



Introduction to Developmental Psychology

PSY210S ★ Winter 2023 ★ SS2118

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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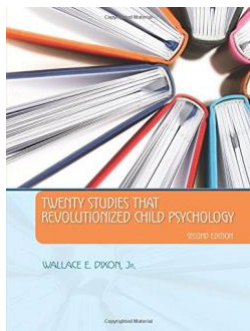
Course email: psy210uoft@gmail.com

Lectures

This course will meet in person each week. To accommodate varying personal and health situations, if you miss a class, you can access a previously recorded version of that class on Canvas. **Note: These recordings will not be exact duplicates of the in-class experience, and so you will do best in the course if you attend class in-person regularly, ask questions, and engage with your professor, TA, and peers.**

Readings

The readings for the course will come from a number of sources: online articles, chapters from popular psychology books, and chapters from the course “textbook”, which is actually a beautifully written collection of stories about, well, twenty studies that revolutionized child psychology. Most readings will be posted on Canvas, with the exception of those from the text, which you should purchase as soon as possible.



Twenty Studies That Revolutionized Child Psychology 2nd Edition

You can purchase or rent a digital or hard copy at:

[U of T Bookstore](#) (usually cheapest)

[Amazon.ca](#)

[Publisher's website](#)

**The book is also on reserve in Robarts library*

Communication

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.

Content Questions:

During lecture is the best place to ask your content questions. If you don't understand something, or want further information about something, chances are high that others in the class have the same question. Asking your question during lecture helps everyone have access to the same information.

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
30%	Midterm	February 13
15%	Reading Response Assignment 1	March 5
15%	Reading Response Assignment 2	April 6
40%	Final Exam	Final Exam Period

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

Assignments

Reading Responses are worth a total of 30%. There are two reading response assignments, one for each half of the course. The goal of these assignments is to get you thinking critically about the works you have read, and to consider how they connect with each other. You will have the option to choose which weeks of the course you would like to focus on in your responses. More details are available in the reading response document on Quercus.

Midterm & Final Exam. Both the midterm and final will have the same format – multiple choice and short answer questions. They will focus on the lecture material, but will incorporate information from the readings as well. You will see some practice questions in class to give you an idea of what to expect. The midterm will be held in class – see the schedule on the last page. The final exam will not be cumulative, and will be scheduled during the final exam period.

Grading Policies

Reading Response Assignments

Your first assignment will be returned with extensive feedback within about 2 weeks. The TAs will dedicate extra time to providing feedback on your first written assignment, which will help you improve your writing skills for your second written assignment. Late responses will incur a 5% penalty for every 24-hour period or portion thereof.

Midterm

If you miss the midterm for an excusable reason, you must notify us using the course email address within one week after the midterm, and declare your absence on ACORN. There are no makeup midterms; instead the weight of the missed test will be transferred to the final exam.

Re-grade Requests

The 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. Locate and complete the re-grade request form on Quercus (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.**

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.

Policies & Resources

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	Important Dates
Jan 9	Introduction to Introduction to Developmental Psychology	
	<p><i>Text:</i> Preface & Ch. 1: Introduction</p> <p><i>The Blank Slate:</i> Preface & Ch. 1: The Official Theory</p>	
Jan 16	What do Babies Know, and How Do We Know?	
	<p><i>Text:</i> Ch. 8: The eyes have it</p> <p><i>Text:</i> Ch. 21: Voices from Another Mother</p> <p><i>The Philosophical Baby:</i> Introduction</p>	
Jan 23	Language	
	<p><i>Text:</i> Ch. 10: Was it Something I Said?</p> <p><i>Text:</i> Ch. 11: Welcome to the Machine</p> <p><i>The Language Instinct:</i> Ch. 9: Baby born talking describes heaven</p>	
Jan 30	Cognitive Development	
	<p><i>Text:</i> Ch. 2: From Mollusks to Rugrats</p> <p><i>Text:</i> Ch. 5: The Drawbridge Studies</p> <p><i>The Philosophical Baby:</i> Ch. 3: Escaping Plato's Cave</p>	
Feb 6	Minds	
	<p><i>Text:</i> Ch. 22: Mind over Matter</p> <p><i>Navigating the Social World:</i> The New Puzzle of Theory of Mind</p> <p><i>Descartes' Baby:</i> Ch. 1: Mindreaders</p>	
Feb 13	Midterm	SS2118 SS2102
Reading Week – No Class		
Feb 27	The Self	Reading Response Assignment #1 Due Mar 5
	<p><i>Text:</i> Ch. 15: Patience Makes the Heart Grow Fonder</p> <p><i>Descartes' Baby:</i> Ch. 7: Therefore I am</p> <p><i>Grit:</i> Chapter 2: Distracted by Talent</p>	
Mar 6	Others	
	<p><i>Text:</i> Ch. 13: The Tongue That Launched a Thousand Studies</p> <p><i>How You Say It:</i> Ch. 5: Little Bigots</p> <p><i>The Atlantic:</i> Young Trans Children Know Who They Are</p>	
Mar 13	Personality	
	<p><i>Text:</i> Ch. 19: "If you were born first, I would have stopped."</p> <p><i>Infant Development:</i> Early Emotional Development</p> <p><i>Darwin:</i> A biographical sketch of an infant</p>	
Mar 20	Parenting	
	<p><i>Text:</i> Ch. 20: "This is gonna hurt you a lot more than it's gonna hurt me"</p> <p><i>The Blank Slate:</i> Ch. 19: Children</p> <p><i>Wall Street Journal:</i> Why Chinese Mothers Are Superior</p>	
Mar 27	Morality	
	<p><i>Just Babies:</i> Ch. 2: Empathy & Compassion</p> <p><i>Just Babies:</i> Ch. 3: Fairness, Status & Punishment</p> <p><i>Smithsonian:</i> Are babies born good?</p>	
Apr 3	Animal Cognition	Reading Response Assignment #2 Due Apr 6
	<p><i>Humankind:</i> Ch. 3: The Rise of Homo Puppy</p> <p><i>Scientific American:</i> What Made Us Unique?</p> <p><i>Scientific American:</i> The Mind of an Octopus</p>	