

**PSYC21: Advanced Developmental Psychology**  
***Adulthood and Aging***

University of Toronto, Scarborough (Fall 2018)

Wednesdays, 11:10am-1:00pm, MW170

Prerequisites: PSYB20 + 0.5 additional credits at the PSY B-level

	<p><b>Instructor:</b> Kyle Danielson, PhD k.danielson@utoronto.ca Office: PO 103, Room 108 Office Hours: Wed., 1:00-2:00pm</p>	<p><b>Dr. Kyle Danielson</b> is an Assistant Professor, Teaching Stream in the Department of Psychology, where he teaches undergraduate courses in developmental psychology across the lifespan, as well as PSYA02 (Introduction to Psychology, Part 2). His primary research interests are in language acquisition and maintenance across the lifespan.</p>
	<p><b>TA for Surnames A-L:</b> Kevin Hamdullahpur kevin.hamdullahpur@mail.utoronto.ca</p>	<p><b>Kevin</b> is currently pursuing his PhD in Clinical Psychology at UTSC. He has previously completed a BSc in Neuroscience at Carleton University and an MSc in Psychiatry at McGill University. His current research and clinical interests focus on emotion dysregulation and the impacts of co-occurring personality and substance use disorders. He has also completed research focusing on urban Aboriginal health, the effects of early life trauma, opiate use, and borderline personality disorder.</p>
	<p><b>TA for Surnames M-Z:</b> Ivy Cho ivy.cho@mail.utoronto.ca</p>	<p><b>Ivy</b> is a Master's student in Clinical Psychology. She completed a Bachelor of Science in Neuroscience at the University of Calgary. Her research is focused on understanding working memory in individuals with bipolar disorder.</p>

**Contacting the instructor and TAs:** We are each very happy to hear from you by email whenever you have a question or concern, or to set up an in-person appointment. **When writing to us, please put "PSYC21" in the subject line of the email to help us get to it faster.** We will respond to all emails within two business

days (not counting weekends and statutory holidays). Please address emails to **your TA** (by surname) when enquiring about textbook material, exam preparation, paper questions, grades, or to review exams after they are marked. Please address emails to Kyle for clarification on anything that he presents during lecture, for academic or professional questions, or if you are unable to address your concern with your TA.

**Course Description:** This course is an examination of human development from the end of adolescence (ages 18-25) through the end of life. The course will explore cognitive, emotional, social, linguistic, perceptual, and motor development throughout adulthood, and will also investigate age-related psychological disorders. Topics that will be explored include: marriage and divorce, child-rearing, careers, memory development, changes in friend groups, and many more.

**Prerequisites and/or Course Restrictions:** Enrollment in this course is typically restricted to students in the Specialist and Major programs in Psychology, Mental Health Studies, Paramedicine, and Psycholinguistics. Students in the Minor program in Psychology will be admitted if space permits. The course builds on material learned in PSYB20, a prerequisite for the course. Students are also required to have taken one additional half-credit course at the B-level in Psychology. PSYB07 or STAB22 is recommended but not required.

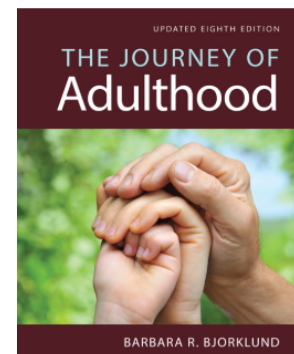
**Course Materials:**

**Required Textbook:**

Bjorklund, Barbara R. (2016). *The Journey of Adulthood* (Updated 8<sup>th</sup> Edition). Boston, MA: Pearson.

*Important notes about the textbook:*

This is a two-year-old textbook and is available through the U of T Bookstore. Should you choose to purchase a used, older version of the textbook, you would be wise to compare your version with a classmate's 8<sup>th</sup> edition to ensure that you adequately prepare for the course exams.



You may access the textbook online via the publisher's portal, REVEL, or in hard copy. Online activities will be available via REVEL, but are **optional**. They do not count for marks. To use REVEL, navigate to this URL:  
<https://console.pearson.com/enrollment/llaquq>

**Additional required journal article readings will also be posted to Quercus for most weeks' topics.**

**Required Class Participation Software:**

All students are required to have a **Top Hat subscription** for this course. You may choose to purchase Top Hat for just this term, or for the entire year if you will be enrolled in another course that uses Top Hat. You may sign up

for Top Hat by navigating to <https://app.tophat.com/register/student/> and using our course ID: 254704.

**Quercus:** You can access the course website through Quercus at <http://q.utoronto.ca> using your UTORid. Please check the course website frequently (e.g., at least once a week, before class) so that you don't miss important updates about the course. Quercus is where you will find the course syllabus (this document), view your grades, see important announcements, and turn in assignments. Lecture slides will also be posted on this website **after** each lecture.

*A note about posting lecture slides online:*

We are aware that some students prefer to take notes on printed lecture slides as the lecture progresses, but we have made the determination that posting slides *after* lecture creates a more collaborative learning environment during class. However, to help students take notes, there will be a blank note-taking template available on Quercus, which we encourage you to use on your laptop or on paper. Page numbers will be prominent on lecture slides both during class and when posted on Quercus, to provide you with the opportunity to take notes on individual slides by number.

