



PSY 311H1 F – Social Development

Mondays, 1pm to 4pm, SS 1084

Contact Information

Instructor: Jessica Sommerville jessica.sommerville@utoronto.ca	Teaching Assistant(s): Inderpreet Gill inderepreet.gill@mail.utoronto.ca
Office Hours: Mondays, following lecture and discussion (during class hours)	Office hours: Inderpreet will have “just-in-time” office hours before and after assignment deadlines and for test review.

Course Description, Goals, and Prerequisites

This course will provide participants with a foundational understanding of key issues in social development, as well as opportunities to read and discuss both classic and recent empirical and theoretical work on this topic. The course covers infancy through the early school years. Major theories of social development will be explored. Emphasis is placed on both classic and current experimental findings, and on how these findings address the development of social behaviour and social cognition.

The primary objective of this course is to give you a deeper understanding of social development, and to foster critical thinking about the field. We will treat social development as a way to answer fundamental questions about the origins and nature of social behaviour. To examine these topics, we will investigate some of the major theories of social development, and we will attempt to evaluate those theories in light of the available psychological data. You should expect to gain an understanding of the questions that motivate developmental research, and you will be pushed to think critically about the methods, results, conclusions, and theories in the field.

Prerequisite: PSY201H1/ ECO220Y1/ EEB225H1/ GGR270H1/ POL222H1/ SOC202H1/ STA220H1/ STA238H1/ STA248H1/ STA288H1/ PSY201H5/ STA215H5/ STA220H5/ PSYB07H3/ STAB22H3/ STAB23H3/ STAB57H3, and PSY210H1/ PSY210H5/ PSYB20H3

Exclusion: PSY311H5/ PSYC21H3/ PSYC27H3/ PSYD22H3

Note about prerequisites: It is your responsibility to ensure that you have met **all** prerequisites listed in the Psychology section of the A&S Calendar for this course. If you lack any prerequisites you WILL BE REMOVED. No waivers will be granted.

Reading Material/Textbook(s)

The textbook for this course is:
 Parke, Roisman & Rose. (2019). *Social Development (3rd Ed)*. Wiley.

** we are using the e-copy of this textbook

The text may be purchased (or rented) using the following link:

<https://www.wiley.com/en-us/Social+Development%2C+3rd+Edition-p-9781119497462>

or

<https://www.vitalsource.com/en-ca/products/social-development-ross-d-parke-glenn-i-v9781119497462>

Each class has one assigned additional article. These articles will be made available either directly on Quercus, or through a link to the article or text posted on Quercus approximately a week in advance. You are responsible for announcements and material posted to Quercus: <https://q.utoronto.ca/>.

Lecture Slides

In order to supplement your notetaking, I will post a pdf of my lecture slides under Quercus > Modules > Lecture Slides & Readings. My lecture slides will often be sparse in text or missing key graphics, because research has found that this facilitates critical thinking. I will expect you to understand material beyond what is presented on the slides.

Course Evaluation/Marking Scheme

There is no Final Exam in this class.

Appraisal tool	Points	Dates
Blog post	12%	October 2 nd (by 1pm)
Term Test I	25%	In Class Oct. 16th
Poster Topic Proposal & Reviews	5%	October 30 th (by 1pm)
Final Poster	28%	November 20 th (by 1pm)
Term Test II	25%	In Class Dec. 4 th
Discussion participation	5%	Throughout the semester

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

A note on the use of Generative AI (e.g., ChatGPT) for assignments: whether or not you can use Generative AI for a particular assignment varies by assignment. Please see not only the information below but also more specific information within each assignment (posted on Quercus).

