion</i> <i>Just Babies: Ch. 3: Fairness, Status & Punishment</i> <i>Smithsonian: Are babies born good?</i>	RR 10	Dec 5
Dec 6	Animal Cognition	Quiz 11	Dec 9
	<i>Humankind: Ch. 3: The Rise of Homo Puppy</i> <i>Scientific American: What Made Us Unique?</i> <i>Scientific American: The Mind of an Octopus</i>	RR 11 Book Review	Dec 9 Dec 9 Dec 15