



PSY 311H1 S – Social Development

Thursday 2-5pm, UC 52

Contact Information



Instructor :

Mireille Babineau, Ph.D., Psy.D.
Assistant Professor of Psychology, Teaching Stream, CLTA
University of Toronto, St. George
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Office Hours:

Thursday 12:30-1:30pm
Other office hours will be held before tests/assignments

Teaching Assistant:

Katie Rose - k.rose@mail.utoronto.ca

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

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 classical 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 they 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. It is your responsibility to ensure that you have met all prerequisites. If you lack any **you will be removed**.

Reading Material/Textbook(s)

The textbook for this course is:

Parke, Roisman & Rose (2019). *Social Development* (3rd Ed). Wiley.

Some classes have assigned additional articles. 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.

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 noon on the day of the lecture, but in some cases they will not be posted until after lecture, so that I can present the best possible slides to aid my presentation of the material in class.

Course Evaluation/Marking Scheme

| Appraisal tool | Points | Dates |
|-----------------------------------|--------|---------------------------|
| Blog post | 15% | February 3 rd |
| Term Test I (weeks 1-5) | 25% | February 17 th |
| Paper Topic Proposal & Discussion | 5% | March 10 th |
| Final Paper | 25% | March 31 st |
| Term Test II | 25% | April 7 th |
| Participation | 5% | Entire semester |

* There is no Final Exam in this class.

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

Blog post (15%):

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 ask to write a blog post about the issue. You will receive assignment reading for the topic, and you are expected to find and read an additional 2-3 empirical papers on the topic (**but not more**). You will then synthesize the findings and write a blog post of 750 words or less. Further details will be posted on Quercus > Modules > Assignments. Your blog post is due on February 3rd.

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

There will be two exams held during class time February 17th and April 7th. The first exam will focus on material presented in the first half of the semester. The second exam will focus on material presented in the second half of the semester.

Original research project (30%, including Topic Proposal):

The goal of this paper will be to incorporate theory and empirical data by proposing your own developmental experiment. You will find an empirical article published in the last 5

years (2017 or later, in press is ok) on social development and propose your own study to further the research endeavor.

Topic Proposal and Discussion (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 March 10th you will discuss your project idea during class. Your description should be sufficiently developed that

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

If a student misses the submission deadline (March 10th at 2pm), a declaration of absence on ACORN dated within 24 hours must be submitted. If the Topic Proposal is turned in late without a justification (either from an illness, a long-term medical condition, or exceptional personal circumstances; see below for more information), there will be a **5% penalty for every 24-hour period** or portion thereof. Assignments will not be accepted 5 days after the due date. Note that for other assignments, you can choose to use your **Free days** (see below).

Final Paper (25%)

The final paper has four parts:

1. A 2-3 page literature review of your topic, summarizing the experiments and arguments made in your chosen article as well as other relevant articles, and ending with the specific question you'd like to address and an explanation of its connection to the literature. The format should be APA style and comparable to the format of the Introduction/Background of a journal article.
2. A 2-3 page description of your proposed experiment. The experiment should specify the population to be tested, the materials and procedure you will use, and the conditions you hope to test. The format should be comparable to the Methods/Procedures section of a journal article.
3. A 2-3 page discussion section. This section should discuss the conclusions you would draw if your hypothesized results were confirmed. It should also discuss alternative results and conclusions you might draw from those. Finally, it should anticipate possible objections to your approach and suggest areas for further study. The format and tone should be comparable to the Discussion and General Discussion sections of a journal article.
4. A reference section (APA style; not counted in 9-page limit).

Please keep this between 7-9 pages (Times, 12-font, double-spaced, 1-inch margins).

Your final paper is due on March 24th.

Participation (5%)

Vygotskyian social learning theory emphasizes knowledge and conceptual gain through peer-to-peer dialogue. To share knowledge and clarify some misunderstanding or misconceptions of the material discussed in class, students are encouraged to actively participate to discussions outside of the classroom. As a way of implementing this practice, students are can ask questions related to assignments or tests and/or try to answer each other's questions. Both types of intervention (question or answer) are worth 0.5pt. To get the maximum points (5%), students should **ask or answer a minimum of 10 questions** during the entire semester. The TA (and myself) will closely monitor the *Discussion Board* to ensure that peers' answers are correct.

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.

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 assignments. If you have specific questions about an assignment (e.g., about the topic you picked for your paper), 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, TA, 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

(k.rose@mail.utoronto.ca). 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 PSY311: Reason for Email (e.g., "PSY311: Question about final paper"). Send your emails with your U of T email address. Emails not sent from a U of T account are not guaranteed an answer. Please follow these guidelines to prevent your email from being accidentally labeled as spam.

Evaluation, Policy and Re-grade Requests

Tests & Exam:

The midterm and final exam will consist of multiple-choice, true-false, and short and long answer questions. All tests will be based on the lectures (including any videos) and reading (textbook and journal papers). They are not 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 seven business days 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.

Free Days

Everyone gets three free late days which can be used at your discretion on the blog post or the final paper. A free day will be used for each 24 hours (or portion thereof) that an assignment is late. Handing in assignments any time after 11:59pm on Thursday counts as 1 day late and handing them in after 11:59pm on Friday counts as 2 days late. You cannot save free days, if you turn in your blog post three days late, then your free days are used up for the semester.

If you are submitting late, the time at which your assignment is considered submitted is based on the online timestamp. Please email the TA once you have submitted the online copy and include your full name AND student ID and the number of free days used. Free days cannot be used for the topic proposal, as this needs to be ready for the in-class peer assessment. **Students who do not use any free days will receive 1% extra credit.**

Missed Term Tests

If a student misses a term test, cannot complete the make-up 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.

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 2 weeks 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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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) due to a religious observance, please let me know as early as possible, and with sufficient notice (at least two or 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 |
|---------------------------|---------------------------------|--|--|
| January 13 th | Introduction and Theories I | Parke et al., Chapter 1 | Blog post assigned |
| January 20 th | Theories II and Methods | Parke et al., Chapter 2 | |
| January 27 th | Biological Foundations | Parke et al., Chapter 3 | |
| February 3 rd | Attachment | Parke et al., Chapter 4 Johnson et al. (2007) | Blog post due at 11:59pm |
| February 10 th | Emotional Development | Parke et al., Chapter 5 Tracy et al. (2008) | End of term 1 test material |
| February 17 th | TERM TEST 1 | | |
| February 24 th | NO CLASS - READING WEEK | | |
| March 3 rd | Self and other | Parke et al., Chapter 6 | |
| March 10 th | Peers and Family | Parke et al., Chapter 7 & 8 | Paper topic proposal due and discussion (bring to class) at 2pm |
| March 17 th | Sex and Gender | Parke et al., Chapter 10 Fast & Olson (2017) | |
| March 24 th | Moral Judgement and Behaviour 1 | Parke et al., Chapter 11 Hamlin et al. (2007) | |
| March 31 st | Moral Judgement and Behaviour 2 | Parke et al., Chapter 12 & 14 (pp. 561-568) | Paper due at 11:59pm |
| April 7 th | TERM TEST 2 | | |