



## PSY 316H1 F– Perceptual Development

Wednesdays 10am-1pm, SS 1072

### Contact Information

<b>Instructor:</b> Mireille Babineau, Ph.D., Psy.D. Assistant Professor of Psychology, Teaching Stream, CLTA University of Toronto, St. George <a href="mailto:mireille.babineau@utoronto.ca">mireille.babineau@utoronto.ca</a>	<b>Teaching Assistant(s):</b> Xiao Min Chang <a href="mailto:xiaomin.chang@mail.utoronto.ca">xiaomin.chang@mail.utoronto.ca</a>
<b>Office Hours:</b> Wednesdays 1h30pm-2h30pm	<b>Office Hours:</b> TBA

### Course Description, Goals, and Prerequisites

Perception begins our experience and interpretation of the world. For this reason, psychologists have been strongly motivated to study perception and especially its development. Developmental research in perception has provided many and varied kinds of information including, for example, normative data concerning the quality, limits, and capacities of perceptual systems across the life span. This course examines human perceptual development during the first 2-3 years of life, with a focus on auditory and visual perception, and with connections to other fields (such as social psychology). We will discuss young children's perceptual experiences and biases, and the methodologies used in the field to study these topics. Students will read relevant classical and recent research papers.

**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)

Arterberry, M.E., & Kellman, P.J. (2016). Development of perception in infancy: The cradle of knowledge revisited. New York, NY: Oxford University Press.

Some classes have assigned additional research articles. These articles will be made available either directly 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 > 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 minutes before the lecture, so that I can present the

best possible slides to aid my presentation of the material in class.

### Course Evaluation/Marking Scheme

Evaluation	Weight	Date
Participation to discussions	10%	---
Paper review	15%	October 6 <sup>th</sup>
Term Test I	25%	October 20 <sup>th</sup>
Final Paper	25%	November 24 <sup>th</sup>
Term Test II	25%	December 8 <sup>th</sup>

**Participation (10):** Write up a comment/discussion point related to the weekly research article on the discussion board - either during the assigned time for discussion during class (in person or online) or asynchronously (up to 48hrs after class). A total of 9 research articles will be discussed during the semester, but students only need to participate to the discussion of 5 topics to get the maximum points (2% is automatically given to any student who have participated to one discussion). Each comment/discussion point needs to be at least 100 characters and original (not exactly copying the comment or opinion of another student; -1pt for an unoriginal discussion point). Students can comment on the results, the methodology, cite other papers related to the topic, etc.

**Paper review (15%):** Review of a meta-analysis on a topic related to auditory or visual perceptual in infants and young children. A brief 4-page maximum assignment (double-spaced) designed to familiarize students with recent research questions in perceptual development.

**Final paper (25%):** A 7-page maximum assignment (double-spaced) designed to help students apply their knowledge about perceptual development (e.g. speech perception, visual attention/search, face perception/recognition, time perception, perceptual narrowing, etc.) to common clinical disorders (e.g. ADHD, autism, specific language impairment, anxiety disorders, depression) or to special populations (e.g. bilinguals, individuals from non-WEIRD cultures).

**Test term (25%) and Test term final (25%):** The test I and test II will consist of multiple choice questions and several mid- to short-answer questions. Both examinations will cover material that is included in both the assigned readings and lectures,

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

### Health and Safety Policies

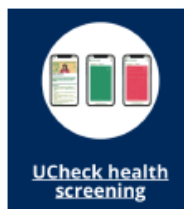
Students will show their green UCheck confirmation screens when entering the classroom. Students who are not be able to provide this confirmation for technical reasons will need to verbally confirm that they have met all the requirements.



- Non-medical mask is required in learning and teaching environment
- Cloth masks should adhere to the guidelines for such masks as recommended by public health authorities (e.g. must cover nose, mouth and chin without gapping; high thread count; as least 2 layers)
- Accommodations will be made for those who cannot wear face masks for medical, religious, or disability related reasons.
- Physical distancing is still required in common indoor spaces outside of the classroom (e.g., hallways, lobbies).



