

PSY312H1 S

Cognitive Developmental
Winter 2025 Syllabus

Course Meetings

PSY312H1 S

Section	Day & Time	Delivery Mode & Location
LEC0101	Monday, 6:00 PM - 9:00 PM	In Person: RW 143

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

Course Contacts

Instructor: Dr. Redab Al-Janaideh

Email: redab.aljanaideh@utoronto.ca

Office Hours and Location: Office Hours: during class break or after class or virtual via Zoom (please coordinate via email with me or the TA)

Additional Notes: *Make sure you use your @mail.utoronto.ca email address with the course code (PSY312) in the subject line.

Course TA's: Dana Kulzhabayeva (dana.kulzhabayeva@mail.utoronto.ca)

Course Overview

This course explores the fascinating journey of cognitive development from infancy through adolescence. We will examine how cognitive processes, such as memory, attention, problem-solving, and language, emerge and evolve across developmental stages. Through an interdisciplinary lens, integrating insights from psychology, neuroscience, and education, you will gain a comprehensive understanding of the theories, research methods, and practical applications that shape our understanding of cognitive growth.

By the end of the course, you will be equipped to analyze the cognitive changes individuals experience from infancy to adolescence and critically evaluate factors influencing development, including biological, environmental, and sociocultural contexts.

Prerequisites: PSY201H1/ ECO220Y1/ EEB225H1/ GGR270H1/ IRW220H1/ POL222H1/ SOC202H1/ STA220H1/ STA238H1/ STA248H1/ STA288H1/ PSY201H5/ STA215H5/ STA220H5/ PSYB07H3/ STAB22H3/ STAB23H3/ STAB57H3, **and** PSY210H1/ PSY210H5/ PSYB20H3

Corequisites: None

Exclusions: PSY312H5

Recommended Preparation: PSY270H1/ PSY270H5/ PSYB57H3/ COG250Y1

Breadth Requirements: Thought, Belief and Behaviour (2)

Credit Value: 0.5

Course Materials

Recommended textbook: Cognitive Development Infancy Through Adolescence

by Kathleen M. Galotti

Reference: Galotti, K. M. (2016). *Cognitive development: Infancy through adolescence* (2nd ed.). SAGE Publications.

Hard copies of the textbook are available in the bookstore.

Suggested videos and/or readings: To complement the textbook, additional readings and/or videos focusing on different topics in cognitive development research will be suggested and they will be available on Quercus.

Marking Scheme

Assessment	Percent	Details	Due Date
Term Test	20%	The midterm test will cover material from the first five lectures and will include multiple-choice, short-answer, and essay questions. It will take place in-person during class time (6:00 PM–8:00 PM) on February 10 th at the same location. Any changes to time or location will be announced via Quercus.	2025-02-10
Cognitive Development Toolkit for Parents	20%	Develop a concise, evidence-based toolkit (e.g., brochure, infographic, or video) that addresses a specific question or concern parents might have about their child's cognitive development. This toolkit should synthesize findings from empirical research and provide accessible, actionable advice for parents. In addition to submitting the toolkit, students will also present their work in a 3–5 minute presentation during class. The presentation will provide an opportunity to share key points from the toolkit with peers and engage in a brief discussion. Both the toolkit (17 marks) and the presentation (3 marks) will be graded. A detailed rubric will be posted on Quercus and discussed during the first lecture. The deadline to submit toolkit: February 16 th by 11:59 Midnight. Presentations will be scheduled during the last six lectures.	Toolkit Submission: 2025-02-16 Presentation Days: Group A: 2025-02-24 Group B: 2025-03-03 Group C: 2025-03-10, Group D: 2025-03-17 Group E: 2025-03-24 Group F: 2025-03-31

Assessment	Percent	Details	Due Date
Participation	10%	Class participation counts towards your final grade and will be monitored through eight in-class quizzes held randomly throughout the term. Only five quiz scores will contribute to your participation mark. Grading is based on completion rather than correctness, so you will receive credit regardless of whether your answers are right or wrong.	No Specific Date
Cognitive Development Journals	20%	<p>Throughout the semester, you will write four journal entries reflecting on what you have learned in class. Each journal will be based on the material covered in two lectures. Journals should integrate insights from the assigned readings/videos and explore how the content relates to your personal, professional, or intellectual life.</p> <ul style="list-style-type: none"> • Length: 300–400 words (approximately 1 page, double-spaced). • Deadlines: Journals are due within 1 week of completing the two lectures. There are 5 opportunities to submit journals; you only need to submit 4. • Submission Format: Journals must be submitted on Quercus as Word documents. • Grading: Each journal is worth 5 marks, for a total of 20% of your final grade. <p>More details on criteria will be posted on Quercus.</p>	<p>Journal 1: 2025-01-26</p> <p>Journal 2: 2025-02-09</p> <p>Journal 3: 2025-03-02</p> <p>Journal 4: 2025-03-16</p> <p>Journal 5: 2025-03-30</p>
In-Person Final Exam	30%	The final exam will cover material from the last six lectures and will include multiple-choice, short-answer, and essay questions. It will be held in-person during the university's final exam period.	Final Exam Period (TBD)

