



# Introduction to Developmental Psychology

PSY 210F • Fall 2023 • MP 103 • Thursdays 6-9pm

This is an introductory course in developmental psychology, with a focus on cognitive and social development in infancy through childhood. Example topics include early perceptual and cognitive development, agency, morality, social relationships, and the role of sociocultural context and environment in shaping development. Throughout the semester, we will leverage specific insights from these topics to consider larger questions regarding the nature of human knowledge and mechanisms of change. Where appropriate, we will consider individual differences to interrogate value judgements, and make connections to relevant social issues.



## Instructor

Mia Radovanovic (she/her)

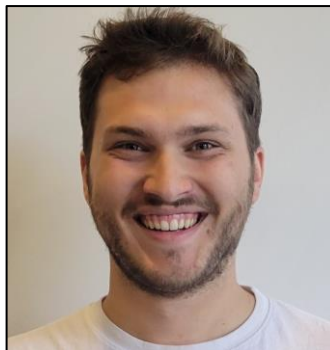
[m.radovanovic@mail.utoronto.ca](mailto:m.radovanovic@mail.utoronto.ca)

Office hours by appointment &  
I will announce “coffee hours”

## Teaching Assistants



**Carleigh Pace-Tonna**  
(she/her)



**Jaden Dilda**  
(he/him)



**Norman Zeng**  
(he/him)

[Click here to sign up for office hours on Calendly](#)

Course Email: [mia.psy210.uoft@gmail.com](mailto:mia.psy210.uoft@gmail.com)



## Course Admin

### Prerequisites:

One of the following courses is required to register:

- [PSY100H1/PSY100Y5/PSYA02H3/COG250Y1](#)

### Exclusions:

- [PSY210H5/ PSYB20H3](#)

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. If you lack any prerequisites, you will be removed from the course. No waivers will be granted.

### Lecture Videos and Slides:

I will post recordings of lectures and a PDF version pdf of my slides on Quercus. In most cases, slides will be posted before lecture, and recordings will be posted within 3 days of lecture. Each class will include Mentimeter quizzes to help you assess your understanding and prepare for term tests. These quizzes will not be included in the lecture recordings, so these will only be available to people that attend lecture in person.

## Communication

### Content Questions:

The best place to ask questions about the assignments, course material, or developmental research in general is during class. Every class will include time for questions, and everyone will benefit from hearing the answers! **Further questions can be posted to Discussion Boards on Quercus.**

### Course Admin Questions:

Email the course email for administrative matters (e.g., missed deadlines, technical problems, remark requests). Please do not reach out to our personal emails, as the course email allows us to coordinate more effectively. Please allow at least 2 business days for a response. **Before you email, check if your question has been answered on this syllabus or discussion boards!**

### Announcements:

Important course updates will be sent out via the Announcements tool on Quercus. It is your responsibility to regularly check course announcements.

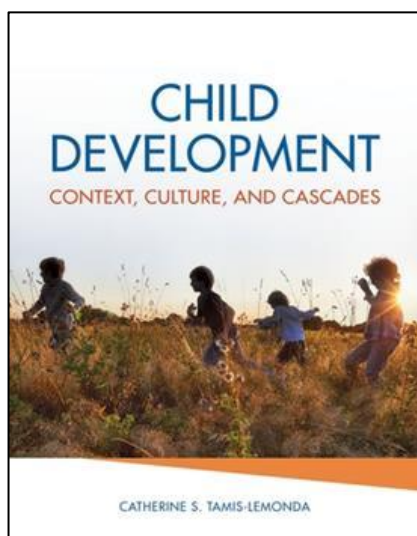
### Office Hours:

TAs will hold weekly office hours over Zoom ([sign up using Calendly](#)). Please attend office hours, students often don't come! These are a great opportunity to get one-on-one time with us. In addition to these office hours, we will also hold extra office hours before term test so you can get extra assistance. These will be announced over Quercus.

## Textbook

The textbook for this course is **OPTIONAL**. You should focus on understanding the lecture content and required reading posted to Quercus. I have chosen to adopt a textbook for this course because I know some students find it helpful for clarifying content, and because the textbook includes lots of interesting topics that I won't have time to cover. As such, the textbook is intended as an additional support to supplement understanding of required content and to satisfy your curiosity. You will **NOT** be expected to know any content which appears in the textbook, but not in the required readings or lectures.

If you would like to purchase a copy of the textbook, you can find the details here:



*Child Development: Context, Culture, and Cascades*  
Catherine Tamis-LeMonda

ISBN: 9780190216900  
E-ISBN: 9780190216979

You can purchase or rent a digital or hard copy at:  
[UofT Bookstore](#) (usually cheapest; mostly digital)  
[Amazon](#) (if you prefer print)  
[Oxford University Press](#)

## Marking Scheme

**There is NO final exam for this class.** We will have two term tests taken in class during the term, and a final paper submitted to Quercus during the finals period. As such, we will complete all in-person components of the course by the end of the term (November 30th).

