



PSY 210H1 S – Introduction to Developmental Psychology

Wednesday 10am-1pm, SS 2118

Contact Information



Instructor :

Mireille Babineau, Ph.D., Psy.D.
Assistant Professor of Psychology, Teaching Stream, CLTA
University of Toronto, St. George
mireille.babineau@utoronto.ca

Office Hours:

Wednesday 1:30-3:00pm
Other office hours will be held before tests/assignments

Teaching Assistants:

Alex McArthur - alex.mcarthur@mail.utoronto.ca
Mia Radovanovic - m.radovanovic@mail.utoronto.ca
Merron Woodbury - merron.woodbury@mail.utoronto.ca

Office Hours: To be held before and after tests/assignments; TBA on Quercus.

Course Description, Goals, and Prerequisites

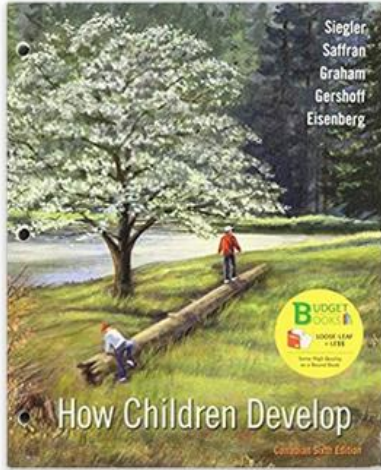
The infant's world is a "blooming, buzzing, confusion" (as per William James). Do infants enter the world prepared to organize and make sense of human physical and social environments? How can we disentangle the contributions of nature and nurture, and then understand how they interact during development? 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.

Goals & Learning Objectives: Our primary objective is to develop skills that will help you assess the scope and quality of research in general, not just 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 and atmosphere of mutual integrity and respect.

Unwaivable prerequisites to be taken prior to this course: PSY100H1/PSY100Y5/PSYA02H3/COG250Y1

Exclusion: PSY210H5/PSYB20H3

Reading Material/Textbook(s)



Siegler, DeLoache, Eisenberg, Saffran & Graham (2020). **How Children Develop (Canadian 6th edition)**. Macmillan Higher Education. Options: Hardcover, loose-leaf, or e-version available: <https://bookshelf.vitalsource.com>

Content in other editions 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. As scientists (we) learn more and do more experiments, facts can change and these are updated in versions.

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.

Lecture Slides

In order to supplement your notetaking, I will post a pdf of my lecture slides under Quercus > Modules > Week X. In most cases slides will be posted by 9am on the day of the lecture, but in some cases they will not be posted until minutes before the lecture, so that I can present the best possible slides to aid my presentation of the material in class.

Course Evaluation/Marking Scheme

Evaluation	Description	Weight	Date
Quiz 1	Chapters 1, 2 & 3	5%	Jan. 26 th
Midterm Test	Midterm evaluation based on textbook and lectures materials.	25%	Feb. 16 th
Draft 1 of Term Paper	Turn in complete draft 1 of term paper submitted on Quercus.	5%	March 2 nd
Quiz 2	Chapters 6, 7 & 10	5%	March 23 rd
Term Paper	Final draft term paper See instructions below	25%	March 30 th
Final Exam	Final exam (cumulative) based on textbook and lectures materials	35%	TBA: Final Exam Period

Timed Quiz and Tests will be done online; they will be available for a 24hr window.

All assignments must be submitted on Quercus. Further details will be posted in Quercus > Modules > Assignments when these assignments go out to the class.

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>

Term Paper

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 document). 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 words (double spaced, 12 point font, APA style), further details are available on the Term Paper document (and on Quercus).

If a student misses the term paper deadline (for either the 1st or final drafts), a declaration of absence on ACORN must be submitted. Students have one week from the due date to get in touch with the instructor. Writing Assignments that are turned in late without a justification (either from due to illness, a long-term medical condition or personal circumstances; see below for more information), will incur **5% penalty for every 24-hour period** or portion thereof. **Assignments will not be accepted 5 days after the due date (for either draft).**

Office Hours, Email and Course Communication

Please feel free to ‘visit’ me or the TA during our office hours. These are hours that we dedicate to being available to answer questions pertinent to the class – you do not need to make an appointment. I will be happy to answer any question to clarify your understanding of the readings and lecture material during my office hours. I also generally reserve the last few minutes of class to answer student questions.

The TA’s office hours will be focused on helping you prepare for assignments and will be concentrated in the weeks leading up to assessments. If you have specific questions about an assignment or test, you should attend the TA’s’ office hours, or request a meeting. TA hours will be announced in class and on Quercus at least a week in advance.

Questions pertaining to the syllabus, course material, and assignments are best shared with the class. You should be prepared to ask these questions during class or on the Quercus discussion board. This way, all students will benefit from the reply, whether from the instructor, TAs, or your fellow students.

Email Policy

I limit the use of email in my teaching, because I believe that encouraging you to meet with me and the TA 'in person' will foster a more collegial atmosphere and improve learning. Use email only to ask simple questions requiring a reply of 2 sentences or less. If your email requires a longer response we will ask you to schedule a meeting or visit office hours.

Inquiries about grading should be directed to the TA:

Any other emails should be sent to both the TA and the instructor (mireille.babineau@utoronto.ca). Please allow a minimum of 2 business days response time.

Please help us to respond quickly and effectively to your emails by using the subject line PSY210: Reason for Email (e.g., "PSY210: Question about the test"). Send your emails with your U of T email address. Emails not sent from a U of T account are not guaranteed an answer.

