



PSY 210H1F Introduction to Developmental Psychology

Tuesday 1:00 - 4:00pm, Muzzo Family Alumni Hall (AH), room 400

Contact Information

Professor Amy Finn

Office Location: Sidney Smith 4002

Email: amy.finn@utoronto.ca

Course email: TBD (update soon)

Teaching Assistants

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Office Hours: Friday, 1:00-2:00pm (in person)

Office Hours: To be held before and after tests/assignments; dates and locations will be posted on Quercus

Course Description, Goals and Learning Objectives

The infant's world is a "blooming, buzzing, confusion" (as per William James). Do infants enter the world prepared to organize and make sense of human physical and social environments? How can we disentangle the contributions of nature and nurture, and then understand how they interact during development? What changes over development, and what remains constant? What are the implications of early development for later adaptation or dysfunction? These and many other questions will be addressed as we venture into the minds of children.

Note about prerequisites: It is your responsibility to ensure that you have met all prerequisites listed in the Psychology section of the A&S Calendar for this course.

Goals & Learning Objectives: Our primary objective is to develop skills that will help you assess the meaning and quality of research, especially in the area of developmental psychology. Other objectives include developing an understanding of human development, writing, and critical thinking skills. We will strive to create an atmosphere of mutual integrity and respect.

Requirements

Students will be asked to keep up with reading on a weekly basis, attend lectures, post on the Quercus discussion board, complete term paper, a midterm and a final exam.

Reading Material/Textbook(s)

How Children Develop, Canadian Sixth Ed. (Siegler, Saffran, Eisenberg, Gershof & Graham): Macmillan learning. loose-leaf, hardcover or e-text : ISBN# 9781319269630; ISBN# 9781319269678

You are also welcome to purchase "Achieve for How Children Develop" for additional access to practice quizzes and content, but this is not a course requirement.

Content in other editions (1st, 2nd, 3rd, 4th and 5th) as well as non-Canadian editions is *different*.

Obtaining the wrong version of the text could harm your ability to perform well in the course. New

discoveries are made all the time, so facts can change, and this is best reflected in the most up to date version.

Course Evaluation/Marking Scheme

% of Grade	Quiz/Exam
10%	Participation in class or on Quercus discussion board
25%	Midterm test , Oct. 24 th , location in classroom
5%	Turn in complete 1st draft of term paper submitted on Quercus Nov. 14 th
5%	Provide critical peer review of term papers on Quercus Nov. 21 st
25%	Final draft term paper submitted on Quercus Dec. 5 th
30%	Final Exam , cumulative, Final Exam Period , Location TBA

Course Webpage—Quercus

This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. **This is also where your work will be uploaded and turned in.** The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis.

To access the course website, go to the U of T Quercus log-in page at <http://q.utoronto.ca>. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for PSY210. You may need to scroll through other cards to find this. Click on the PSY210 link to open our course area, view the latest announcements, and access your course resources. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column.

Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course.

Participation in class or on Quercus discussion board (10%)

Each week, you are expected to contribute the course community through discussion, both in class, but also on the **online discussion board**. We are a 'large-sized' class for U of T, capped at 188 students! That means that not everyone will have a chance (or the desire) to speak in front of the class each week. However, there are 2 major ways that you can participate:

- 1) **Raise your hand** and answer questions in class. Make sure to say your name (so I can write it down) when you do this!
- 2) **Post** to each week's discussion board on Quercus to ask/discuss or provide answers to questions. A discussion board will be available on Quercus for each week (1-13) corresponding to the Syllabus.
 - **Posting thoughtful questions**, ideas, criticisms (other than 'the reading was too long') and other links to other papers you have read all count towards participation. The idea here is to share your ideas but also to be respectful of everyone else's time and the value of their ideas. Please think through what you want to talk about and then we shall see where the dialogue takes us!

- **Answering questions thoughtfully** means checking to make sure you have the answer correct, contributing well thought-out responses and being respectful to the original questioner.

Grading: Please note that participation is measured on a weekly basis; you **cannot** slack most of the term and then write 12 discussion board posts on the last week of class and receive full participation marks. *You can only 'guarantee' a 7 out of 10* by participating each of 12 weeks, either in person or on Quercus (**Quercus will be checked for this weekly by Friday at 5pm** and of course in-class participation will be noted the day of). To get above 7 points, you must be in the top percentage of participators for the term (either in class or online); those marks are reserved for exceptional levels and quality of participation.

Midterm Test (25%) & Final Exam (30%)

The midterm and final exam will consist of multiple-choice, true-false, and short and long answer questions. All quizzes, tests and exams will be based on the lectures (including any videos) and reading. The midterm and final exam will both be cumulative.

Term Paper: final draft (25%); first draft (5%)

A goal of this course is to encourage students to apply knowledge gained in the classroom to real-world issues all while improving your writing and critical thinking skills. This course will therefore include a term paper in which students evaluate real-world issues by applying the knowledge gained during this course. You will select one of three topics (outlined in detail in a separate Term Paper handout). Each topic is associated with a popular press article targeted towards parents that argues for or against a parenting choice.

