



Introduction to Developmental Psychology

PSY210S ★ Winter 2024 ★ MP102

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

christina.starmans@utoronto.ca

Pronouns: she/her

Office hours by appointment

Teaching Assistants



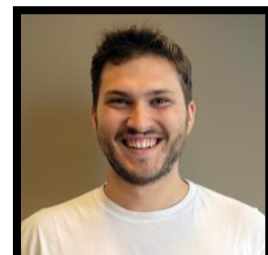
Alexa Sacchi

Pronouns: she/they



Jana Galley

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Jaden Dilda

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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 recorded version of that class on Quercus. **Note: You will do best in the course if you attend class in-person regularly, ask questions, and engage with your professor, TA, and peers. Technological glitches can happen, and there is no guarantee that every class will be recorded.** If you miss a class and there is no recording, you are still responsible for the material.

Readings

There is no textbook to purchase for this course. The readings for the course will instead come from a number of accessible articles and chapters from popular psychology books. All readings will be posted on Quercus and freely available.

You may read the assigned readings for each week either before or after 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.

In the “Readings” document posted on Quercus there is a listing of the readings associated with the content for each week, and a few notes about each. The readings will be covered on the exams, as well as in the written assignments described below.

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 Quercus. 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 12
15%	Written Assignment 1	March 3
15%	Written Assignment 2	April 5
40%	Final Exam (Non-cumulative)	<i>Final Exam Period</i>

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

Assignments

Written Assignments are worth a total of 30%. There are two written 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 and with the lectures. You will have the option to choose which weeks of the course you would like to focus on in your assignments. More details are available in the readings document on Quercus.

Midterm & Final Exam. Both the midterm and final will have the same format – multiple choice and short answer questions. They will be more focused on the material covered in the lecture, but will incorporate questions related to 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

Written 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 assignments will incur a 2% penalty (out of 15%) for every 24-hour period or portion thereof. (For example, a paper turned in between 0-24 hours late can receive a maximum grade of 13/15.)

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.

Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. 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 web site (<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. These materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Students violating these policies will be subject to disciplinary actions under the Code of Student Conduct. 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 <https://studentlife.utoronto.ca/department/accessibility-services/>. 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 suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters \(https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019\)](https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources. For example, 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 [A&S Student Academic Integrity \(https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity\)](https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) and the [University of Toronto Website on Academic Integrity \(https://www.academicintegrity.utoronto.ca\)](https://www.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 8	Introduction to Introduction to Developmental Psychology	
	<i>The Blank Slate: Preface & Ch. 1: The Official Theory (Pinker)</i>	
Jan 15	What do Babies Know, and How Do We Know?	
	<i>The Philosophical Baby: Introduction (Gopnik)</i> <i>The New Yorker: The Baby Lab (Spelke)</i>	
Jan 22	Minds	
	<i>Navigating the Social World: The New Puzzle of Theory of Mind (Saxe)</i> <i>Descartes' Baby: Ch. 1: Mindreaders (Bloom)</i>	
Jan 29	Cognitive Development	
	<i>Twenty Studies: From Mollusks to Rugrats (Dixon)</i> <i>The Philosophical Baby: Ch. 3: Escaping Plato's Cave (Gopnik)</i>	
Feb 5	Language	
	<i>Psych: The Ape That Speaks (Bloom)</i> <i>Parent Data: Learning to Speak (Oster & Frank)</i>	
Feb 12	Midterm	
Reading Week – No Class		
Feb 26	The Self	Written Assignment #1 Due Mar 3
	<i>Descartes' Baby: Ch. 7: Therefore I am (Bloom)</i> <i>Grit: Chapter 2: Distracted by Talent (Duckworth)</i>	
Mar 4	Others	
	<i>How You Say It: Ch. 5: Little Bigots (Kinzler)</i> <i>The Atlantic: Young Trans Children Know Who They Are (Yong)</i>	
Mar 11	Personality	
	<i>Infant Development: Early Emotional Development (Lewis)</i> <i>Mind: A biographical sketch of an infant (Darwin)</i>	
Mar 18	Parenting – Guest Lecture (Paul Bloom)	
	<i>Psych: Uniquely You (Bloom)</i> <i>Wall Street Journal: Why Chinese Mothers Are Superior (Chua)</i>	
Mar 25	Morality	
	<i>Just Babies: Ch. 2: Empathy & Compassion (Bloom)</i> <i>Just Babies: Ch. 3: Fairness, Status & Punishment (Bloom)</i>	
Apr 1	Animal Cognition	Written Assignment #2 Due Apr 5
	<i>Humankind: Ch. 3: The Rise of Homo Puppy (Bregman)</i> <i>Scientific American: An Evolved Uniqueness (Laland)</i>	