PSY311H1 S
Social Development
Winter 2024 Syllabus

Course Meetings

PSY311H1 S

Section	Day & Time	Delivery Mode & Location
LEC5101	Tuesday, 6:00 PM - 9:00 PM	In Person: UC 52

Refer to ACORN for the most up-to-date information about the location of the course meetings.

Course Contacts

Instructor: Inderpreet Kaur Gill
Email: inderpreet.gill@mail.utoronto.ca
Office Hours and Location: Mondays 11am to 12pm, SS601D
Additional Notes: Please include the course code in your emails to me and allow 24-48 hours for response time.

Course Overview

Theory and research in social attachment, aggression, morality, imitation and identification, altruism, and parental discipline, with discussion of methodological issues.

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. Some of the topics we will cover include theory and research in attachment, aggression, morality, imitation and identification, altruism, and parental discipline, with discussion of methodological issues.

Course Learning Outcomes

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.

Prerequisites: PSY201H1/ ECO220Y1/ EEB225H1/ GGR270H1/ IRW220H1/ POL222H1/ SOC202H1/ STA220H1/ STA238H1/ STA248H1/ STA288H1/ PSY201H5/ STA215H5/ STA220H5/ PSYB07H3/ STAB22H3/ STAB23H3/ STAB57H3, PSY210H1/ PSY210H5/ PSYB20H3
Corequisites: None
Exclusions: PSY311H5/ PSYC21H3/ PSYC27H3/ PSYD22H3
Recommended Preparation: None
Credit Value: 0.5

Course Materials

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 using the following link:

https://www.uoftbookstore.com/product/76497

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. You are responsible for announcements and material posted to Quercus.

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 3pm on the day of the lecture, and if there are any updates to lecture slides *after* lecture, the updated slides will be posted the following day.

Marking Scheme

Assessment	Percent	Details	Due Date
Blog Post	15%	This will be assigned the first day of class. You will be given a contemporary issue on children'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 in a blog post of 750 words or less and the blog post is due January 26th by 11:59pm. Further details will be posted on Quercus > Modules > Assignments.	2024-01-26
Term Test 1	25%	There will be two in-person term tests, administered during class on February 13th (Term Test 1) and during class on April 2nd (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.	2024-02-13

Assessment	Percent	Details	Due Date
Final Paper Topic Proposal and Peer Review	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 4th you will submit your proposal for peer review (on Quercus, by 11:59pm), and you will peer review the work of others (in class the following day).	2024-03-04,2024-03-05

| 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 relevant articles related to the topic in social development you're proposing, 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. Here you will also highlight your predicted results. 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 explanations for your predicted results and conclusions you might draw from those. Finally, it should anticipate possible objections to your approach and suggest areas for further study and any limitations in your proposed research question. 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). | 2024-03-26 |

Assessment	Percent	Details	Due Date
		Your final paper is due on March 26th by 11:59pm.	
Term Test 2	25%	There will be two in-person term tests, administered during class on February 13th (Term Test 1) and during class on April 2nd (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.	2024-04-02
Discussion and Participation	5%	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 can ask questions related to the material discussed in class or in the textbook and/or try to answer each other's questions. To get the maximum points (5%), students should ask or answer a minimum of 10 questions during the entire semester either in person or on the Discussion Boards on Quercus. The TA (and myself) will closely monitor the Discussion Board to ensure that peers' answers are correct.	No Specific Date

* 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.

Late Assessment Submissions Policy

A 5% penalty for every 24-hour period or portion thereof will be applied for each assignment (Blog Post, Final Paper Topic Proposal, and Final Paper). Students can use 3 'free days' (i.e., automatic extension) toward any assignment without penalty.

