Developmental Laboratory

PSY 319S ★ **Fall 2021** ★ **SS 2119, 2-5pm**

This course is designed to help you develop key skills used by researchers in developmental psychology and in psychology more broadly. Many of these skills are also useful in non-academic contexts. The course is designed to be driven by your own interests and you will gain experience asking research questions, designing studies, conducting literature searches, collecting and interpreting data, and presenting findings. The course is designed to teach you about how research in psychology is conducted, and to help you discover your own research interests.

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Course Zoom Room: https://utoronto.zoom.us/j/82738982382

Evaluation

Assessment	Due Date	Grade %
A1. Self-assessment & skills background	**Sep 16**	**2**
A2. Observation & Reflection paper. Observe children's free play online and then write a reflection paper (400 words)	**Sep 19**	**6**
A3. Replicate a classic developmental psychology study		**20**
1. **Choose a paper from the provided list**		
2. **Submit your availability for testing children**	**Sep 19**	
3. **Methods & Results presentation**	**Sep 27**	10
4. **Submit stimuli & script**	**Sep 29**	5
5. **Complete ethics certificate.** Ungraded, but must be completed to continue	**Oct 1**	
6. **Conduct study on one child over Zoom**	**Oct 2-13**	2
7. **Submit experimental report about Zoom testing**	**Oct 17**	3
A4. Literature Search worksheet (In class)	**Oct 4**	**2**
A5. Experimental Paper. Design, conduct, and write-up an experiment.		**55**
1. **Experiment Proposal**	**Oct 23**	5
2. **Meet with Prof/TA one on one to discuss project**	**Oct 25**	
3. **Submit testing materials & data sheet**	**Nov 7**	5
4. **Conduct experiment on members of class**	**Nov 15/Nov 22**	
5. **Poster submission**	**Nov 28**	5
6. **Poster presentation**	**Nov 29/Dec 6**	5
7. **Final paper.** 9-10 pages	**Dec 3**	20
8. **Reviews of 2 peer papers.** 1 page each; 2.5% each	**Dec 9**	5
9. **Revision & Response to Reviewers**	**Dec 16**	10
Participation. Includes attendance + contributions to class discussions (e.g., after presentations).		**15**

Readings

Optional readings will be provided throughout the course to assist you in completing your assignments. In addition, conducting research includes identifying and reading papers as you develop your ideas, depending on the topics and ideas you pursue in your assignments, as well as identifying resources to help with experiment design and data analysis. These readings will be self-directed, with discussion and assistance in class to support you in finding these readings.

Class Meetings

The class is currently scheduled to meet in person, in SS 2119. However, for the first two weeks of class, we will meet virtually on Zoom, to accommodate FAS requirements. The Zoom link is listed on the first page of this syllabus. If public health conditions shift over the semester, we may be required to shift the course to an entirely online format. If this happens, there should be no disruption to the syllabus or assignments.

Class meetings will consist of a minimum of lecturing, and a lot of class discussion, presentations, and hands-on experiments. Please note: online class meetings will be recorded, to allow students who miss class due to illness to view the content. However, remember that class attendance and participation is an important part of both your learning process in this course, as well as your overall grade. Viewing the recordings is thus not a substitute for synchronous class attendance. If you have a conflict or difficulty that prevents you from attending class regularly, you should speak to the professor immediately.

Class Participation
This is a small, interactive, and discussion-based course. Class will in many ways be similar to a lab meeting in a research group, where we will exchange research ideas and suggestions. Class participation will include attendance, but more importantly, it will include making thoughtful contributions to class discussions and question sessions. Students who miss classes or are late will receive low participation marks, as will students who are unprepared or who rarely speak.

Course materials and Intellectual Property
Please keep in mind that all course materials (lecture slides, lecture recordings, assignments, etc.) are intellectual property. They are not to be posted anywhere (including social media, such as student created course Facebook pages) or sold to a third party. Your instructors work hard to create course content for you, and sharing their intellectual property without permission is theft. Please don't do it.

Communication

Content Questions:
The best place to ask questions about the assignments, course material, or developmental research in general is during class. Every class period will include plenty of time for questions, and raising your questions in this context will also help others who may have similar questions.

Course Admin Questions:
Email the TA for administrative matters (e.g., missed deadlines, technical problems, remark requests). ***Before you email, please check to see if your question is answered on this syllabus!***

Announcements:
Important course updates will be sent out via the Announcements tool on Canvas. It is your responsibility to regularly check the email address associated with your account to receive updates about the course.

