

**University of Toronto**  
**Department of Psychology**  
**PSY210: Introduction to Development**

January-April 2023  
Friday 9:00am - 12:00pm  
Room: SS2118, Sidney Smith Hall

How do individuals develop over time? What drives these changes? Are these changes due to the environment, to genetics or a combination of both? Does the way children think differ substantially from the way adults think, or are these differences just a matter of experience? This course will address these questions through an analysis of various theories of human development across the lifespan. The focus of this course will be on controversies in the study of developmental psychology, with an emphasis on the critical evaluation of research and the application of theories to real-life settings.

**Instructor:**

David O'Neill: david.oneill@utoronto.ca  
Office hours: by appointment

**Teaching Assistants:**

Margot Frayne - [margot.frayne@gmail.com](mailto:margot.frayne@gmail.com)  
Dana Kulzhabayeva - [dana.kulzhabayeva@mail.utoronto.ca](mailto:dana.kulzhabayeva@mail.utoronto.ca)  
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**Policy Regarding E-mail:**

E-mails need to come from a University of Toronto account and the course code (PSY210) should appear in the subject-heading of all e-mails to prevent messages from being discarded as spam. Any emails pertaining to information found within this syllabus will be duly ignored.

**\*Note:** Emails pertaining to course material (lecture or readings) should be directed to the course instructor.

**Prerequisites**

All students must have the stated UofT St. George Campus prerequisites or their UTM/UTSC equivalents; for this course you must have taken **PSY100** or its equivalent. Visiting students from other universities should have the equivalent prerequisites from their home institutions. Waivers will **NOT** be considered at any time and students will be removed from the course if proof of possessing the prerequisites is not presented.

**Evaluation:**

Midterm (2 hours) (February 17<sup>th</sup>): 30%

Term Paper:

Idea submission (February 3<sup>rd</sup>): 5%

Final paper submission (March 17<sup>th</sup>): 30%

Final Exam (2 hours) (TBD): 35%

**Textbook:** Lifespan Development, Lives in Context (Kuther, 3<sup>rd</sup> edition) – recommended but not required.

### **Term Test**

The midterm will be held at the same time and location as the regular course and will cover materials from lectures 1-4 (see timetable below for details). The exam questions will be multiple choice and choose **1 of 2** short essay-style questions and 1 long essay-style question. Any requests for a re-grading of the midterm exam **must be submitted in writing**. The course instructor will determine final grades for any re-grade request. **Please note:** your grade may increase, remain the same or decrease because of the re-grade.

### **Policy on missed tests:**

In instances of **excused** term tests, your final grade will consist of the re-weighted final exam and collective term paper grades, worth 50% each. The term paper components will be reweighted as follows: idea 10%, and final paper 40%. For 2022-23, a Verification of Illness (also known as a "doctor's note") is temporarily not required. 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. If you have any questions about what constitutes a legitimate excuse for missing a term test, please do not hesitate to ask us **before** the date of the term test!

### **Term Paper – Research Proposal**

The purpose of this course is to encourage students to apply their classroom knowledge to real-world issues as well as to improve your research, writing and critical thinking skills. For this assignment, students will identify and research a topic in developmental psychology. You will select your own topic; topics that are not related to developmental psychology will not be accepted. Combinations of different areas are allowed (e.g. cognitive development, social development, personality development, moral development, etc.), so long as the main point is on development. The emphasis of this paper will be an examination of past research to **identify a gap in our knowledge and propose an area of research that would address this gap**. There are no clear "right" or "wrong" research topics, but there are "better" or "worse" ways to propose a research project. You will be evaluated primarily on how well you present what we already know based on the research literature, explain the gap in our knowledge that your study is intended to fill and justify the need for the research that you are proposing as well as the evidence/rationale that you use to support your proposal. Proposals will also be evaluated on the quality of the evidence and arguments presented. This assignment should be between **2-3 pages** (double spaced). The paper should be in **APA style** (12-point font, Times New Roman, 1" margins, citations/references, etc.). **Note that the page limit does not include the title page or reference list. An abstract is not required**, but you're welcome to include one for practice.

Component	What's Expected	Due Date
Idea	500 words or less explaining idea for area of research and brief summary of supporting rationale	3 Feb. 2023
Final Submission	Review of existing research that identifies a gap in our knowledge and proposal of research area to address this gap.	17 Mar. 2023

### **Late Assignment Policy**

While assignments are scheduled well in advance, I understand that, for whatever reason, students often require more than the allotted time to complete papers. Any assignment handed in after the due date will receive a late penalty of **5% per business day**. For example, if you submit your final paper 1 week (5 business days) after the deadline without having an extension, you would lose 25% of your grade for that assignment.

### **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>. 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>.

### **Accommodation for Personal Reasons**

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or accommodation. They may be able to provide you with a College Registrar's letter of support to give to your instructors, and importantly, connect you with other resources on campus for help with your situation.

### **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.

### **Students with Disabilities or Accommodation Requirements**

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.

### **Outline:**

<b>Lecture</b>	<b>Date</b>	<b>Topic</b>	<b>Reading</b>
<b>1</b>	Jan. 13 <sup>th</sup>	<b>Introduction to Theories and Methodologies</b>	Chapter 1
<b>2</b>	Jan. 20 <sup>th</sup>	<b>Genetics, Prenatal Environment and Birth</b>	Chapters 2-3
<b>3</b>	Jan. 27 <sup>th</sup>	<b>Infancy and Toddlerhood: Physical and Cognitive Development</b>	Chapters 4-5
<b>4</b>	Feb. 3 <sup>rd</sup>	<b>Infancy and Toddlerhood: Socioemotional Development (Idea submission Due)</b>	Chapter 6
<b>5</b>	Feb. 10 <sup>th</sup>	<b>Early Childhood</b>	Chapters 7-8
	Feb. 17 <sup>th</sup>	<b>Midterm – 2 hours: Lectures 1-4</b>	
	Feb. 24 <sup>th</sup>	<b>University closed – No lecture</b>	
<b>6</b>	March 3 <sup>rd</sup>	<b>Middle Childhood</b>	Chapters 9-10
<b>7</b>	March 10 <sup>th</sup>	<b>Adolescence</b>	Chapters 11-12
<b>8</b>	March 17 <sup>th</sup>	<b>Adulthood: Physical and Cognitive Development</b>	Chapters 15 and 17
<b>9</b>	March 24 <sup>th</sup>	<b>Adulthood: Socioemotional Development (Final Assignment Due)</b>	Chapters 16 and 18
<b>10</b>	March 31 <sup>st</sup>	<b>Late Adulthood and End of Life</b>	Chapters 17-19