Course Schedule

Week	Description	Assignments
Week 1 January 9th	Topic: Introduction and Theories Part 1 Readings: Parke et al., Chapter 1, *Dodge et al. (2015)*	Introduce Blog Post Assignment
Week 2 January 16th	Topic: Theories Part 2 & Methods Readings: Parke et al., Chapter 2, *Yeager et al. (2019)*	
Week 3 January 23rd	Topic: Biological Foundations Readings: Parke et al., Chapter 3, *Reid et al. (2017)*	Blog Post Assignment due January 26th 11:59pm ET
Week 4 January 30th	Topic: Attachment Readings: Parke et al., Chapter 4, *Johnson et al., (2007)*	
Week 5 February 6th	Topic: Emotional Development Readings: Parke et al., Chapter 5, *Tracy et al. (2008)* **END OF TERM TEST 1 MATERIAL**	Introduce Final Paper Assignment
Week 6 February 13th	TERM TEST 1	
Week 7 February 20th	NO CLASS - READING WEEK	

Week 8 February 27th	Topic: Self and Other Readings: Parke et al., Chapter 6, *Fasig (2000)*	
Week 9 March 5th	Topic: Peers and Family Readings: Parke et al., Chapter 7 & 8, *Rhodes & Brickman (2008)*	Paper Topic Proposal due March 4th 11:59pm ET Peer Review in-class
Week 10 March 12th	Topic: Sex and Gender Readings: Parke et al., Chapter 10, *Fast and Olson, (2017)*	
Week 11 March 19th	Topic: Moral Judgment and Behaviour Part 1 Readings: Parke et al., Chapter 11, *Hamlin et al., (2007)*	
Week 12 March 26th	Topic: Moral Judgment and Behaviour Part 2 Readings: Parke et al., Chapter 12 & 14 (pp. 561-568), *Sommerville et al. (2018)* **END OF TERM TEST 2 MATERIAL**	Final Paper due March 26th 11:59pm ET
Week 13 April 2nd	TERM TEST 2	

Policies & Statements

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 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

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). 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) and the University of Toronto Website on Academic Integrity (https://www.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 other forms of academic consideration. They may be able to email your instructors directly to provide a College Registrar's letter of support and connect you with other helpful resources on campus.

Plagiarism Detection Tool

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).

Video Recording and Sharing (Download Permissible; Re-use Prohibited)

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session.

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. In this course,

you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor.

For questions about the recording and use of videos in which you appear, please contact your instructor.

Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Mental Health and Well-being

As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. Everyone feels stressed now and then – it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out. There are resources for every situation and every level of stress.
There are many helpful resources available through your College Registrar or through Student Life (http://studentlife.utoronto.ca and http://www.studentlife.utoronto.ca/feeling-distressed). An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.

Course Materials, including lecture notes

Course materials are provided for the exclusive use of enrolled students. These materials should not be reposted, shared, put in the public domain, or otherwise distributed without the explicit permission of the instructor. 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.

Re-marking Policy - Timeline and Protocol

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.

Make-Up Quizzes/Tests

If a student misses a term test and can provide acceptable documentation, their remaining term test will be reweighted. There will be no make-up tests. 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.

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. 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.

Late/Missed Assignments

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 ET of the original due date counts as 1 day late and handing them in after 11:59pm ET the day after that 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 and using your free days, 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 fame 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.

Late Assignments

Please first read the **Free Days** policy. If you *must* submit an assignment late after you have used your free days, there will be a 5% penality for every 24 hour period or portion there-of.

Missed Assignments

If you anticipate you will be unable to complete an assignment, please email me and your TA *before* the due date. If you cannot contact us *before* the due date due to unforeseen circumstances (i.e.,), please email us within 2 days of the due date.

Academic Integrity

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).

Use of Generative AI in Assignments

Students may choose to use generative artificial intelligence tools as they work through the assignments in this course; this use must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used (include the prompt you wrote to generative AI), and how the results from the AI were incorporated into the submitted work (include the output from generative AI).

Recording Lectures (by Student)

Do **<u>not</u>** post course materials on third-party websites *or* make recordings without permission.

Students wishing to record lectures or other course material in any way are required to ask the instructor's explicit permission and may not do so unless permission is granted. This includes audio and video recording, and photographing slides or other course materials.

Granting permission to record applies only for that individual student's own study purposes and does not include permission to "publish" or distribute them in any way. It is forbidden for a student to publish an instructor's notes on a website or to sell them in other form without formal permission.

Quercus Info (if using)

This Course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. New information and resources will be posted regularly as we move through the term. To access the course website, go to the U of T Quercus log-in page at https://q.utoronto.ca. SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No

grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

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Additional Content

Office Hours, Email and Course Communication

Please feel free to visit me or your 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 blog post sources or about the topic you picked for your final paper), 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

Inquiries about grading should be directed to your TA. Any other emails should be sent to both the TA and the instructor. 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"). 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.