

**PSYD20H3: Current Topics in Developmental Psychology
Winter 2016**

Instructor: Dr. Angelina Paolozza

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Office : HW-302

Office Hours: Thursday, 10:00 – 11:00 AM (*subject to change*)

Class Times & Location: Monday 12-2pm in SW316

Course Calendar Information:

An intensive examination of selected issues and research problems in developmental psychology. The specific content will vary from year to year with the interests of both instructor and students. Lectures, discussions, and oral presentations by students.

Prerequisite: [PSYC21H3](#) or [PLIC24H3](#) or [[PSYB20H3](#) plus one C-level half-credit in PSY]

Exclusion: PSY410H

Enrolment Limits: 20

Breadth Requirement: Social & Behavioural Sciences

Course Description:

This course provides a broad overview of theories and research in infant and child development. Three general topics are covered for both typical and atypical development: (a) cognitive development, (b) perception and motor development, and (c) brain development. Each class will begin with a brief lecture on the topic, but the course is mainly seminar format with class discussions. Each week, students read a series of papers and/or empirical reports, present on these papers and discuss these readings in class. Students are responsible for holding these discussions. Readings are provided on the class website.

Class Structure:

Introduction lecture	Presented by Instructor	15 min
Paper 1 presentation	Presented by student	30 min
Break		5 min
Paper 2 presentation	Presented by student	30 min
Class discussion	Entire class participation	30 min

Mark Breakdown:

Reaction to the readings (5 total)	25%
Presentations (2 total)	20%
Knowledge translation	20%
Research proposal	25%
Participation in discussions	10%

Reaction to the readings:

Students will write a total of five reaction papers (max 1 page double-spaced) on an original article (not review article/chapter) of your choice. Each student will write a paper every other week (assigned today). Briefly summarize the article (max. ½ page) and discuss at least one criticism to the research study. For example, discuss issues with the methodology, results, conclusions that the authors draw based on the results or other possible conclusions. You do not need to use outside sources, although you may do so if you wish. The task is to be able to present and develop a coherent criticism based the reading.

Presentations:

Each student will do two 30 minute PowerPoint presentations based on one of the assigned research articles. Each presentation should consist of an introduction, methodology, results, and discussion section. The introduction should briefly summarize the topic material and relevant background information. The methodology and results sections should summarize the methods used in the study and the results that were found. The discussion section should discuss the results in context with other literature. The discussion should also include various criticism and issues with the paper that can be used to start a class discussion.

Knowledge translation:

Knowledge Translation is defined as a dynamic and iterative process that includes synthesis, dissemination, exchange, and ethically-sound application of knowledge to improve the health of Canadians, provide more effective health services and products and strengthen the health care system. Knowledge dissemination involves identifying the appropriate audience and tailoring the message and medium to the audience. This assignment is to design an information booklet for parents based on 3 original research articles on one specific topic (max 5 pages double-spaced including images). The purpose of this assignment is to give you practice translating research into something that is understandable to a layman population that the research affects. The booklet should be written so that an average parent, with a high school education could understand the content. It should include helpful images and/or illustrations such as flow charts or graphs. The student will pick a specific infant or childhood development topic and find 3 original research articles on that subject. Knowledge Translation is defined as a dynamic and iterative process that includes synthesis, dissemination, exchange, and ethically-sound application of knowledge to improve the health of Canadians, provide more effective health services and products and strengthen the health care system. Knowledge dissemination involves identifying the appropriate audience and tailoring the message and medium to the audience. This assignment is to design an information booklet for parents based on 3 original research articles on one specific topic (max 5 pages double-spaced including images). The purpose of this assignment is to give you practice translating research into something that is understandable to a layman population that the research affects. The booklet should be written so that an average parent, with a high school education could understand the content. It should include helpful images and/or illustrations such as flow charts or graphs. The student will pick a specific infant or childhood development topic and find 3 original research articles on that subject. Please reference your abstracts and outside sources in short form (i.e. author and year). They are then to submit the abstracts of those articles with the topic to me via email for

preapproval before starting. The topic and 3 abstracts are due to me by **Monday January 25th 2016**. The booklet is due **Monday February 8th 2016**.