Assessment	Due Date	Grade %
Weekly Quizzes	Wednesdays	20
Term Test 1	October 12 <sup>th</sup>	25
Term Test 2	November 30 <sup>th</sup>	25
Final Paper	December 14 <sup>th</sup>	30

Assignments are always due by 11:59PM ET on the date listed above. Except for term tests, assignments will be turned in virtually through Quercus, and exact deadlines and rubrics will be also listed for each assignment on Quercus.

## Schedule

<i>Date</i>	<i>Topic</i>	<i>Required Readings</i>	<i>OPTIONAL Reading</i>
Sept 7	<b><i>Course Introduction</i></b>	This syllabus!	Chapter 1 skip theories
	Overview of syllabus & policies, foundational themes, testing research questions		
Sept 14	<b><i>Biological Influences &amp; Foundations</i></b>	Menella et al. (2001)	Chapter 2 skip brain regions
	Heredity & epigenetics, prenatal development & experiences, brain development		
Sept 21	<b><i>Perceptual &amp; Motor Development</i></b>	Ellis et al. (2017)	Chapter 4
	Visual development, perceptual narrowing & experience, learning to act on the world		
Sept 28	<b><i>Language Development</i></b>	Leung et al. (2021)	Chapter 6
	Phonology, learning words, creating sentences, environmental differences		
Oct 5	<b><i>Cognitive Development</i></b>	Gopnik (2020)	Chapter 5 before "Learning about the Social World"
	Piaget's theory & challenges, causal reasoning, concepts & symbols, number		
Oct 12	<b><i>Term Test 1 - Taken during class in MP 103</i></b>		
Oct 19	<b><i>Theory of Mind</i></b>	Kushnir et al. (2010)	Finish Chapter 5 & Chapter 9 start "Social-Cognitive Development"
	Recognizing agents, understanding goals, desires, & beliefs, deception		
Oct 26	<b><i>Emotion &amp; Relationships</i></b>	Drummond et al. (2017)	Chapter 7 before "Peer Relations"
	Perspectives on emotion, temperament, attachment styles		
Nov 2	<b><i>Social Development</i></b>	Cikara et al. (2022)	Chapter 7 start "Self-Identity" Chapter 10 start "Identity Development"
	Imitation, testimony, social categories, gender identity development		
Nov 9	<b><i>Reading Week - No class &amp; no office hours</i></b>		
Nov 16	<b><i>Development of the Self</i></b>	Bian et al. (2017)	Chapter 12 "Motivation" & "Information Processing"
	Self recognition, self-regulation, effects of mindset, higher order cognition		
Nov 23	<b><i>Moral Development</i></b>	Sommerville et al. (2018)	Chapter 7 start "Peer Relations" Chapter 10 start "Moral Development"
	Helping others, fairness judgements, moral judgement, & punishment		
Nov 30	<b><i>Term Test 2 - Taken during class in MP 103</i></b>		
Dec 14	<b><i>Final Paper Due</i></b>		

## Evaluations

### Weekly Quizzes (2% each; 20% total):

I strongly believe that you will be in a better position to succeed and retain information in the future if you keep up with course content from week-to-week. As such, each week we will have a short quiz on Quercus. These are not intended as tests, but rather as short participation activities. My goal is for you to complete most of the quiz during lecture if you attend synchronously. At the end of the semester, we will drop your lowest quiz mark.

### Term Tests (25% each; 50% total):

There will be two term tests. The first test will focus on material from the first half of the semester (Lectures 1-5), and the second test will focus on material from the second half of the semester (Lectures 7-11). However, some information presented in the first half of the course will form the foundation for later information, so some material may appear twice. Both tests will contain multiple choice and short answer questions. **Nothing which ONLY appears in the textbook will be tested.** Approximately one week before each test, I will release a study guide to help you prepare for the term tests.

### Final Paper (30%):

#### *Paper Format*

Your final paper will be a 10- to 12-page literature review (this page limit does not include title page, abstract, or the list of references). Any pages exceeding this limit will not be read, and your grade will be based only on the first 12 pages of literature review. Your paper should be double-spaced and in standard APA format.

#### *Learning Goals*

The literature review should demonstrate understanding of course content, but you should also go beyond course materials by researching peer-reviewed empirical articles and review articles. Later in the term, I will post topics on Quercus for you to choose from for your final paper. With each of these topics, I will include readings to get your research started and to give you a variety of viewpoints to consider. You will be expected to cite at least 3 additional resources that do not come from lecture, required course reading, or the papers I provide you for your chosen topic. The goal of the literature review is to develop an original argument and thesis, not simply to summarize a general topic. As such, you should make a specific claim and use sources as evidence to articulate a particular point of view supported by empirical findings. You should also find a way to refute or integrate conflicting evidence into your argument.

#### *Artificial Intelligence Policy*

I have several, significant ethical concerns relating to existing artificial content creation tools/systems (e.g., ChatGPT), including the exploitation that occurs in the training of these algorithms (i.e., sourcing training data without compensating the original creators, paying people very low rates to label and filter the data), the carbon footprint of the software, and the potential of the software to perpetuate or amplify structural issues by reproducing existing biases found in its training data.