**Class attendance:** It is essential that you attend each class. Top Hat assignments will be presented in class, and missing too many of them will negatively affect your mark in the course (see Top Hat information later in this syllabus document). Moreover, a large proportion of material tested on exams will be covered verbally in lecture, so it is essential that you attend. Lecture slides that are posted on Quercus will serve as an outline of what is covered in each class, but may not be complete. Note that you are responsible for points that are covered verbally in class, even if they are not in the textbook, readings, or on the lecture slides (but rest assured that the instructor will make these points very clear when they are made verbally!). This class will include lots of student participation and conversation, hopefully providing a great learning environment for us all.

**Course Requirements and Grading:** Your mark for PSYC21 will consist of the following:

- Top Hat exercises (7%)
- Film critique (18%)
- Midterm Exam (35%)
- Final Exam (40%)

*Top Hat Exercises (7%)*

We will be using Top Hat in this course throughout each lecture, in order to facilitate participation, conversation, and collect data on your opinions and

impressions of the course material. This is the first time that Kyle has used Top Hat in a course, so it will be a learning experience for us all!

You should sign up for Top Hat **prior to attending your first class** (see course materials above). That way you will be ready to participate. However, Top Hat exercises on the first day of class, September 5, **will not count for marks**. This will give us all some time to get used to the software.

After that time, Top Hat exercises will count for 7% of your mark. **You are permitted to miss one class of Top Hat exercises (in addition to September 5) without affecting your mark**. Any Top Hat exercises that you miss after that time will negatively affect this portion of your mark. It is therefore essential that you attend as many classes as you possibly can.

#### *Film Critique (18%)*

You will be asked to write a brief (<1000 words) film critique on a film of the instructor's choosing, due on **October 31 by 11:59pm**. You will submit your film critique in **.pdf format** on Quercus by that time. TAs will mark your papers throughout the month of November, and you will have time to review your mark and ask questions of your TA in late November/early December. More details about this assignment will be provided, along with a detailed rubric, on Quercus in mid- to late-September.

#### *Midterm Exam (35%)*

The midterm exam is comprised of material from Chapters 1-5 of the textbook, as well as lecture material from September 5 through October 3, and any supplemental readings assigned on Quercus during that timeframe. The exam will take place in class on **October 17** (1 hour and 50 minutes). The exam will consist of multiple choice questions and three short-answer questions (requiring less than two sentences each to answer).

#### *Final Exam (40%)*

The final exam is comprised of material from Chapters 6-11 of the textbook, as well as lecture material from October 24 through November 28. It is **not cumulative**, but it is worth more than the midterm exam because it covers more material. The final exam will be scheduled by the Registrar sometime in mid-October, and it will be held during the final exam period in December. **Do not make travel plans until your exam schedule has been released!** The final exam will have the same format as the midterm, but will be slightly longer, consisting of multiple choice questions and three short-answer questions (requiring less than two sentences each to answer).

**Ethical and Responsible Conduct:** Always treat yourself, your classmates, and your instructional team with respect both in and outside of class. This includes being on time to class, and being aware of your words and actions. Be mindful of other students during class. Please turn off all mobile phones, mp3 players, etc.

before coming to class. If you choose to take notes on a laptop, please quit/minimize any programs that may distract others (internet, messaging, Facebook, games, etc.), or sit in the back of the room where others cannot see your screen.

Cheating of any type is not tolerated. Just don't do it—it is not worth your education, your reputation, or your future. Any cheating will result in failing the assignment or exam, and may lead to an automatic fail for the course and/or expulsion from the University. If you have any questions about the proper way of citing and using sources in your assignments, please see your Instructor or TA **before** the assignment is due.

**Missed Term Work:** Everything described above is considered a required part of the class. We believe the evaluation is most fair when all students complete all components with no special consideration being applied.

**Missed Term Work due to Medical Illness or Other Emergency:**

All students citing a documented reason for missed term work must bring their documentation to the Psychology Course Coordinator in SW427C **within three (3) business days** of the assignment due date. You must bring the following:

- (1.) A completed Request for Missed Term Work form (<http://uoft.me/PSY-MTW>), and
- (2.) Appropriate documentation to verify your illness or emergency, as described below.

Appropriate Documentation:

For missed **TERM TESTS** due to ILLNESS:

- Submit an **original** copy of the official UTSC Verification of Illness Form (<http://uoft.me/UTSC-Verification-Of-Illness-Form>) or an **original** copy of the record of visitation to a hospital emergency room. 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.

For missed **ASSIGNMENTS** due to ILLNESS:

- Submit **both** (1.) a **hardcopy** of the Self-Declaration of Student Illness Form (<http://uoft.me/PSY-self-declare-form>), **and** (2.) the **web-based** departmental declaration form (<http://uoft.me/PSY-self-declare-web>).