Blog post (12%):

This will be assigned the first day of class. You will be given an issue that a friend of yours is struggling with that is relevant to her child's social development and asked to write a blog post about the issue. You are expected to find and read 5 empirical papers on the topic (BUT NOT MORE). You will then synthesize the findings blog post of 750 words or less. Further details will

be posted on Quercus > Modules > Assignments. Your blog post is due on **October 2nd, by 1pm.**

Students **may** use artificial intelligence tools for the blog post assignment in the following ways:

- You can use generative AI to get a general sense of the ways in which COVID-19 affected kids (note that not all of what you get will be about social development), and to identify popular press readings that you can read to gain general knowledge of the topic
- You can use generative AI to identify particular aspects of social development to focus on (see above for caveat).
- You can use generative AI for to get advice on how to write effective blog posts
- You can use generative AI to get advice on how to structure your blog post

Students **may not** use artificial intelligence tools for the blog post assignment in the following ways:

- To find specific articles to use for this assignment: a. they will likely be too dated (i.e., prior to 2022), b. you have no means to evaluate their quality and how they compare to other articles, c. as a pedagogical goal, I want you to exercise your ability to find relevant articles using sources like Google Scholar.
- To generate specific text or drafts for your blog post (i.e., no copy and paste of text from generative AI)
- In any other way that isn't specified under the list of ways you may use generative AI

Term Tests (25% each, 50% total):

There will be two in-person term tests, administered during class on **Oct. 16th** (Term Test 1) and during class on **Dec. 4th** (Term Test 2). The first test will focus on material presented in the first half of the semester. The second test will focus on material presented in the second half of the semester.

Both tests will consist of a combination of multiple choice and essay questions.

The use of generative artificial intelligence tools or apps for term tests in this course, including tools like ChatGPT and other AI writing or coding assistants, is prohibited.

Original research project (33%, including topic proposal):

The goal of this paper will be to incorporate theory and empirical data by proposing your own experiment on a topic pertaining to social development.

Topic Proposal (5%)

You will submit a 2-page description of your proposed topic and study. You may propose an experiment on any topic in social development that interests you and is covered in the course (if you would like to propose a topic in social development not covered in the course, please speak with the TA first). On **October 30th** you will submit your proposal for peer review (**on Quercus, by 1pm**), and you will peer review the work of others (**in class that day**).

Your description should be sufficiently developed that:

- (A) you are comfortable having it discussed by your peers and
- (B) it forms a useful basis for developing an experiment. Your proposal must include a citation for the empirical article your proposed experiment will build on.

Final Poster (28%)

The final poster has two parts:

1. A scientific poster (see example on Quercus)
2. A videotaped presentation of your poster of no more than 5 minutes in length (see example on Quercus)

Both components of your final poster are due on **November 20th (by 1pm)**. **They should be uploaded and submitted via Quercus.**

Students **may** use artificial intelligence tools for the topic proposal and/or final poster in the following ways:

- You can use generative AI to help you identify research questions in a particular area of social development that have/have not been addressed. Please note, however, that if you *only* relied on generative AI for this task, your research question will likely not be sufficiently novel or well-formed.
- You can use generative AI for advice on how to structure and create scientific posters.
- You can use generative AI for advice on how to give a strong and succinct presentation.

Students **may not** use artificial intelligence tools for the topic proposal and/or final poster in the following ways:

- To find specific articles to use for this assignment; again, I want you go gain practice using Google Scholar (or other database) to do this.
- To generate specific text or drafts of your poster (i.e., no copy and paste of text from generative AI)
- In any other way that isn't specified under the list of ways you may use generative AI"

Discussion participation (5%)

The final 5% of your grade will come from your participation **in-person discussions**. We will consider both the frequency of your comments, and the quality of your comments.

Electronics, Audio or 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. Recording or 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.

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.

The TA's office hours will be focused on helping you prepare for assignments and will be concentrated in the weeks leading up to assignments. If you have specific questions about an assignment (e.g., about your brochure sources or about the topic you picked for your poster), you should attend the TA's office hours, or request a meeting. TA hours will be announced via Quercus at least a week in advance.

Email Policy

I limit the use of email in my teaching, because I believe that encouraging you to meet with me and the TA online will foster a more collegial atmosphere and improve learning. Use e-mail 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 (inderpreet.gill@mail.utoronto.ca). Any other emails should be sent to both the TA and the instructor (jessica.sommerville@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 PSY311: Reason for Email (e.g., "PSY311: Question about final poster"). This will also help prevent your email from being accidentally labeled as spam. Finally, all U of T students are required to have a valid U of T email address. You are responsible for ensuring that your U of T email address is set up AND properly entered in the ROSI system. You are also responsible for checking your U of T email account on a regular basis. Emails not sent from a U of T account are not guaranteed an answer.