Using course material alongside any relevant articles from a bank of additional secondary sources (articles that I have identified and posted on Quercus), you will provide your own expert synthesis of the evidence and provide your own critical evaluation of the issue which references course material and the provided scientific literature, as well as your own well considered and reasoned opinions.

There are no clear "right" or "wrong" answers to these questions; however, there are "better" or "worse" arguments, and essays will be evaluated on the quality of these arguments, as well as their integration of course material and other sources. As such, you should strive to present as strong an argument as possible. This assignment should be no more than 2,000 (APA style), further details are available on the Term Paper Handout, also posted on Quercus.

Providing Peer Review (5%)

Since writing is fundamentally a social and iterative enterprise, you will be asked to provide feedback—within the Quercus environment—to 2 peers. You will be asked to read their work carefully and comment on specific prompts that we will provide. This exercise will be both helpful to your peers and boost your metacognitive awareness when it comes to writing, helping you to think through strategy and technique when it comes to your own work. Grading will be based on how thoughtful and thorough your peer feedback is.

Academic Integrity

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 <http://www.writing.utoronto.ca>.

The University of Toronto's Code of Behaviour on Academic Matters (<https://www.viceprovoststudents.utoronto.ca/policy-guideline/code-of-behaviour-on-academic-matters/>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offenses.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

University's Plagiarism Detection Tool

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 website (<https://uoft.me/pdt-faq>).

On the use of Generative Artificial Intelligence (Gen AI) Tools

Students may not use generative artificial intelligence tools (e.g., ChatGPT) for the exams in this course, but may use these tools for other assignments. If you choose to use generative artificial intelligence tools to assist you in the assignments in this course (including posting on the discussion board, term papers and term-paper peer feedback), this use must be documented in an appendix for each assignment. The documentation should include **what tool(s) were used, how they were used (e.g., include your prompts), and how the results from the AI were incorporated into the submitted work**. These tools can be most helpful in improving your writing and clear expression of your ideas (rather than trying to generate complete content which is unlikely to meet the standards of the assignments).

Writing Help

Book an appointment online with the Writing Centres on St. George Campus:

<http://www.writing.utoronto.ca/writing-centres/arts-and-science>

Attend a free group workshop this winter with Writing Plus:

<http://www.writing.utoronto.ca/writing-plus/winter-workshops>

English is not your first language? Take a look at these resources:

<http://www.writing.utoronto.ca/faqs/english-as-second-language>

<http://www.artsci.utoronto.ca/current/advising/ell>

Email & Conduct

Email

I am in the process of creating a joint email that all of your instructors can use for this course. The course email is for administrative matters (e.g., missed exams). Course-related email to our personale

email **addresses will NOT be answered**; content questions to the course email will NOT be answered—the discussion board is the place for this and asking there will help toward your participation grade!!! Responses will be monitored by our team for accuracy and we are super happy to answer questions there as well!

Conduct

Be considerate of others in class. Silence cell phones and limit discussion with neighbors as well as non-course related typing on computers/tablets and phones.

Reading

For optimal performance in the class it is highly recommended that you complete reading **before** coming to class. Lectures will be designed to enhance, optimize, and extend this reading.

Course Materials, including lecture notes

Course materials are provided for the exclusive use of enrolled students. Do not share them with others. I do not want to discover that a student has put any of my materials into the public domain, has sold my materials, or has given my materials to a person or company that is using them to earn money. The University will support me in asserting and pursuing my rights, and my copyrights, in such matters.

Policies

Missed class

It is in the best interests of all students to attend all the lectures. However, **we will not be tracking attendance and therefore do not need notification of your absence unless this is related to missing an assignment or an exam**. If you miss a lecture, please download the slides, get notes from your classmates, and then be prepared to ask specific questions about the lecture to the TA or instructor *during office hours*. Do NOT ask the TA or instructor to give a second delivery of the lecture. When possible, videos displayed during lecture will also be posted (though these may not make sense out of the context of attending the lecture).

Late work

As a rule, late assignments will not be accepted. Late assignments may only be accepted in the case of registered accommodations or extraordinary circumstances and may involve point deductions (see below). Please alert me to these extraordinary circumstances using the course email within 12 hours of the missed deadline, and we can discuss these on a case-by-case basis. Life happens of course and, in most cases, **the weight of the missed assignment will be transferred to the final**.

As a general rule, writing Assignments that are turned in late without this will incur a **5% penalty for every 24-hour period** or portion thereof. **Assignments will not be accepted 5 days after the due date (for either draft)** and the weight of the missed assignment will be transferred to the final exam.

Because of insurmountable issues with logistics, please note that turning in the 1st draft of the term paper late will also mean that you will not receive peer feedback even if this has been a pre-negotiated accommodation.

Missing deadline to provide critical feedback to peers

Since there is a short time to give and receive feedback to peers, no late feedback will be accepted (this can also cause distress to those receiving the feedback if they planned to work on it at a certain time). The weight of this assignment if missed will therefore be transferred to the final exam.

