



## Developmental Laboratory

PSY 319F • Summer 2022 • SS 560 W/F • 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

Alexa Sacchi (she/they)

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Mia's Zoom Room: <https://utoronto.zoom.us/j/81743796610>  
Alexa's Zoom Room: <https://utoronto.zoom.us/j/86049051487>

## Schedule

<i>Date</i>	<i>Topic &amp; Readings</i>	<i>To Do</i>	<i>Due</i>
May 11	<b>Course Introduction</b>		
	Syllabus review, identifying research questions, setting engagement norms	A1	May 12
May 13	<b>Developmental Methods</b>	A2	In Class
	Common methods and difficulties, "day in the life" of a graduate student	Choose A3 paper; begin presentation preparation	May 13 (2pm)
May 18	<b>Conducting Responsible Research</b>	A3 Presentations	May 20
	Replication crisis, research ethics, structural considerations when designing and presenting	A4 Ethics Certificate	May 24
May 20	<b>Method Presentations</b>		
	Class Presentations: Assignment 3 Methods & Results (5 mins x 15 students = 75 mins + Q&A)	A4 Ethics Certificate	May 24
May 25	<b>Proposing Your Own Developmental Experiment</b>	Lit Search Worksheet	In Class
	Experimental design, literature reviews, and hypothesizing patterns of results	Experiment Proposal	May 26
May 27	<b>Project Meetings: Zoom</b>		
	Individual Meetings: To be scheduled <i>during</i> class time		
June 1	<b>Analyzing &amp; Interpreting Results</b>		
	Interpreting results continued, utilizing software to visualize and analyze data	Testing materials & data sheet	June 2
June 3	<b>Presenting Your Research</b>		
	Poster-making, writing, the review process	Final proposal and data sheet*	June 7
June 8	<b>Experiment Running</b>		
	Half the class runs experiments on everyone		
June 10	<b>Experiment Running</b>		
	Half the class runs experiments on everyone	A5 Paper Draft	June 12
June 15	<b>Statistics Consultations: Zoom</b>	Poster Submission	June 17
	Mia will be away presenting at a conference Individual Meetings: To be scheduled <i>outside</i> of class	Peer Reviews	June 20
June 17	<b>Poster Presentations</b>	Peer Reviews	June 20
	Class Presentations: Posters (5 mins x 15 students = 75 mins + Q&A)	Final paper	June 24

\*Final proposal assignment (A5.5) will be an opportunity to get some points back on your proposal if your rough draft is incomplete

## Evaluation

Assessment	Due Date	Grade %
<b>A1.</b> Individual background & skills assessment.	May 12	2
<b>A2.</b> Observation & Reflection paper. Observe children's behaviour during experimental sessions and then write a reflection paper (400-500 words).	May 13	5
<b>A3.</b> Present a classic developmental psychology study.		(15 total)
1. Choose a paper from the provided list.	May 13	3
2. Methods & Results presentation.	May 20	12
<b>A4.</b> Online Ethics Certificate.	May 24	3
<b>A5.</b> Experimental Paper. Design, conduct, and write-up an experiment.		(55 total)
1. Literature search worksheet.	May 25	
2. Experiment proposal.	May 26	6
3. Meet one-on-one to discuss project.	May 27	
4. Submit testing materials & data sheet.	June 2	4
5. Final proposal & data sheet.*	June 7	*
6. Conduct experiment on members of class.	June 8/10	
7. Paper draft. 9-10 pages.	June 12	10
8. Meet one-on-one to discuss statistics.	June 15	
9. Poster submission.	June 17	10
10. Poster presentation.	June 17	10
11. Reviews of 2 peer papers. 1 page each; 2.5% each.	June 20	5
12. Paper revision & response to reviewers.	June 24	10
<b>Participation.</b> 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. Exceptions files related to in-class activities: A3.1, A3.2, A5.9 (and A5.5 if applicable). These assignments will be due at 1:59PM ET on the date listed above (i.e., before class).

\*Final proposal assignment (A5.5) will be an opportunity to get some points back on your proposal if your rough draft is incomplete

## 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.

## 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 required in classes through the end of this course (June 30, 2022). Thus, the course instructor and TA will be wearing masks even when presenting, and you will be required to a mask as well. In case you forget or lose your mask, masks will be available every week when you enter the classroom. If you have to 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 class discussion, breakout activities, presentations, and hands-on experiments.

### Class Participation

Participation grades can be problematic in that they reward extroversion, and it can be draining to contribute each week. However, this is a small, interactive, and discussion-based course. 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 engender 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 files. The full suite of Microsoft products is provided to you for free through UofT Libraries, please see the website to download: <https://onesearch.library.utoronto.ca/ic-faq-categories/microsoft-365-proplus>

## **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 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 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 to participate in class that day or to work on the next steps of your research. Therefore, we cannot provide extensions for most class assignments (especially A5). However, please consult me or the TA right away if you need an extension.

### **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 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](#).

### **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 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.

## 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) ([accessibility.utoronto.ca](http://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/>

**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>)