Course Schedule

Date	Topic	Recommended Articles/Videos
January 6	Introduction and Overview	NA
January 13	Major Theories of Cognitive Development	Article: Theories of Cognitive Development: From Piaget to Today.
January 20	Perception, Attention, and Memory in Infancy	Article: Why can't you remember being born, learning to walk or saying your first words? What scientists know about 'infantile amnesia'.
Journal 1 Submission Deadline: January 26th 11:59 midnight		
January 27	Knowledge of Objects and Concepts in Infancy	Article: Effects of screen exposure on young children's cognitive development: A review.
February 3	Acquiring Language	Video: Language: The First 5 Years of Life of Learning.
Journal 2 Submission Deadline: February 9th 11:59 midnight		
February 10	Midterm Exam: In-Class; Time: 6:00pm-8:00pm	Material: Lectures 1-5
Deadline to submit Cognitive Development Toolkit for Parents: February 16th 11:59 midnight		
February 17	No lecture-Reading week	
February 24	Perception, Attention, and Memory in Early Childhood (Group A Presenting)	NA
March 3	Conceptual and Representational Development in Early Childhood (Group B Presenting)	Video: How reliable is your memory?
Journal 3 Submission Deadline: March 2nd 11:59 midnight		
March 10	Perception, Attention, and Memory in Middle Childhood (Group C Presenting)	Article: Sleep and human cognitive development.
March 17	Representation and Complex Cognitive Skills in Middle Childhood (Group D Presenting)	Article: Development of social skills during middle

		childhood: Growth trajectories and school-related predictors.
Journal 4 Submission Deadline: March 16th 11:59 midnight		
March 24	Continuing Cognitive Development in Adolescence (Group E Presenting)	Article: Screen time and mental health: a prospective analysis of the Adolescent Brain Cognitive Development (ABCD) Study.
March 31	Societal and Educational Impacts of Cognitive Development (Group F Presenting)	Article: The Importance of Cognitive Development and How Early Childhood Teachers Can Help.
Journal 5 Submission Deadline: March 30th 11:59 midnight		
Final Exam (date and time TBD)		

Policies & Statements

University land Acknowledgement

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

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.

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.

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://student-life.utoronto.ca/departments/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.

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.

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).

Quercus Info

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.

Mental Health and Well-Being

Your mental health is important. Throughout university life, there are many experiences that can impact your mental health and well-being. As a University of Toronto student, you can access free mental health and wellbeing services at Health & Wellness (<https://student-life.utoronto.ca/departments/health-wellness/>) such as same day counselling, brief counselling, medical care, skill-building workshops, and drop-in peer support. You can also meet with a Wellness Navigation Advisor who can connect you with other campus and community services and support. Call the mental health clinic at 416-978-8030 ext. 5 to book an appointment or visit <https://uoft.me/mentalhealthcare> to learn about the services available to you.

You can also visit your College Registrar to learn about the resources and supports available: <https://www.artsci.utoronto.ca/current/academic-advising-and-support/college-registrars-offices>

If you're in distress, you can access immediate support: <https://uoft.me/feelingdistressed>

Recording Lectures (by Student)

Students are not permitted to record lectures unless they have an approved accommodation through the university's accessibility services. Any authorized recordings are strictly for personal use and may not be shared or distributed in any form without my explicit permission.

Please note that: The unauthorised use of any form of device to audiotape, photograph, video-record or otherwise reproduce lectures, course notes or teaching materials provided by instructors is covered by the Canadian Copyright Act and is prohibited. Students must obtain prior written consent to such recording. In the case of private use by students with disabilities, the instructor's consent must not be unreasonably withheld.

Recording Notice: If I plan to record any of our sessions, I will inform you in advance to ensure your privacy is respected. For any video recordings, I will ask for your consent before proceeding.

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.

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.

