



Psychology  
UNIVERSITY OF TORONTO

## Developmental Laboratory

PSY 319H1 F • Fall 2024 • SS 560 • M/W 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 developmental psychology is conducted, and to help you discover your own research interests.



### Instructor

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### Teaching Assistant

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### Course Admin

**Prerequisites:** One of the following courses is required: [PSY202H1](#)/ [ECO220Y1](#)/ [SOC252H1](#)/ [STA221H1](#)/ [ECO220Y5](#)/ [PSY202H5](#)/ [STA221H5](#)/ [PSYC08H3](#)/ [STAB27H3](#)/ [STAC32H3](#), and one of the following: [PSY210H1](#)/ [PSY210H5](#)/ [PSYB20H3](#)

**Recommended Prep:** [PSY203H1](#)

**Exclusions:** [PSY319H5](#)/ [PSYC72H3](#)

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 from the course. No waivers will be granted.

## Schedule

Date	Topic & Readings	To Do	Due
Sept 4	<b>Course Introduction</b>	A1	Sept 10
	Syllabus review, identifying research questions, setting engagement norms	Choose A3 paper; start presentations	Sept 10
Sept 11	<b>Developmental Methods</b>	A2	In Class
	Common methods and difficulties, "day in the life" of a graduate student	A3 Presentations	Sept 17
Sept 18	<b>Method Presentations</b>	A4 Ethics Certificate	Oct 8
	Class Presentations: A3 Methods & Results (5 mins x 15 students = 75 mins + Q&A)		
Sept 25	<b>Proposing Your Own Developmental Experiment</b>	Lit Search Worksheet	In Class
	Experimental design, literature reviews, and hypothesizing patterns of results	A5 Proposal	Sept 29
Oct 2	<b>Project Meetings: Zoom</b>	Testing materials & design sketch	Oct 7
	Individual meetings scheduled during class time		
Oct 9	<b>Class Decides! Responsible Research</b>	Final proposal, materials, & design sketch*	Oct 11
	Replication crisis (vote for discussion or lecture in A1), and research ethics with children		
Oct 16	<b>Experiment Running</b>		
	Half the class runs their experiments		
Oct 23	<b>Experiment Running</b>		
	Half the class runs their experiments		
Oct 30	<b>Reading Week – No Class</b>		
Nov 6	<b>Analyzing &amp; Interpreting Results</b>		
	Interpreting results continued, utilizing software to visualize and analyze data		
Nov 13	<b>Presenting Your Research</b>	Paper Draft	Nov 19
	Poster-making, writing, the review process		
Nov 20	<b>Class Decides! Individual Meetings or Workday</b>	Poster Submission	Nov 26
	Either individual Zoom meetings for stats with Mia or an in-class workday (vote for your preference in A1!)		
Nov 27	<b>Poster Presentations</b>	Peer Reviews	Nov 29
	Class Presentations: Posters (5 mins x 15 students = 75 mins + Q&A)	Final Paper	Dec 13

## Readings

We do not have an official textbook for this course. However, I will provide relevant citations on slides, and you will independently identify and complete readings relevant to the topics, ideas, and methods you pursue in your assignments.

## Evaluation

Assessment	Due Date	Grade %
A1. Individual background & skills assessment.	Sept 10	2
A2. Observation & Reflection paper. Observe children's behaviour during semi-naturalistic experimental sessions and then write a reflection paper (400-500 words).	Sept 17	5
A3. Present a classic developmental psychology study.		(15 total)
1. Choose a paper from the provided list.	Sept 10	1
2. Methods & Results presentation.	Sept 17	14
A4. Online Ethics Certificate.	Oct 8	3
A5. Experimental Paper. Design, conduct, and write-up an experiment.		(55 total)
1. Literature search worksheet.	Oct 1	*
2. Experiment proposal.	Sept 29	6
3. Meet one-on-one to discuss project.	Oct 2	
4. Submit testing materials.	Oct 7	3
5. Submit design sketch.	Oct 7	1
6. Final proposal, materials, & design sketch.*	Oct 11	*
7. Conduct experiment on members of class.	Oct 16/23	
8. Paper draft. 10-11 pages.	Nov 19	15
9. Poster submission.	Nov 26	10
10. Poster presentation.	Nov 27	10
11. Reviews of 2 peer papers. 1 page each; 2.5% each.	Nov 29	5
12. Response to reviewers & final paper. 10-12 pages.	Dec 13	15
<b>Participation.</b> Attendance + contributions to discussions. Items above without a "Grade%" are also included.		10

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 ([PSY319H1 F LEC0101 20249:Developmental Laboratory](#)).

\*A5.6 is **an opportunity to earn back points** from your rough drafts of your proposal, testing materials, and design sketch. If all issues raised by the instructors are resolved, you should receive full marks for these assignments.

## 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. We recognize a legacy of broken treaties and covenants and the need to strive to make right with all our relations.

I encourage you to learn about the Toronto Purchase (Treaty 13) through which the land we are meeting on was “purchased.” For more information on the history of Treaty 13, please see: <https://mncfn.ca/the-toronto-purchase-treaty-no-13-1805/>

To learn more, you can visit:

<https://indigenous.utoronto.ca/initiatives-protocols/>

<https://native-land.ca/> <https://mncfn.ca/>

<https://wendake.ca/> <https://sni.org/>

## Class Meetings

The class is scheduled to meet in person. If you must miss class due to illness, we will find an appropriate accommodation to allow you to participate in the course. Lecture slides and video tutorials for challenging concepts (e.g., analysing data in R) will be posted on Quercus. However, I will not post lecture recordings. 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 for both instructors and students to be in a small, hands-on group and interact one-on-one frequently. I want this to be an opportunity for you to show your personality, allow your interests to guide assignments, and to connect with your peers as if you were in a real laboratory. I will keep lecturing to a minimum and prioritize breakout activities, class discussion, presentations, and time to co-work.

