



## Developmental Laboratory

PSY 319F • Summer 2023 • 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

Sagana Vijayarajah (she/her)

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Mia's Zoom Room: <https://utoronto.zoom.us/j/86330088054>  
Sagana's Zoom Room: <https://utoronto.zoom.us/j/85423551097>

## Schedule

<i>Date</i>	<i>Topic &amp; Readings</i>	<i>To Do</i>	<i>Due</i>
May 8	<b><i>Course Introduction</i></b>		
	Syllabus review, identifying research questions, setting engagement norms	A1	May 9
May 10	<b><i>Developmental Methods</i></b>	A2	In Class
	Common methods and difficulties, "day in the life" of a graduate student	Choose A3 paper; begin presentation preparation	May 10
May 15	<b><i>Class Decides! Responsible Research</i></b>	A3 Presentations	May 16
	Replication crisis (vote for discussion or lecture in A1!), ethics, and structural considerations	A4 Ethics Certificate	May 23
May 17	<b><i>Method Presentations</i></b>		
	<b>Class Presentations:</b> Assignment 3 Methods & Results (5 mins x 15 students = 75 mins + Q&A)	A4 Ethics Certificate	May 23
May 24	<b><i>Proposing Your Own Developmental Experiment</i></b>	Lit Search Worksheet	In Class
	Experimental design, literature reviews, and hypothesizing patterns of results	Experiment Proposal	May 27
May 29	<b><i>Project Meetings: Zoom</i></b>		
	<b>Individual Meetings:</b> To be scheduled during class time		
May 31	<b><i>Analyzing &amp; Interpreting Results</i></b>		
	Interpreting results continued, utilizing software to visualize and analyze data	Testing materials & data sheet	May 30
June 5	<b><i>Presenting Your Research</i></b>		
	Poster-making, writing, the review process	Final materials, proposal, data sheet*	June 4
June 7	<b><i>Experiment Running</i></b>		
	Half the class runs experiments on everyone		
June 12	<b><i>Experiment Running</i></b>		
	Half the class runs experiments on everyone	A5 Paper Draft	June 15
June 14	<b><i>Class Decides! Individual Meetings or Workday</i></b>		
	Either individual Zoom meetings for stats with Mia or an in-class workday (vote for your preference in A1!)	Poster Submission	June 18
June 19	<b><i>Poster Presentations</i></b>		
	<b>Class Presentations:</b> Posters (5 mins x 15 students = 75 mins + Q&A)	Peer Reviews Final paper	June 21 June 28

## Evaluation

Assessment	Due Date	Grade %
<b>A1.</b> Individual background & skills assessment.	May 9	2
<b>A2.</b> Observation & Reflection paper. Observe children's behaviour during experimental sessions and then write a reflection paper (400-500 words).	May 14	5
<b>A3.</b> Present a classic developmental psychology study.		(15 total)
1. Choose a paper from the provided list.	May 10	3
2. Methods & Results presentation.	May 17	12
<b>A4.</b> Online Ethics Certificate.	May 23	3
<b>A5.</b> Experimental Paper. Design, conduct, and write-up an experiment.		(55 total)
1. Literature search worksheet.	May 27	
2. Experiment proposal.	May 27	6
3. Meet one-on-one to discuss project.	May 29	
4. Submit testing materials.	May 30	3
5. Submit data sheet.	May 30	1
6. Final proposal, materials, & data sheet.*	June 4	*
7. Conduct experiment on members of class.	June 7/12	
8. Paper draft. 9-10 pages.	June 15	10
9. Poster submission.	June 18	10
10. Poster presentation.	June 19	10
11. Reviews of 2 peer papers. 1 page each; 2.5% each.	June 21	5
12. Paper revision & response to reviewers.	June 28	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. All assignments except for class presentations will be due virtually through Quercus, and exact deadlines will be listed for each assignment on Quercus.

\*A5.5 is an opportunity to earn back points from your rough drafts of your proposal, testing materials, and data sheet. 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. For a map of the treaties, territories, and languages represented on this land, 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 experimental 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 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 to help you write assignments. 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 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 lots of 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 so participation is crucial. **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 culture where contributing feels comfortable and to provide you with concrete guidelines for asking/answering questions to reduce ambiguity. Participation will sometimes mean asking or answering questions in front of the entire class (especially for student presentations), but there will also be breakout activities in smaller groups. Your responsibility will be to show up in a good headspace so that you can contribute and help me fill silences, especially when your peers present their work.

I understand this kind of participation 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. 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**

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://oneseach.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, so most of the assignments culminate sequentially. Because of this, you will need to complete each assignment to be able to participate in class and to complete the next assignment. Thus, it is critical that you submit all assignments as close to the assigned deadline as possible, as you can drastically fall behind if you miss assignments and class time is tight on some days so it can be difficult to accommodate make-up work. For this reason, we will not be able to offer extensions for some assignments. 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 do not like docking points for lateness because I strongly believe your grade should reflect the *quality* of your work, so **please consult me immediately** if you need an extension or 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, I always approve extensions. 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! Don't be shy or question whether your reason is legitimate, please get in touch with me as soon as you are worried, and we will figure it out together!

### **Specific Medical and Personal Circumstances**

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 should report their absence through the online absence declaration. The declaration is available on [ACORN](#) under the Profile and Settings menu. Students should also email me and the TA right away.



If an absence extends beyond 7 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 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 ask for this information proactively in the "Individual Background" (A1) survey. In such circumstances, we will evaluate whether offering an extension, assigning a makeup assignment, or reweighting 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, 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/9z4wcSsEPYd8QnNn8>

### **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.

If you would like to request informal accommodations outside of those covered by accessibility services (e.g., class policies about break timing, behaviors that are overstimulating to you), you can privately let me know about this 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>

## **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/](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>)

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