Missed Term Test

If you become ill and have to miss a term test send me an email to the course email. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an

Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. You can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI. For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Documentation should be submitted to me **via the course email within 7 calendar days of the missed test**. If you do not reach out to me within 7 days of the missed test, you will receive a 0 for the missed test. **As a rule, makeup tests will not be issued, with proper documentation, however, the weight of this test (25%) be transferred to the final exam.**

If you miss the final exam, you will need to contact your College Registrar to file a petition for late term work (<https://www.artsci.utoronto.ca/current/faculty-registrar/petitions>) or work out an alternative plan.

Showing up late for a test or exam

All students usually try to show up on time. However, if a student is late, the student may still write the assignment for the time remaining, so long as no one has left the testing room before the student shows up. Students arriving late will not be given extra time to complete the assignment as rooms are booked for other purposes after class. On testing days, students should allow enough time to get to campus so that they will still be on time, even with TTC delays and/or flat tires.

Remarking requests must be submitted *in writing* using the Remark Request form on Quercus.

Remarking requests must be done within 2 weeks of receiving the grade and must be sent to the course email.

Health and well-being

As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. Everyone feels stressed now and then – it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out. There are resources for every situation and every level of stress. There are many helpful resources available through your College Registrar (<https://studentlife.utoronto.ca/>) or through Student Life (<https://studentlife.utoronto.ca/task/support-when-you-feel-distressed/>). An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.

on COVID, masks & other protections

As of the writing of this policy, the University of Toronto no longer requires (though recommends) masks, and no longer requires COVID-19 vaccinations except for students living in residence. That said, medical masks (ideally N95, KN95, or KN94) and vaccinations remain incredibly important public health tools which, when used widely, help to keep viral transmission lower and protect those we are in community with.

What if you get sick?

If you believe you may have been exposed to COVID-19 or believe you are infected, please exercise caution when deciding whether to come to class or otherwise go in public. Rapid antigen tests are still available and useful tools in tracking your infection status.

I understand it may be different in other courses, but please remember that there is sufficient flexibility built into this course to allow you to make choices prioritizing your health and safety and that of others.

Resources and Accommodations

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) at the beginning of the academic year by visiting <http://www.studentlife.utoronto.ca/as/new-registration>. 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 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 needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Religious Accommodations

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 cultural and religious traditions. 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 (such as 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.

Other Resources

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

Academic Success Services (<https://studentlife.utoronto.ca/departement/academic-success/>)

Counselling and Psychological Services (<https://studentlife.utoronto.ca/departement/health-wellness/>)

Wellness Statement*

As your professor, I value your health and well-being. In order to succeed in my class, in University, and beyond, you must work hard AND balance the work with rest... and attention to your mental and physical health. Yes, I plan to challenge you... By the end of this class, I hope you will feel proud of your growth and learning much like the marathoner feels accomplished by their triumphs across the finish line.

However, this work cannot be at the expense of your well-being. **Working until exhaustion is NOT a badge of honour; it shows you are out of balance.**

Audre Lorde once said, "Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare." Please see your wellness as an act of power and perseverance. The core to your success. Hold each other accountable. Hold me accountable. I [want] to... change this "achievement-oriented" culture into one that embraces well-being and growth. Let's start a revolution together.

In addition to the many resources and supports available to you at UofT, you might find this [self-care packet](#) (with a self-assessment, advice, and worksheets) helpful in reaching your self-care goals.

**excerpted from Dr. Molly Metz of the UofT and Dr. Nicole Gonzalez Van Cleeve of Brown University*

Course Outline/Schedule

Week	Date	Topic	Reading
1	Sept. 12	Overview, course logistics; what is development & research methods for developmental psychology	<i>Chapter 1</i>
2	Sept. 19	Prenatal development and Newborns	<i>Chapter 2</i>
3	Sept. 26	Biological foundations	<i>Chapter 3</i>
4	Oct. 10	Infant sensation, perception & learning	<i>Chapter 5</i>
5	Oct. 17	Cognitive development	<i>Chapter 4</i>
6	Oct. 24	Midterm Test (25%)	Location TBA
7	Feb. 18	Language development In class writing brainstorm (2nd ½ of class)	<i>Chapter 6</i>
8	Oct. 31	Conceptual development (& language continued)	<i>Chapter 7</i>
9	Nov. 7	Reading week – no class	Rest, catch up, work on term paper, or get ahead
10	Nov. 14	Emotional development Term Paper draft 1 due (5%)	<i>Chapter 10</i>
11	Nov. 21	Social development Peer Review (n=2) due (30%)	<i>Chapter 9</i>
12	Nov. 28	Gender development	<i>Chapter 15</i>
13	Dec. 5	Concluding issues & elective science/guest lecture Final Term Paper due (30%)	<i>Chapter 16</i>
Final Exam Period		Final Exam (35%, Cumulative)	Location TBA