



Developmental Laboratory

PSY 319F • Fall 2022 • SS 560 • Fridays 1-4pm

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 developmental psychology is conducted, and to help you discover your own research interests.



Instructor

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Mia's Zoom Room: <https://utoronto.zoom.us/j/89302697751>
Justine's Zoom Room: <https://utoronto.zoom.us/j/86005393074>

Schedule

<i>Date</i>	<i>Topic & Readings</i>	<i>To Do</i>	<i>Due</i>
Sept 9	<i>Course Introduction</i>	A1	Sept 15
	Syllabus review, identifying research questions, setting engagement norms		
Sept 16	<i>Developmental Methods</i>	Choose A3 Paper	Sept 15
	Common methods and difficulties, "day in the life" of a graduate student	A2	Sept 22
Sept 23	<i>Conducting Responsible Research</i>	A3 Presentations	Sept 30
	Replication crisis, research ethics, structural considerations when designing and presenting	A4 Ethics Certificate	Oct 27
Sept 30	<i>Methods Presentations</i>	A5 Experiment Proposal	Oct 11
	Class Presentations: A3 Methods & Results (5 mins x 15 students = 75 mins + Q&A)		
Oct 7	<i>Proposing Your Own Developmental Experiment</i>	A5 Lit Search Worksheet	Oct 11
	Experimental design, literature reviews, and hypothesizing patterns of results	A5 Experiment Proposal	Oct 11
Oct 14	<i>Project Meetings: Zoom</i>	A5 Testing Materials	Oct 20
	Individual Meetings during class time		
Oct 21	<i>Analyzing & Interpreting Results</i>	A4 Ethics Certificate	Oct 27
	Interpreting results continued, utilizing RStudio to visualize and analyze data	A5 Data Sheet	Oct 27
Oct 28	<i>Presenting Your Research</i>	A5 Final Proposal, Materials, Data Sheet	Nov 1
	Poster-making, writing, the review process		
Nov 4	<i>Experiment Running</i>	A5 Paper Draft	Nov 21
	Run your experiments on your classmates		
Nov 11	<i>Reading Week</i>		
Nov 18	<i>Statistics Consultations</i>	A5 Paper Draft	Nov 21
	Mandatory in-class work to finish statistics for paper		
Nov 25	<i>Work Day</i>	A5 Peer Reviews	Dec 1
	Time in class to work on peer reviews, create poster presentations	A5 Poster Submission	Dec 2
Dec 2	<i>Poster Presentations</i>	A5 Final paper	Dec 9
	Class Presentations: Posters (5 mins x 15 students = 75 mins + Q&A)		

Evaluation

Assessment	Due Date	Grade %
A1. Individual background & skills assessment.	Sept 15	2
A2. Observation & Reflection paper. Observe children's behaviour during experimental sessions and then write a reflection paper (400-500 words).	Sept 22	5
A3. Present a classic developmental psychology study.		(15 total)
1. Choose a paper from the provided list.	Sept 15	3
2. Methods & Results presentation.	Sept 30	12
A4. Online Ethics Certificate.	Oct 27	3
A5. Experimental Paper. Design, conduct, and write-up an experiment.		(55 total)
1. Literature search worksheet.	Oct 11	
2. Experiment proposal.	Oct 11	6
3. Meet one-on-one to discuss project.	Oct 14	
4. Submit testing materials.	Oct 20	3
5. Submit data sheet.	Oct 27	1
6. Final proposal & data sheet.*	Nov 1	*
7. Conduct experiment on members of class.	Nov 4	
8. Paper draft. 9-10 pages.	Nov 21	10
9. Poster submission.	Dec 2	10
10. Poster presentation.	Dec 2	10
11. Reviews of 2 peer papers. 1 page each; 2.5% each.	Dec 1	5
12. Paper revision & response to reviewers.	Dec 9	10
Participation. Includes attendance + contributions to class discussions. Items listed above without a "Grade%" will also be included in the participation score.		20

In general, assignments will be due at 11:59PM ET on the date listed above. All assignments except for class presentations will be due virtually through Quercus, and exact deadlines will be listed for each assignment on Quercus.

*Final proposal assignment (A5.5) will be an opportunity to get some points back on your rough drafts of the proposal, testing materials, and data sheet. Expect rough draft grading to be a little harsh because of this!

Land Acknowledgement

I wish to acknowledge the 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 the Mississaugas of the Credit. 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. For more information you can visit: <https://native-land.ca/>

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, so you will need to complete readings on the topics and ideas you pursue in your assignments, as well as to identify resources to help with experiment design and data analysis. However, we will not have an official textbook for this course.

