Introduction to Developmental Psychology

PSY210S ★ Summer 2023 ★ 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
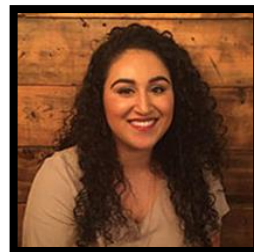Christina Starmans
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Pronouns: she/her

Office hours by appointment

Teaching Assistants

Alexa Sacchi
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Course email: psy210uoft@gmail.com

Lectures

All video lectures for the course will be available on the first day of the semester. Lectures are each broken into about 4-6 segments, and are meant to be watched in consecutive order.

Because this is a condensed summer course, each week's progress through the course will consist of two lectures (~10 segments), which will run a total of about 5-6 hours of lecture content. This is the equivalent of two weeks of lecture during the semester, so you will be learning the same amount of material as in any other semester. However, this is a much faster pace, so if you haven't taken a summer course before, please make sure to budget twice as much time each week!

Readings

The readings for the course will come from a number of accessible articles and chapters from popular psychology books. Readings for each week are listed in the schedule on the last page of this syllabus, and will be posted under "Modules" on Canvas. There is no textbook to buy for this course.

You may read the assigned readings for each segment 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.

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, personal issues). ***Before you email, please check to see if your question is answered on this syllabus!***

Please remember that we will need time to answer your email. 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 course email until 11:59pm on a deadline day. Please plan ahead!

Announcements: Important course updates will be announced in class, and/or sent to your email 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.

TA Office Hours   If you have more in-depth questions, questions about assignments, or personal issues that you'd like to discuss, please visit the TA office hours. The TAs are your first line of support for the class and you should feel free to make use of this time that they have set aside to help you!

Evaluation

% of Grade	Assessment	Due Date
70% total 5 – 13% each	**Weekly Quizzes** *See schedule for grade breakdown and due dates*	*Every Sunday*
30%	**Short Essays Assignment**	August 20, 2023

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

Assignments

As you watch the lectures and complete the readings, you will complete quizzes which cover both the lecture material and the readings assigned for each week. These can be accessed on Canvas.

Quizzes are designed to test your comprehension of the material. They contain multiple choice and short answer questions, and are worth a total of 70% of your grade. The number of questions will vary on each quiz, but you can expect a <u>maximum</u> of 20 multiple choice questions and 4 short answers. **Quizzes are open book, but you must complete them on your own. Collaborating with other students, using AI assistance (such as ChatGPT), viewing test questions ahead of time, or sharing test questions is cheating, and will be dealt with through the office of academic integrity.**

Quizzes are available on Canvas from the start of the semester, and you may take them whenever you are ready. The quiz for each week is due by the end of Sunday of the same week. Each quiz has a time limit of 60 minutes, except the final quiz which is shorter, and has a time limit of 30 minutes. Please be sure to read the helpful notes and reminders on the instruction page.

The **Short Essays Assignment** is worth 30% of your overall grade. A set of short essay prompts will be provided, and you will choose from among them for your final assignment.

The essay assignment 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.

Grading Policies

Assignments 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.**

Re-grade Requests

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

Policies & Resources

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 should report their absence through the online absence declaration. The declaration is available on ACORN under the Profile and Settings menu. Students should also advise their instructor of their absence.

If an absence extends beyond 7 consecutive days, or if you have a non-medical personal situation preventing you from completing your academic work, you should connect with your College Registrar. They can provide advice and assistance reaching out to instructors on your behalf. 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 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 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.

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.

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

If you wish to opt out of submitting work to *Ouriginal*, 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

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.

Course Materials and Intellectual Property
Please keep in mind that **all course materials (lecture slides, 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. Third-party websites are checked regularly for violations of this policy. Your instructors work hard to create course content for you, and sharing their 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, and please don't put us in the position of having to penalize you for this.

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.

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 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 https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity 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

Date	Topic & Readings	To Do	Due
July 3-9	***Introduction to Introduction to Developmental Psychology*** ***The Blank Slate (Steven Pinker)*** *Preface & Ch. 1: The Official Theory* ***What do Babies Know, and How Do We Know?*** ***The Philosophical Baby (Alison Gopnik)*** *Introduction*	Quiz 1 13%	July 9
July 10-16	***Language*** ***The Language Instinct (Steven Pinker)*** *Ch. 9: Baby born talking describes heaven* ***Cognitive Development*** ***The Philosophical Baby (Alison Gopnik)*** *Ch. 3: Escaping Plato's Cave*	Quiz 2 13%	July 16
July 17-23	***Minds*** ***Descartes' Baby (Paul Bloom)*** *Ch. 1: Mindreaders* ***The Self*** ***Descartes' Baby (Paul Bloom)*** *Ch. 7: Therefore I am*	Quiz 3 13%	July 23
July 24-30	***Others*** ***How You Say It (Katherine Kinzler)*** *Ch. 5: Little Bigots* ***Emotion*** ***A biographical sketch of an infant (Charles Darwin)***	Quiz 4 13%	July 30
July 31-Aug 6	***Parenting*** ***The Blank Slate (Steven Pinker)*** *Ch. 19: Children* ***Morality*** ***Just Babies (Paul Bloom)*** *Ch. 2: Empathy & Compassion* *Ch. 3: Fairness, Status & Punishment*	Quiz 5 13%	Aug 6
Aug 7-13	***Animal Cognition*** ***Humankind:*** *Ch. 3: The Rise of Homo Puppy*	Quiz 6 5% Submit final assignment	Aug 13 Aug 20