On the other hand, if these tools are properly trained and we engage with them critically, I think they can improve the efficiency of our field and serve as important accessibility supports for neurodivergent people (provided you edit the output).

As such, **the use of AI (e.g., ChatGPT) is *reluctantly* permitted in this course on certain conditions:** 1) You consult me first on your plan for using AI with the assignment. I may offer you an alternative approach. 2) You include a statement explicitly detailing when, why, and how you have used AI. This statement should come after the abstract, but before you begin your literature review. You should also include an appendix at the end of your paper including the prompts you used to generate the results and specifying which elements of the AI-generated text you have used. Neither the statement nor the appendix will count towards the page limit for the assignment. 3) If your AI output includes data/information, you are responsible for verifying accuracy and providing sources. 4) Your paper will be assessed using Ouriginal in the same manner as papers that do not use AI. If Ouriginal flags your assignment, this will be treated as academic misconduct regardless of whether you used AI in the creation of your assignment.

Appropriate uses of AI are limited to proofreading/feedback on your own writing, generating or considering counterarguments, identifying unsubstantiated claims, and cutting down word count. You **CANNOT** use AI for other purposes, including but not limited to generating drafts or an initial outline of your paper, generating ideas for your thesis, or finding sources.

## Land Acknowledgement

I wish to acknowledge the land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island. We recognize a legacy of broken treaties and covenants and the need to strive to make right with all our relations. For a map of the treaties, territories, and languages represented on this land, you can visit: <https://native-land.ca/>

## Course Materials and Intellectual Property

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

**Please note posting, sharing, or viewing shared evaluation materials (such as test 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>.

## File Submissions

For ease of grading, accepted file types have been restricted to .PDF and Microsoft files (e.g., .DOCX). Standardizing the file format ensures that Ouriginal (see below) can proof your submissions and that there are no broken or unopenable files. The full suite of Microsoft products is free to you through UofT Libraries, please see the website to download: <https://onesearch.library.utoronto.ca/ic/microsoft-365-personal-workstations>

## Grading Policies

### Re-Grade Requests

Your 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. Write a brief cover letter explaining your concern and email it to the course email and CC the course instructor. Please submit appeals within 14 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.

### Ouriginal (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 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>).

### Late Assignments

Without contacting us to arrange an extension, late assignments will have 5% deducted from the final score (per day). **However, I want to work with you as much as possible and I hate docking points for lateness. I strongly believe your grade should reflect the quality of your work, so please consult us immediately** if you need an extension or think you might need an extension. If there is a legitimate reason you can't meet a deadline and submitting late won't adversely affect class time or your ability to complete the course, we will always approve extensions. Your reasons are legitimate even if they are personal and non-medical.

The sooner you let us know, the better the outcome will probably be, but *please* email the course email even if it is a few hours before the assignment is due! Don't be shy or question whether your reason is legitimate, many other students won't. Just get in touch with us as soon as you are worried, and we will figure it out together!

### Missed Assignments

**If you miss a term test or quiz, please get in touch with us via email within 7 days of missing the assignment.** If we do not receive documentation from you, you will receive a 0 for a missed test. As a rule, make up tests will not be issued. If you miss the first term test,

the points will be reweighted to the second term test. If you miss the second term test, please get in touch with *both* me and your College Registrar so we can discuss an alternative plan together.

### **Specific Medical and Personal Circumstances**

If you become ill and it affects your ability to do your academic work, consult me right away. 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.

### **Religious & Cultural Accommodations**

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty with 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 (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). In such circumstances, we will evaluate whether offering an extension, assigning a makeup assignment, or reweighting remaining assignments is the most appropriate path.

## **Other Resources**

### **Feedback Form**

We want the course to work for you as much as possible! There will be some things we can't change, but there will be other things we can change (e.g., language used in the course). If there's something we can do to make the course more inclusive, **you can leave an anonymous comment and I will check the form before each lecture**. This is also a good place to request informal accommodations outside of those covered by accessibility services (e.g., class policies about break timing, behaviours that are overstimulating to you): <https://forms.gle/JECGf4vz6c4LcWmy6>

### **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.

### **Privacy**

Personal information is collected pursuant to section 2(14) of the University of Toronto Act, 1971 and at all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. For more information, please refer to <http://www.utoronto.ca/privacy>. Please note that I will record my lectures, so some of your questions/answers may be captured, but not your face. I will edit recordings before posting so that class activities or breaks are not included, only lecture time. These recordings will be for the exclusive use of enrolled students, for their personal learning. For the privacy of your peers and respect for my intellectual property, lecture recordings are not to be shared in any way beyond enrolled students.

### **Writing**

As a student here at the University of Toronto, you are provided with several resources to help you achieve high-quality writing. 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/](http://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>)  
Support When You are Feeling Distressed (<https://studentlife.utoronto.ca/task/support-when-you-feel-distressed>)