Late/Missed Assignments

The deadlines for toolkit and journals are firm and non-negotiable. Late submissions will be subject to penalties, as outlined below:

- **1-24 hours late:** Deduction of 5% from the total points possible for the assignment.
- **24-48 hours late:** Deduction of 10% from the total points possible for the assignment.
- **Over 48 hours late:** Reflection papers will not be accepted, and the student will receive a grade of zero for the assignment.

In exceptional circumstances, such as documented medical emergencies or other unforeseen and justifiable reasons, students may request an extension.

Attendance

Attendance is mandatory for this course as it plays a crucial role in your overall success. Active participation not only involves completing the in-class quizzes, which contribute to your participation grade (10%), but also engaging with the lecture content through notetaking and discussions. The in-class quizzes will be held randomly, and attendance ensures that you are present for these and fully benefit from the material discussed. Please make every effort to attend all lectures, as missing classes could impact your understanding of key concepts and your overall performance in the course.

Missed Tests

Missed Term Test Policy

If a student misses the midterm test due to illness, emergency, or other unforeseen circumstances, they will be eligible for a makeup test. The following conditions must be met to schedule a makeup:

1. Notification:

Please inform me via email within 24 hours of the missed test, explaining the reason for absence.

2. Supporting Documentation:

Ensure to providing supporting documentation within one week from the date of the missed test (e.g., one of a VOI form, an ACORN absence declaration, or a College RO letter, or Accessibility Services advisor letter.).

3. Makeup Test Scheduling:

Once documentation is received and approved, you will be scheduled for a makeup test. The makeup will typically be held within one week of the original test date or as soon as it is feasible for you and me.

4. test Format:

The makeup test will cover the same material, but different types of questions, either essay-based or oral examination.

5. Failure to Notify or Provide Documentation:

If you fail to notify me within the 24-hour window or do not provide valid documentation, you may not be eligible for a makeup test, and a grade of zero may be assigned for the missed term test.

Grade Dispute Policy

Re-marking Policy - Timeline and Protocol

If you are confused or concerned about a grade you receive on any assignment in this course, please first read the comments and reflect on the rubric provided, before reaching out to your TA. I recommend waiting 24 hours after you receive the grade before you email your TA about your concerns. This will give you time to articulate what your specific questions are and will make it easier to communicate them effectively to your TA. If you are still not satisfied after discussing your grade and feedback with your TA, you can request a formal regrade from the instructor. This request must be made within two weeks after the grades are posted. Please note that regrades from the instructor may result in a score that is higher, lower, or the same as your original grade, and this grade will be final.

University's 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 website (<https://uoft.me/pdt-faq>).

Departmental Guidance for Undergraduate Students in Psychology

The Department of Psychology recognizes that, as a student, you may experience disruptions to your learning that are out of your control, and that there may be circumstances when you need extra support. Accordingly, the department has provided a [helpful guide](#) to clarify your and your instructor's responsibilities when navigating these situations. This guide consolidates Arts & Science Policies for undergraduate students in one place for your convenience. As an instructor in the department, I will frequently consult with these recommendations when providing you with support, and I recommend that you also consult it to learn more about your rights and responsibilities before reaching out to me.

Important Notice: Course Material Usage

Please do not post course materials on third-party websites or make recordings without permission.

Course lectures and materials, including lecture slides, are the intellectual property of the course instructor. Copying these materials is allowed for personal use only. Any unauthorized

selling, posting, or sharing of recordings or slides on third-party websites or social media platforms, such as a Facebook class page, is strictly prohibited and considered a violation of the instructor's intellectual property rights.

Lead or join a recognized study group (RSG) for this course

[Apply now to be an RSG Leader for this course.](#) RSGs are peer-led study groups of up to 8 students enrolled in the same A&S course.

Volunteering to be an RSG Leader is a great way to:

- Make friends in this course.
- Gain new leadership and group-facilitation skills.
- Increase your understanding of course material.
- Prepare for test and exams.
- Boost your resume.
- Earn a Co-Curricular Record (CCR) credit.

Over 1000 students volunteered to be an RSG Leader last year and over 3500 students joined an RSG! Volunteer to be an RSG Leader this term with the support and training of upper-year A&S students! No experience is necessary.

[Sign up to be an RSG Leader now.](#)

Looking to join an RSG? [Explore all available RSGs on the Arts & Sciences Online Services.](#) New RSGs are added daily!

Find more information, visit: uoft.me/rsgs or [@sidneysmithcommons](https://twitter.com/sidneysmithcommons)