Class Meetings

The class is scheduled to meet in person. If public health conditions shift, we may be required to shift the course entirely online. If this happens, there should be no disruption to the syllabus or assignments. The university has announced that masks will be no longer be required in classes. However, we strongly encourage you to wear masks if you are able. In case you forget or lose your mask, masks will be available every week when you enter the classroom. If you must miss class due to illness, we will find an appropriate accommodation to allow you to participate in the course. If you have a conflict or difficulty that prevents you from attending class regularly, you should speak to me **immediately**.

This class is a unique opportunity that we don't have very often (as instructors or students): to be in a small, hands-on group. I want this to be an opportunity for you to show your personality and connect with your peers as if you were in a real laboratory. Class meetings will consist of a minimum of lecturing, and a lot of breakout activities, class discussion, presentations, and a time to co-work as if you were in a real lab.

Class Participation

I know that participation grades can be problematic in that they reward extroversion, and also because it can be draining to contribute each week. However, this is a small, interactive, and discussion-based course so participation will be critical. Class will be similar to a lab meeting in a research group, where we will exchange research ideas and suggestions. **So, in this class you'll be expected to compromise and collaborate with me to keep the discussion going.** My responsibility will be to create a classroom climate where contributing feels comfortable, and I will provide you with concrete guidelines for asking/answering questions to take away some of the ambiguity. Your responsibility will be to show up in a good headspace to contribute (as often as you can) and to do your best to fill silences.

Class participation will include attendance, but more importantly, it will include making thoughtful contributions to class discussions and question sessions. I understand this takes a lot of vulnerability and energy, so that you may not be able to provide this in every class session. For this reason, I'll provide the option for every student to write a reflection on Quercus once (in place of contributing during class). Upload a file with thoughts you had about what was presented in class or what you learned today (400-500 words). The grade for this reflection will be factored into your overall participation grade. You can find the reflection under Assignments > Participants > "Participation – Reflection."

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.

File Submissions

For ease of grading, accepted file types have been restricted to .PDF and Microsoft files (e.g., .PPTX, .DOCX). Standardizing the file format ensures that Ouriginal (see below) can proof your submissions and that there are no broken or unopenable files. The full suite of Microsoft products is free to you through UofT Libraries, please see the website to download: <https://onesearch.library.utoronto.ca/ic/microsoft-365-personal-workstations>

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 Quercus. It is your responsibility to regularly check course announcements.

Office Hours: We will not hold regular 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) 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. Please submit appeals within 14 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.

Original (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>).

Late and Missed Assignments

The assignments in this class are steps in a research process. You and your peers will need the assignments completed to participate in class that day or to work on the next steps of your research. Therefore, it is critical that you submit all assignments as close to the assigned deadline as possible and we will not be able to offer extensions for most assignments. Late assignments will have 5% deducted from the final score (per day).

However, we want to work with you as much as possible, so **please consult me right away** if you need an extension or have a concern. This holds true even if you need an accommodation for personal, non-medical reasons. The sooner you let me know, the better the outcome will probably be, but please email me even if it is a few hours before the assignment is due!

Specific Medical and Personal Circumstances

If you become ill and it affects your ability to do your academic work, **consult me or the 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 (located under the Profile and Settings menu) within 7 days. 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](#).

If an absence extends beyond 14 consecutive days, or if you have a non-medical personal situation preventing you from completing your academic work, you should connect with your College Registrar. They can provide advice and assistance reaching out to instructors on your behalf. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Religious & Cultural 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 backgrounds, cultural traditions, and spiritual beliefs. 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. I'll also proactively ask for this information in the "Individual Background" survey. In such circumstances, we will evaluate whether offering an extension, assigning a makeup assignment, or reweight remaining assignments is the most appropriate path.

Other Resources

Feedback Form

We want the course to work for you as much as possible! There will be some things we can't change, but there will be other things we can change (e.g., interactive activities, the timing of class breaks, language used in the course). If there's something we can do to accommodate your needs or to make the course more inclusive, please leave an *anonymous* comment here at any point in the course: <https://forms.gle/oyxysFTXrfvr3tWb9>

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) at the beginning of the academic year by visiting <http://www.studentlife.utoronto.ca/as/new-registration>

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.

Privacy

Personal information is collected pursuant to section 2(14) of the University of Toronto Act, 1971 and at all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. Please note that this course requires presentations of one's work to the group. For more information, please refer to <http://www.utoronto.ca/privacy>

Writing

As a student here at the University of Toronto, you are provided with several resources to help you achieve high-quality writing. 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/. 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>)

Support When You are Feeling Distressed (<https://studentlife.utoronto.ca/task/support-when-you-feel-distressed>)