- All members of the community must have received their **first dose by Sept. 13** and be **fully vaccinated by Oct. 15**
- Those seeking an **exemption** for reasons protected under the Ontario Human Rights Code can place requests through the University's Enterprise Service Centre (ServiceNow)
- **Proof of vaccination** can be a photograph of a paper vaccination receipt or an emailed electronic receipt. Those vaccinated in Ontario can generate and download their vaccine receipts [here](#)
- Starting Sept. 6, UCheck will include a **vaccination declaration and upload system**. You only need to upload vaccination receipts once per academic year



- Those who are not fully vaccinated are required to submit photographic evidence of a negative result from **rapid antigen screening** from within the last 72h via UCheck before entering campus
- Before entering campus, everyone is expected to complete **UCheck** health screening
- UCheck asks you not to go to campus if you are currently experiencing any symptoms, have traveled outside of Canada in the last 14 days, have been told to isolate by a health professional, or have tested positive in the last 10 days
- If you are not fully vaccinated, UCheck asks you not to go to campus if you live with someone who is experiencing symptoms, or you have received a COVID alert

## 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 assessments. If you have specific questions about an assignment or test, 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, TAs, 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:

Any other emails should be sent to both the TA and the instructor ([mireille.babineau@utoronto.ca](mailto: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 PSY316: Reason for Email (e.g., "PSY316: Question about the test"). 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.

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### **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.

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### **Examination Policy and Re-grade Requests**

#### **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 Mireille Babineau via email within three 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>)

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## 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](http://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.

### 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/>.

### 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, 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 work 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/](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 <http://www.artsci.utoronto.ca/osai> and <http://academicintegrity.utoronto.ca/>

### Ouriginal

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>).

### 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>)  
 Community Safety Office (<http://www.communitysafety.utoronto.ca/about-us.htm>)  
 Family Care Office (<https://familycare.utoronto.ca/>)  
 First Nations House (<http://www.studentlife.utoronto.ca/fnh>)

Your safety and wellbeing are paramount while you are at the University of Toronto. If you or someone you know is experiencing distress, you can call Campus Police at 416-978-2222, use distress center lines (e.g., Good2Talk 1-866-925-5454), or if the situation is urgent, call 911 or seek out the nearest emergency room. For more info, visit: <https://www.studentlife.utoronto.ca/feeling-distressed>

### 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.

### Course Outline/Schedule

Date	Topic	Assignments
September 15 <sup>th</sup>	Course overview and requirements. - Methods - Introduction	Chapter 2 (skip Motor Development section, p.56-59).
September 22 <sup>nd</sup>	Auditory perception:	Chapter 7 pp.175-187 + article: Vouloumanos, Hauser, Werker & Martin (2010)
September 29 <sup>th</sup>	Auditory perception:	Chapter 7 pp.188-200 + article: Flom (2014)
October 6 <sup>th</sup>	Visual perception: Pattern perception	Chapter 4 + article Kidd, Piantadosi & Aslin (2012) <b>Review due</b>
October 13 <sup>th</sup>	Visual perception: Object perception	Chapter 5 + article Amso & Johnson (2006)
October 20 <sup>th</sup>	<b>Term test</b>	
October 27 <sup>th</sup>	Visual perception: Motion and event perception	Chapter 6 + article: <b>TBA</b>
November 3 <sup>rd</sup>	Intermodal perception	Chapter 8 + article: Rosenblum, Schmuckler, & Johnson (1997)

<b>November 10<sup>th</sup></b>	Perceptual foundations of social development	Chapter 10 + article: <b>TBA</b>
<b>November 17<sup>th</sup></b>	Reading week	Take a break 😊
<b>November 24<sup>th</sup></b>	Perceptual foundations of cognitive development	Chapter 11+ article: <b>TBA</b> <b>*Essays due</b>
<b>December 1<sup>st</sup></b>	Trends and themes in perceptual development	Chapter 12 + article: <b>TBA</b>
<b>December 8<sup>th</sup></b>	<b>Final test</b> (during class hours)	