Research proposal:

Students are to pick one original research article from the assigned readings and prepare a research proposal for a future study based on the findings from that paper. The proposal should have sufficient information to convince your readers that you have an important research idea, that you have a good grasp of the relevant literature and the major issues, and that your methodology is sound. The proposal should include an introduction that provides the necessary background or context for your research problem as well as a comprehensive literature review. The Method section should provide your work plan and describe the activities necessary for the completion of your project. You should also include a short paragraph on your hypothesis and what you expect to find. References must be from primary sources and not internet sites like Wikipedia. At least two of the references should be from the last two years. You must format your references using the guidelines developed by the American Psychological Association's Publication Manual (5th edition). Students cannot choose the same paper that they presented in class. The proposals are max 5 double spaced pages. The proposal is due **Monday April 4th**.

Participation:

A component of your final mark is based on class participation, which includes attendance, discussion contribution, and feedback provision. Because this course is a weekly seminar, it is critical that you come to class and that you actively participate.

Course Outline

Week	Date	Topic
1	January 11 2015	Meet & Greet <ul style="list-style-type: none">- Presentation assignments- Reaction to the readings assignments
2	January 18 2015	Visual development <ul style="list-style-type: none">- Typical development- Visual deprivation
3	January 25 2015	Motor development <ul style="list-style-type: none">- Typical development- Cerebral palsy
4	February 1 2015	Infant perception <ul style="list-style-type: none">- Typical development- William's Syndrome
5	February 8 2015	Memory <ul style="list-style-type: none">- Typical development- Fragile X
6	February 22 2015	Inhibition <ul style="list-style-type: none">- Typical development- Fetal alcohol spectrum disorder (FASD)
7	February 29 2015	Visuospatial <ul style="list-style-type: none">- Typical development- Preterm
8	March 7 2015	Attention <ul style="list-style-type: none">- Typical development- Attention deficit hyperactivity disorder (ADHD)
9	March 14 2015	Social development <ul style="list-style-type: none">- Typical development- Autism
10	March 21 2015	Language development <ul style="list-style-type: none">- Typical development- Developmental language disorder
11	March 28 2015	Reading development <ul style="list-style-type: none">- Typical development- Dyslexia

Reaction to the Readings Marking Rubric

Topic:	4	3	2	1
Comprehension & Articulation	Clear, purpose and summary of main points. Provides interesting and relevant details.	Clear, focused topic that shows promise. Some development of expected content.	No clear purpose or central theme. Reads like a collection of random thoughts.	No content knowledge provided. Unclear and confusing summary
Critique	Includes several analyses and critiques that relate to the article in a reasonable and well thought-out manner. Also, ties in topic to course content and other research	Includes one analysis and critique that relate to the article in a reasonable and well thought-out manner. Also, ties in topic to course content and other research	Includes some analysis and critique statements but they do not directly tie into the article or are incorrect.	Includes simplistic, general statements that are no substantiated or supported
Writing Style	Presented in logical organization with specific and accurate terms from the article. Strong phrasing and scientific jargon.	Correct, yet vague terms that conveys the message. Some scientific jargon used.	Limited vocabulary with vague and abstract words. Incorrectly uses scientific jargon.	Inappropriate terms throughout. No scientific jargon used.
Voice	Easy flow that sounds natural. Writer speaks to the reader.	Good control of simple sentence structure. Sincere but not engaged.	Difficult to follow and choppy sentences. Distanced from the topic.	Awkward to read with incomplete sentences. Confusing and inconsistent.
Total:				/20

Presentation Marking Rubric

Topic:	4	3	2	1
Introduction	Exceptionally clear and complete description of main focus	Clear and complete description of main focus	Somewhat incomplete description of main focus	Substantially incomplete description of main focus
Methods	Complete with excellent detail	Complete with good detail	Somewhat incomplete	Substantially incomplete
Results	Evidence complete with excellent detail	Evidence complete with good detail	Evidence somewhat incomplete	Evidence substantially incomplete
Discussion	Excellent interpretation and discussion points	Good interpretation and discussion points	Adequate interpretation and discussion points	Incomplete/wrong interpretation and discussion points
Clarity	Exceptionally clear and concise with good flow. Questions answered properly and with confidence	Clear and concise but rough in some areas. Questions answered properly but without confidence	Lengthy and disorganized. Strong attempt at answering questions but lacked knowledge	Poor time management and very disorganized. No attempt to answer questions
Graphics	Well-selected and placed figures/graphs	Extra/missing figures/graphs	Adequate figures/graphs	Poorly chosen or absent figures/graphs
Total:				/30