PSY 210H1F Introduction to Developmental Psychology

Tuesdays and Thursdays 1:00 - 4:00pm, Sidney Smith 1083

Contact Information

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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.** 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, attend lectures, complete a short quiz, a midterm, a paper, and a final exam.

Reading Material/Textbook(s)

How Children Develop, Canadian Seventh Ed. (Siegler, Saffran, Graham, Gershof & Eisenberg): Macmillan learning. loose-leaf, hardcover or e-text.

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 – 7ᵗʰ) 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
5%	**Quiz May 15th** (in class)
25%	**Midterm on May 22nd** (in classroom)
2%	Turn in complete **1st draft of term paper** submitted on Quercus by **June 3rd**
3%	Provide **critical peer review** of term papers on Quercus by **June 9th**
30%	**Final draft term paper** submitted on Quercus **June 12th**
35%	**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. **This is also where all content questions should be posted.**

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.

Quiz (5%)

The quiz will consist of multiple-choice and true-false questions. This will be based on the lectures (including any videos) and reading that were due prior to the quiz date. The goal of the quiz is to provide example questions in preparation for the midterm.

Midterm Test (25%) & Final Exam (35%)

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 (30%) & first draft (2%)

A goal of this course is to encourage students to apply knowledge gained in the classroom to real-world issues all while improving 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 <u>bank of additional secondary sources</u> (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** <u>which references course material and the provided scientific literature, as well as your own well considered and reasoned opinions.</u>

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 words (APA style), further details are available on the Term Paper Handout, also posted on Quercus.

Providing Peer Review (3%)

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.

Departmental Guidance for Undergraduate Students in Psychology

The Department of Psychology recognizes that, as a student, you may experience disruptions to your learning that are out of your control, and that there may be circumstances when you need extra support. Accordingly, the department has provided a helpful guide (https://www.psych.utoronto.ca/current-program-students/guidance-undergraduate-students-psychology) to clarify your and your instructor's responsibilities when navigating these situations. This guide consolidates Arts & Science Policies for undergraduate students in one place for your convenience. As an instructor in the department, I will frequently consult with these recommendations when providing you with support, and I recommend that you also consult it to learn more about your rights and responsibilities before reaching out to me.

Writing Help

Book an appointment online with the Writing Centres on St. George Campus:
>   http://www.writing.utoronto.ca/writing-centres/arts-and-science

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

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://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019) 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 writing 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 work 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 use generative artificial intelligence tools (e.g., ChatGPT) for assignments in this course. If you choose to use generative artificial intelligence tools to assist you in the assignments in this course (including posting on the discussion board and providing peer feedback), this use must be documented in an appendix for each assignment and noted in the posting/feedback. 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).

Course Materials, including lecture notes

Course materials are provided for the exclusive use of enrolled students. Do not share them with others. These materials are not intended for the public domain, to be sold, or to be given to any person or company without my consent.

Conduct and Policies

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.

Documenting Absences

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, quiz, midterm or 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 and the full lecture will also be posted.

Missed Deadlines & Required documentation

If you have missed a deadline, including a quiz, paper draft, paper, midterm or test you need to **submit on Quercus** one of the following ***within 1 week of missed work***:

1. **Verification of Illness or Injury (VOI)**
   Completed by your licensed practitioner and submitted
2. **ACORN Absence Declaration**
   Self declaration of personal or health emergency. Maximum 1 week per semester
   applies to all classes
3. **College Registrar's Letter**
   Used if personal emergency disrupts academic obligations for more than 1 week
4. **Letter of Academic Accommodation**
   Prepared by Accessibility Advisors to navigate disability-related barriers

More information about this can be found here:
https://www.artsci.utoronto.ca/current/academics/student-absences

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 **via 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.

Make up tests and work
As a rule, makeup tests will not be issued, with proper documentation, however, the weight of quizes and tests be transferred to the final exam.

Missed 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* and uploaded to Quercus 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. Please note that such requests can also reduce the previous grade upon more careful inspection.

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/department/academic-success/)
Counselling and Psychological Services (https://studentlife.utoronto.ca/department/health-wellness/)

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.

Course Outline/Schedule

Class	Date	Topic	Reading
1	Tuesday, May 6	Overview & course logistics **What is development?** Research methods for developmental psychology	*Chapter 1*
2	Thursday, May 8	**Prenatal development and Newborns**	*Chapter 2*
3	Tuesday, May 13	**Biological foundations** Test taking tips	*Chapter 3*
4	Thursday, May 15	Infant sensation, perception & learning **Quiz (5%), second half of class**	*Chapter 5*
5	Tuesday, May 20	Cognitive development **Go over term paper assignment**	*Chapter 4*
6	Thursday, May 22	**Midterm Test (25%)**	*Chapters 1-5*
7	Tuesday, May 27	**No class** choose term paper topic (read all 3 articles) & outline a plan	
8	Thursday, May 29	Language development Brief in class writing workshop	*Chapter 6*
9	Tuesday, June 3	Conceptual development **Term Paper draft 1 due (2%)**	Chapter 7
10	Thursday, June 5	Emotional development **Peer Review (n=2) due (3%) by Monday June 9th**	*Chapter 10*
11	Tuesday, June 10	Social development	*Chapter 9*
12	Thursday, June 12	Gender development TA research lectures **Final draft term due (30%)**	*Chapter 15*
Final Exam Period		**Final Exam (35%, Cumulative**	*Location TBA*