For questions regarding assignments, PLEASE USE THE DISCUSSION BOARD. There will be one discussion board set up for each assignment that you can use to post questions. This ensures that all students have access to the same information and that all students can benefit from answers to questions.

Late/Sick policy and Free days

Specific Medical Circumstances

If you become ill and it affects your ability to do your academic work, consult me 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. 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. 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.

Free Days

Everyone gets **three** free late days which can be used at your discretion on the blog post or final poster (**free days cannot be used for the topic proposal or for term tests due to the nature of these assignments**). A free day will be used for each 24 hours (or portion thereof) that an assignment is late. Free days can either be applied to a single assignment, or you can distribute

free days across assignments or term tests. Irrespective of the approach you take, you will have a TOTAL of three free days (i.e., not more).

If you are submitting late, the time at which your assignment is considered submitted is indicated by the timestamp online. Please email the TA once you have submitted and include your full name AND student ID and the number of free days used. **Students who do not use any free days will receive 1% extra credit.**

Late Assignments

Since free days provide you with a great deal of flexibility, I will not accept any late assignments even with documentation of illness the day the assignment or test is due. If you have exceptional circumstances, please get in touch with your registrar and ask him or her to contact me on your behalf.

Missed Term Tests

If a student misses a term test and can provide acceptable documentation, their remaining term test will be reweighted. Exceptional circumstances that lead to missing both term tests will be handled on a case-by-case basis, with input from the student's registrar. Students have 7 days from the missed test to contact me and to provide documentation.

Re-grade Requests

The TA 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. I will ask you to first meet with the TA to go over the assignment. If you still have concerns about your mark, write a brief cover letter explaining your concern and deliver it to me along with the assignment in question. An appeal must be submitted within 14 days after the graded assignment is made available to students. **Assignments submitted for an appeal will be re-graded in their entirety; your grade may increase, but it may also decrease.** Results of a regrade are final and cannot be further appealed.

Academic Integrity and Ouriginal

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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>).

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, citing and using source material appropriately, 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 words 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 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/>

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.

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.

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/>.

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>)

Course Outline/Schedule

Date	Topic	Readings	Assignments
Sept. 11th	Introduction and Theories I	Parke et al., Chapter 1 <i>Dodge et al. (2015)</i>	Blog post assigned
Sept. 18th	Theories II and Methods	Parke et al., Chapter 2 <i>Yeager et al. (2019)</i>	
Sept. 25th	Biological Foundations	Parke et al., Chapter 3 <i>Reid et al. (2017)</i>	Poster topic & final poster assigned
Oct. 2nd	Attachment	Parke et al., Chapter 4 <i>Johnson et al., (2007)</i>	Blog post due (by 1pm)
Oct. 9 th **	<u>Pre-recorded:</u> Emotional Development	Parke et al., Chapter 5 <i>Tracy et al. (2008)</i>	<u>End of Term Test 1 material</u>
Oct. 16 th	TERM TEST 1	NA	TERM 1 TEST
Oct. 23 th	Self and other	Parke et al., Chapter 6 <i>Fasig (2000)</i>	
Oct. 30 th	Peers & Family	Parke et al., Chapter 7 & 8 <i>Rhodes & Brickman (2008)</i>	Poster topic proposal due (by 1pm)
Nov. 6 th	NO CLASS – READING WEEK	NA	
Nov. 13 th	Sex and Gender	Parke et al., Chapter 10 <i>Fast and Olson, (2017)</i>	
Nov. 20 th	Moral Judgement and Behaviour 1	Parke et al., Chapter 11 <i>Hamlin et al., (2007)</i>	Poster due (by 1pm)
Nov. 27 th	Moral Judgement and Behaviour 2	Parke et al., Chapter 12; pp. 561-568 <i>Sommerville et al. (2018)</i>	<u>End of Term Test 2 material</u>
Dec. 4 th	TERM TEST 2	NA	TERM 2 TEST

**** October 9th is Thanksgiving: lecture videos will be posted for class on Quercus to avoid the inconvenience of rescheduling this class.**