### **Class Participation**

I know that participation grades can be problematic because they reward extroversion and because your bandwidth to contribute may ebb and flow through the semester. However, this is a small, interactive, and discussion-based course where participation is crucial. **So, you'll be expected to compromise and collaborate with me to keep the discussion going.** My responsibility is to create a comfortable classroom culture and provide you with concrete guidelines for asking/answering questions. Your responsibility is to show up ready to contribute and help me fill silences, especially when your peers are presenting.

I understand this takes a lot of vulnerability and energy. For this reason, you can write a reflection on Quercus **once** (instead of contributing during class). Upload a file with thoughts you had about what was presented in class or what you learned that day (400-500 words). The grade for this reflection will be factored into your 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. We work hard to create course content for you and sharing our intellectual property without permission is theft. Please don't do it.

## **File Submissions**

Accepted files are 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 unopenable files. Please see the UofT libraries website to download Microsoft for free: <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. Only email me directly for issues we discuss one-on-one. Before emailing, please check if your question is in the syllabus! Please allow 48 hours for email responses on business days.
- 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**

### **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.

### **Re-Grade Requests**

We work very hard to grade assignments fairly and thoughtfully. If you believe an assignment has received a grade in error, you can submit an appeal. Please 1) write a brief cover letter explaining why you believe your assignment was marked incorrectly and 2) email it to both the TA and me no more than 14 days after grades are made available to students. Assignments will be re-graded in their entirety. For this reason, your grade may increase, but it may also decrease.

### **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 web site (<https://uoft.me/pdt-faq>).

### **Artificial Intelligence Policy**

I have several ethical concerns relating to existing artificial content creation tools/systems (e.g., ChatGPT), including exploitation during training (i.e., failing to compensate the original creators of training data, low wages to label and filter data), the carbon footprint of the software, and the potential of the software to amplify structural issues. On the other hand, if these tools are properly trained and we engage with them critically, I think they can improve the efficiency of our field and serve as accessibility supports.

As such, **generative AI is reluctantly permitted in this course on certain conditions:** 1) You consult me first on your plan for using AI with the assignment. I may offer you an alternative approach. 2) You include a cover page with detailing when, why, and how you have used AI on any given assignment. You should also include an appendix at the end of your assignment with the prompts you used to generate the results and explaining which elements of the AI-generated text you used. 3) If your AI output includes data/information, you are responsible for verifying accuracy and providing sources. 4) Your paper will still be assessed by the University's plagiarism detection tool. If the plagiarism detection tool flags your assignment, this will be treated as academic misconduct regardless of whether you used AI in the creation of your assignment.

Appropriate uses of AI are limited helping you edit your existing ideas and work: for example, proofreading, providing feedback on your own writing, generating or considering counterarguments, identifying unsubstantiated claims, and cutting down word count. You **CANNOT** use AI for other purposes, including but not limited to generating full drafts or an initial outline of your paper, generating ideas for your thesis, or finding sources.

### **Late and Missed Assignments**

The assignments in this class are steps in a research process, so most will culminate sequentially. Thus, it is critical that you submit assignments as close to the deadline as possible, otherwise you could drastically fall behind or struggle to participate in class.

Unless you contact us to arrange an extension, late assignments will have 5% deducted from the final score (per day). **However, I want to work with you as much as possible and I hate docking points for lateness. I strongly believe your grade should reflect the quality of your work, so please consult us immediately** if you think you might need an extension. If there is a legitimate reason you can't meet a deadline and submitting late won't adversely affect class time or your ability to complete the course, we will always approve extensions. Your reasons are legitimate even if they are personal and/or non-medical. When getting in touch, you can share as much as you would like to with me and I will listen, but you do **not** need to disclose any personal information!

The sooner you let us know, the better the outcome will probably be, but please email us even if it is a few hours before the assignment is due! **Don't be shy or question whether your reason is legitimate, many other students won't.** Just get in touch with us as soon as you are worried, and we will figure it out together!

### **Specific Medical and Personal 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 the 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 another 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 with 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 (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 ask for this information proactively in the "Individual Background" (A1) survey.**

## **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, 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.

### **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, **you can leave an anonymous comment here at any point** in the course and I will check the form before each class meeting: <https://forms.gle/URobZb6SNCyHEpdm6>

#### **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 <https://studentlife.utoronto.ca/department/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.

If you would like to request informal accommodations outside of those covered by accessibility services (e.g., class policies about break timing, overstimulating behaviors, requesting changes to slide format), **you can let me know in the "Individual Background" (A1) survey or you can use the anonymous feedback form at any time during the course** and I will do my best to incorporate these suggestions to the course.

#### **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>

### **Academic Integrity and Plagiarism**

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters](#). 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).

### **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://studentlife.utoronto.ca/department/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>

### **Other Resources**

Student Life Programs and Services  
(<http://www.studentlife.utoronto.ca/>)

Academic Services  
(<https://studentlife.utoronto.ca/department/centre-for-learning-strategy-support>)