

PSYC21: Advanced Developmental Psychology

Instructor

Dr. Angelina
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Email

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Office Location

HW- 302

Office Hours

Tuesday 10am-12pm
or by appointment

Course Information

Wednesdays 9-11am

MW170

Prerequisite: PSYB20H3 and one additional B-level half-credit in PSY

Exclusion: PSY313H, PSY311H

Recommended Preparation: PSYB07H3 or STAB22H3 or their equivalent

Course Overview

This course provides a broad overview of theories and research in infant and child development. Major theories and research findings will be discussed in order to understand how the child changes physically, socially, emotionally, and cognitively with age, both typically and atypically. Topics include brain plasticity, attachment, motor development, perception, language, social development, and emotions.

Mark Breakdown

- Knowledge translation assignment: 10%
- Midterm: 30%
- Research Proposal: 20%
- Final exam: 40%

The midterm and final exam will be non-cumulative. The midterm and final exam will be both multiple choice and short answer.

Course Schedule

Wk	Date	Subject	Required reading
1	January 4 th	Introduction & Methods	Brown 2008
2	January 11 th	Brain development & Plasticity	Couperus & Nelson 2005 Georgieff et al 2015
3	January 18 th	Theories of child development	Salkind 2004 Sutherland 1992
4	January 25 th	Attachment	Lamb 2012 Johnson et al 2010
5	February 1 st	Neglect & Resilience (Assign 1 due)	NSCDC 2012 NSCDC 2015
6	February 8 th	Visual Perception	Kellman 1996 Simmion et al 2011
7	February 15th*	Midterm	Wk 1-5 (inclusive)
	February 22 nd	Reading Week	---
8	March 1st	Motor Development	Lipkin 2009 Savelsbergh 2013
9	March 8 th	Executive Functions	Best & Miller 2010 Carlson et al 2013
10	March 15 th	Language	Bochner & Jones 2008 Thal et al 1997
11	March 22 nd	Social Development	Dweck 2013 Sanson 2011
12	March 29 th	Emotional Development (Assign 2 due)	NSCDC 2004 Heller & Casey 2016
	April 5th-22nd*	Final exam	Wk 6-12 (inclusive)

*pending registrar scheduling

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 1 research articles on one specific topic (max 3 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 student will pick a specific infant or childhood development scenario and write a 3 page double-spaced including images paper. The sheet 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. Please reference your abstracts and outside sources in short form (i.e. author and year). The information sheet is due **February 1st 2016**.

Research proposal:

Students are to use the assigned reading 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). The proposals are max 3 double spaced pages. The proposal is due **March 29th 2017**.

Additional Information

- 1) All registered students for the course should have access to Blackboard. This will serve as the class website, where all lecture slides and course-related materials will be posted. This will also be the site where term test marks will be made available, along with important announcements that will be made throughout the term.
- 2) The students are responsible to keep up with the required readings and attend the lectures. If there are problems and/or with understanding the course material, it is the student's responsibility to seek out available resources that include asking and discussing with the teaching staff. The professor and teaching assistants are all available by appointment.
- 3) **Getting Help with Course Materials:** If your question is not answered here in this syllabus or

on the course Web site, you may send an e-mail message to one of our TAs, but please allow two working days' time for a reply.

- 4) During exams, students need to bring their U of T student ID cards (NO EXCEPTIONS) and a soft-lead pencil with an eraser for filling in the scantron.

- 5) **Missed Term Work due to Medical Illness or Emergency:**

Late assignments will receive a 5% per day deduction.

All students citing a documented reason for missed term work (this includes assignments and midterm exams) must bring their documentation to the Undergraduate Course Coordinator, Ainsley Lawson, **within three (3) business days** of the term test / assignment due date. All documentation must be accompanied by the departmental **Request for Missed Term Work form** (<http://uoft.me/PSY-MTW>).

- 6) In the case of missed term work due to illness, only an **original copy** of the **official UTSC Verification of Illness Form** (<http://uoft.me/PSY-MED>) will be accepted. Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.

In the case of other emergency, a record of visitation to a hospital emergency room or copy of a death certificate may be considered. **Forms should be dropped off in SW427C between 9 AM - 4 PM, Monday through Friday.** Upon receipt of the documentation, you will receive an email response from the Course Instructor / Course Coordinator within three business days. The Course Instructor reserves the right to decide what accommodations (if any) will be made for the missed work.

Note that this policy applies only to missed term work (assignments and midterms). Missed final exams are dealt with by the Registrar's Office (<http://www.utsc.utoronto.ca/registrar/missing-examination>).

Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

- 7) Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. I will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The UTSC AccessAbility Services staff (located in SW302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Contact by phone (416-287-7560) or email (ability@utsc.utoronto.ca).
- 8) Academic Integrity: Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. Behaviours that constitute academic dishonesty and the processes for addressing academic offences are outlined in The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Potential offences include, but are not limited to: ON TESTS AND EXAMS: (a) Using or possessing unauthorized aids. (b) Looking at someone else's answers during an exam or test. (c) Misrepresenting your identity. IN ACADEMIC WORK: (a) Falsifying institutional documents or grades. (b) Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes. All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters

- 9) For reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited. This is outlined in the Provost's guidelines on Appropriate Use of Information and Communication Technology. Note that students may obtain consent to record lectures.