In-Person Health and Safety Policies

PSY210 was meant to be taught in-person this semester. It remains unclear if this will indeed be possible. If it is, before entering campus, everyone is expected to complete UCheck health screening. Students will show their green UCheck confirmation screens when entering the classroom. Students who are not be able to provide this confirmation for technical reasons will need to verbally confirm that they have met all the requirements.



- Non-medical mask is required in learning and teaching environment
- Cloth masks should adhere to the guidelines for such masks as recommended by public health authorities (e.g. must cover nose, mouth and chin without gapping; high thread count; as least 2 layers)
- Accommodations will be made for those who cannot wear face masks for medical, religious, or disability related reasons.
- Physical distancing is still required in common indoor spaces outside of the classroom (e.g., hallways, lobbies).

Evaluation, Policy and Re-grade Requests

Quizzes, Tests & Exam:

Quizzes will consist of multiple-choice questions. 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 final test will be cumulative.

Missed Midterm Examination Policy: A make-up midterm examination will be held approximately 10 days after the date of the regular midterm. Students will be permitted to take the make-up exam only if they were absent on the date of the midterm exam due to a verified illness, a serious family emergency (e.g., death of a close family member), or religious observances. For absences due to illness, students must declare their absence on ACORN.

Students who miss the midterm exam must contact Dr. Babineau via email within one week of the midterm date. Students who do not follow these instructions may not write the make-up midterm exam. In addition, those students who miss the make-up midterm exam will not have another opportunity to receive a grade for this evaluation.

Midterm Viewing and Requests for Re-grading: A midterm viewing will be held once both the midterm and make-up midterm has been completed. Requests with appropriate justification for the re-grading can be made at this time and within 2 weeks of returning the midterm/assignment. Potential outcomes include the grade remaining the same, the grade being raised, or the grade being lowered. A rubric will be used for the brief assignment and you may contact the TA who graded your brief assignment if you feel the mark you received does not appropriately outline the deductions. Because the final exam for this course is restricted, you must submit a formal viewing request to the Faculty of Arts and Science
(<http://www.artsci.utoronto.ca/current/exams/examview>)

Late/Sick Policy

Specific Medical and Personal Circumstances

If you become ill and it affects your ability to do your academic work, consult me right away. I will ask you for medical documentation in support of your specific medical circumstances, as discussed below. There may also be times when you are unable to complete course work on time due to non-medical reasons. In this case, I will ask you to meet with your College Registrar's office, as discussed below. Special accommodations can be made for students who are experiencing inordinate difficulties due to the COVID19 pandemic.

(1) For **uncomplicated medical issues**, students should declare their absence through ACORN. I will accommodate any absence in the same way I would in pre-covid times for an illness (e.g. supply my slides, recommend that you get notes from a classmate, schedule a make up assessment, reweighs assessments).

(2) For **more complex medical issues** (e.g., long-term illness or injury), **non-medical issues** (e.g., family emergencies) & **any situations for which the above criteria for medical documentation cannot be met**, I ask students to meet with their College Registrar. Your registrar can support you in requesting extensions or accommodations, and importantly, connect you with other resources on campus for help with your situation. If the registrar believes an extension or accommodation is appropriate, they can contact me directly to ask for special consideration on your behalf.

Academic Resources

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) (www.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.

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. Using another writer’s words or ideas without the proper acknowledgement is also a form of plagiarism. Know what plagiarism is so you can avoid it:

<http://writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

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>)

Community Safety Office (<http://www.communitysafety.utoronto.ca/about-us.htm>)

Family Care Office (<https://familycare.utoronto.ca/>)

First Nations House (<http://www.studentlife.utoronto.ca/fnh>)

Your safety and wellbeing are paramount while you are at the University of Toronto. If you or someone you know is experiencing distress, you can call Campus Police at 416-978-2222, use distress center lines (e.g., Good2Talk 1-866-925-5454), or if the situation is urgent, call 911 or seek out the nearest emergency room. For more info, visit:

<https://www.studentlife.utoronto.ca/feeling-distressed>

Ouriginal

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>).

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.

Course Outline/Schedule

Date	Topic	Assignments
January 12	Overview, course logistics; what is development & research methods for developmental psychology.	Reading: Chapter 1
January 19	Biological foundations : Prenatal development and the newborn period	Reading: Chapter 2
January 26	Biological foundations: Biology and behaviour	Reading: Chapter 3
February 2	Infant sensation, perception & learning	Reading: Chapter 5 Online Quiz due (5%)
February 9	Cognitive development	Reading: Chapter 4
February 16	Midterm Test (25%, online)	
February 23	Reading week – no classes	
March 2	Language development	Reading: Chapter 6
March 9	Conceptual development	Reading: Chapter 7 Term Paper draft 1 due (5%)
March 16	Emotional development	Reading: Chapter 10
March 23	Social development & attachment	Reading: Chapter 9 & 11 Online Quiz due (5%)
March 30	Gender development	Reading: Chapter 15 Final Term Paper due (25%)
April 6	Concluding issues	Reading: Chapter 16
Final Exam Period	Final Exam (35%, online and cumulative)	

Video Recording

Do not post course materials on third-party websites or make recordings without permission

Please be aware that course lectures and lecture materials are the property of the course instructor. Copying lectures and/or lecture slides is for personal use only. Selling or posting recordings or slides to a third-party website or Facebook class page is a violation of the instructor's intellectual property and is strictly prohibited.