Psychology
UNIVERSITY OF TORONTO

Developmental Laboratory

PSY 319F ★ Fall 2023 ★ SS 560 ★ 11am-2pm

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.

Professor
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Course Zoom Room: https://utoronto.zoom.us/j/81490613365

Class Meetings

The class will usually meet in person. However, we will occasionally meet on Zoom to facilitate certain aspects of the course. The Zoom link is listed on the first page of this syllabus.

Class meetings will consist of a minimum of lecturing, and a lot of class discussion, presentations, and hands-on experiments. Class attendance and participation is an important part of both your learning process in this course, as well as your overall grade. 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.

Evaluation

Assessment	Due Date	Grade %
A1. Self-assessment & skills background	**Sep 13**	2
A2. Observation & Reflection paper. Observe children's free play online and then write a reflection paper (400-500 words)	**Sep 17**	5
A3. Present a classic developmental psychology study		
1. **Choose a paper from the provided list**	**Sep 17**	--
2. **Methods & Results presentation**	**Sep 25**	10
A4. Experimental Paper. Design, conduct, and write-up an experiment.		
1. **Topic Proposal**	**Sep 27**	--
2. **Literature search worksheet**	**Oct 2**	5
3. **Experiment Proposal**	**Oct 21**	8
4. **Meet with Prof/TA one on one to discuss project**	**Oct 23**	--
5. **Online ethics certificate**	**Oct 29**	--
6. **Submit testing materials & data sheet**	**Nov 5**	6
7. **Conduct experiment on members of class**	**Nov 13**	4
8. **Poster submission**	**Nov 19**	10
9. **Final presentation**	**Nov 27/Dec 4**	10
10. **Final paper.** 9-10 pages	**Dec 1**	10
11. **Reviews of 2 peer papers.** 1 page each; 2.5% each	**Dec 7**	5
12. **Revision & Response to Reviewers**	**Dec 14**	10
Participation. Includes attendance + contributions to class discussions, Q&A after presentations, etc.	**Ongoing**	15

*note that items with "--" are not graded, but need to be completed to continue in the course

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.

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 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.

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 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. 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. 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.

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 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.

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.

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 htp://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.

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 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 https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity and http://academicintegrity.utoronto.ca.

Use of ChatGPT and Generative AI
The use of generative artificial intelligence tools and apps is strictly prohibited in all course assignments unless explicitly stated otherwise by the instructor. This includes ChatGPT and other AI writing and coding assistants. Use of generative AI in this course may be considered use of an unauthorized aid, which is a form of cheating. Representing as one's own an idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course. Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants, for the purpose of completing assignments in this course.

This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

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 11	**Course Introduction** **Class Discussion:** *Introductions, syllabus, interests, Q & A* **Slides:** *Assignment 1; Assignment 2; Assignment 3;* *Tips on finding topics & reading papers*	A1 A2 Choose A3 paper	Sep 13 Sep 17 Sep 17
Sep 18	**Thinking about Development** **Class Discussion:** *Assignment 2 Observations* **Guest Lecture:** *Conducting Developmental Research* **Slides:** *A3; Creating Stimuli/Scripts; Asking & answering Qs*	Submit A3 presentation	Sep 24
Sep 25	**Method Presentations** **Class Presentations:** *Assignment 3 Methods & Results* *(5 mins + 5mins Q&A x 15 students = 150 mins)*	Submit A3 feedback Submit A4 topic	Sep 25 Sep 27
Oct 2	**Conducting Developmental Research** **Slides:** *Assignment 4; Literature Searches; Responsible Research* **Assignment 4-Lit Review:** *In class*	Lit review worksheet	Oct 2
Oct 9	*Thanksgiving – No class*	**Experimental Proposal**	**Oct 15**
Oct 16	**Proposing Your Own Developmental Experiment** **Slides:** *Experimental Design* **Breakout Groups:** *Experimental Proposals*	Experiment Proposal	Oct 21
Oct 23	**Project Meetings** **Individual Meetings:** To be scheduled during class time	Online ethics certificate	Oct 29
Oct 30	**Presenting Your Research** **Slides:** *Posters; Talks; Writing; Reviewing*	Testing materials & data sheet	Nov 5
Nov 6	*Reading Week – No Class*	**Revised materials if needed**	**Nov 11**
Nov 13	**Experiment Running** *No in-class meeting - All experiments run on Zoom*	Submit poster	Nov 19
Nov 20	**Analyzing Results** **Slides**: *Analyzing Results; Graphs* *In-class work on experimental results*		
Nov 27	**Final Presentations** **Final Project Presentations** *(15 mins + 5mins Q&A x 8 students = 160 mins)*	A4 Paper	Dec 1
Dec 4	**Final Presentations** **Final Project Presentations** *(15 mins + 5mins Q&A x 7 students = 140 mins)*	Peer reviews Revision & response	Dec 7 Dec 14