Office Hours:
This course is small and interactive, and you will get to know both the professor and the TA in class discussions each week, as well as in individual meetings for your final project. For this reason, we will not be holding separate office hours. However, if there is a personal issue you would like to discuss with us, or if you would like to discuss issues outside of the scope

of the class (e.g., graduate school, careers in developmental psychology, etc.) please feel free to email us to set up a time.

Grading Policies

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. Write a brief cover letter explaining your concern, and email it to the TA and the professor along with the original assignment. An appeal must be submitted within 7 days after the graded assignment is made available to students. **Documents submitted for an appeal will be re-graded in their entirety.** As a result, your grade may increase, but it may also decrease.

Ouriginal (Plagiarism Detection Tool – previously TurnItIn)
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).

Late and Missed Assignments
The assignments in this class are steps in a research process. You and your peers will need the assignments completed in order to participate in class that day or to work on the next steps of your research. Therefore, **we cannot provide extensions or accept late assignments**.

Specific Medical and Personal Circumstances
If you become ill and it affects your ability to do your academic work, consult the professor or TA right away.

Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work have been asked to record their absence through the ACORN online absence declaration. The absence declaration is considered sufficient documentation to indicate an absence and no additional information or documentation is required. You should record each day of your absence as soon as it begins, up until the day before you return to classes or other academic activities. The University will use this information to provide academic accommodation and to monitor overall absences. For more information, please refer to the Frequently Asked Questions.

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.

In such circumstances case, we will evaluate your documentation and if appropriate provide an extension, assign a makeup assignment, or reweight remaining assignments, depending on the particulars of the assignment that was missed. The timing and nature of the extension or makeup assignment will be at the instructor's discretion.

Other 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) (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/ .

Considerations for Online Learning Outside of Canada
If you are a citizen of another country, and/or accessing your courses at the University of Toronto from a jurisdiction outside of Canada, please note that you may be subject to the laws of the country in which you are residing, or any country of which you have citizenship. The University of Toronto has a long-established commitment to freedom of expression, with this right enabled by an environment valuing respect, diversity, and inclusion. In your classes, you may be assigned readings, or discuss topics that are against the law in other jurisdictions. I encourage you to become familiar with any local laws that may apply to you and any potential impact on you if course content and information could be considered illegal, controversial, or politically sensitive. If you have any concerns about these issues, please contact the instructor directly to discuss.

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/ . 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/

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)

Schedule

Date	Topic & Readings	To Do	Due
Sep 13	***Course Introduction*** ***Class Discussion:*** *Introductions, interests, Q & A* ***Slides:*** *Assignment 1; Assignment 2; Tips on Finding Topics*	A1 A2	Sep 16 Sep 19
Sep 20	***Thinking about Development*** ***Class Discussion:*** *Assignment 2 Observations* ***Slides:*** *A3; Creating Stimuli/Scripts; Reading Papers; Ethics* ***Guest Lecture:*** Conducting Developmental Research ***(Mia Radovanovic, Toronto Early Cognition Lab)***	Choose A3 paper & prepare presentation, stimuli & script	
Sep 27	***Method Presentations*** ***Class Presentations:*** *Assignment 3 Methods & Results* *(5 mins x 15 students = 75 mins + Q&A)*	A3 stimuli & script Online Ethics Certificate	Sep 29 Oct 1
Oct 4	***Conducting Developmental Research*** ***Slides:*** *Assignment 5; Literature Searches;* *Tips for Working with Children; Consent* ***Assignment 4:*** *In class*	A4 In class Conduct experiment online Experimental Report	Oct 4 Oct 2-13 Oct 17
Oct 11	*Thanksgiving – No Class*		
Oct 18	***Proposing Your Own Developmental Experiment*** ***Class Discussion:*** *Zoom Experiences* ***Slides:*** *Experimental Design; Analyzing Data; Graphs*	Experiment Proposal	Oct 23
Oct 25	***Project Meetings*** **Individual Meetings:** *To be scheduled during class time*		
Nov 1	***Presenting Your Research*** ***Slides:*** *Poster-making, Writing; Reviewing*	Testing materials & data sheet	Nov 7
Nov 8	*Reading Week – No Class*		
Nov 15	***Experiment Running*** *Half the class runs experiments on everyone*		
Nov 22	***Experiment Running*** *Half the class runs experiments on everyone*	Poster submission	Nov 28
Nov 29	***Poster Presentations*** ***Class Presentations:*** *Posters* *(5 mins x 15 students = 75 mins + Q&A)*	A5 Paper Due	Dec 3
Dec 6	***Poster Presentations*** ***Class Presentations:*** *Posters* *(5 mins x 15 students = 75 mins + Q&A)*	Peer Review Final paper	Dec 9 Dec 16