For missed term tests or assignments in OTHER CIRCUMSTANCES:

- In the case of a **death of a family member**, a copy of a death certificate should be provided.
- In the case of a **disability-related concern**, an email from your Disability Consultant at AccessAbility Services should be sent directly to both the Course Coordinator ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)) and your instructor, detailing the accommodations required.

- For U of T Varsity **athletic commitments**, an email from your coach or varsity administrator should be sent directly to the Course Coordinator ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)), detailing the dates and nature of the commitment. The email should be sent **well in advance** of the missed work.

Documents covering the following situations are **NOT acceptable**: medical prescriptions, personal travel, weddings, or personal/work commitments.

Missed Term Work Procedure:

Submit your (1.) [request form](#) and (2.) [medical/self-declaration](#)/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

**Submit to:** Course Coordinator, Room SW427C, Monday – Friday, 9 AM – 4 PM

If you are unable to meet this deadline for some reason, you must contact the Course Coordinator via email ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)) within the three business day window. Exceptions to the documentation deadline will only be made under exceptional circumstances.

Within approximately one week, you will receive an email response from the Course Instructor / Course Coordinator detailing the accommodations to be made (if any). You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. **Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.**

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

**Department of Psychology position on Grade Norms:**

The Department of Psychology at UTSC is committed to providing fair, consistent, and uniform delivery of its courses from year to year. As part of this commitment, the Department mandates that all C-level courses' final course averages are around 72%. That ensures that C-levels are marked consistently across instructors and terms. **Typically**, the average for Kyle's C-level courses fall below 72%, and he then **adds** points to everyone's mark. However, the opposite is also theoretically possible, where the course average falls above 72%, and points have to be subtracted. This has never happened before, but the course instructor reserves the right to modify marks across the board (for all students) to conform to these averages.

### **Grade Changes:**

Under **no circumstances** will the instructor of this course change a grade for an assignment, an exam, or for the course mark. There is **no circumstance** (not a health issue, or death in the family, or impending graduation prevented by failing this course) that is compelling enough for the instructor to do so. The **only changes** made to the course marks will be the ones provided to everyone, as detailed above in the section on Grade Norms. That is the only method that ensures fairness for everyone. **Again, there are no exceptions here.** Every semester Kyle has to tell students “no”, even when they present compelling and often heart-wrenching excuses. Please do not put Kyle in the awkward position of telling you “no” when you ask for a grade change. It will absolutely, under no circumstances, ever happen. You may, as always, petition the Registrar’s Office if you believe that your mark has been calculated incorrectly.

### **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. The University of Toronto’s [Code of Behaviour on Academic Matters](#) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else’s ideas or words without appropriate acknowledgement;
- Submitting your own work in more than one course without the permission of the instructor;
- Making up sources or facts;
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids;
- Looking at someone else’s answers during an exam or test;
- Misrepresenting your identity; and
- When you knew or ought to have known you were doing it.

In academic work:

- Falsifying institutional documents or grades;
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor’s notes; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional

information on academic integrity from their instructors or from other institutional resources.

Students are highly encouraged to read the guide on [How Not to Plagiarize](#) and to take advantage of [writing resources](#) on campus.

**AccessAbility:**

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 as soon as possible. AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca). The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.



### Course Calendar

- *Required textbook readings are listed below for each class.*
- *Required journal article readings will be posted for some topics on Quercus at least two weeks in advance.*
- *Please read these assignments **BEFORE** class on the day on which they are listed.*
- *Remember to check Quercus each week for any changes!*

September 5	Introduction, Syllabus	No readings
September 12	Introduction & Physical Changes	Chs. 1-2
September 19	Health & Health Disorders	Ch. 3; Wetherell, Gatz, & Craske (2003)
September 26	Cognitive Abilities	Ch. 4
October 3	Social Roles	Ch. 5; Goldberg, Smith, & Perry-Jenkins, 2012
October 10	<b>NO CLASS</b>	<b>READING WEEK</b>
October 17	<b>Midterm Exam</b>	Chapters 1-5; Lectures for September 5 through October 3; Supplemental Readings for September 5 through October 3
October 24	Social Relationships	Ch. 6; McConnell et al. (2011)
October 31	Work & Retirement	Ch. 7; Huynh, Xanthopoulou, & Winefield (2013) <b>Film Critique Due</b>
November 7	Personality	Ch. 8
November 14	Self-Actualization	Ch. 9
November 21	Stress, Coping, & Resilience	Ch. 10; Väänänen et al. (2005)
November 28	Death & Bereavement	Ch. 11
<b>Scheduled by Registrar for the final exam period in December. Do not make travel plans until it is scheduled!</b>	<b>Final Exam</b>	Chapters 6-11; Lectures for October 24 through November 28; Supplemental Readings for October 24 through November 28

### **Supplemental Reading List (in order of assignment)**

Wetherell, J.L., Gatz, M., & Craske, M.G. (2003). Treatment of generalized anxiety disorder in older adults. *Journal of Consulting and Clinical Psychology, 71*(1), 31-40.

Goldberg, A. E., Smith, J. Z. & Perry-Jenkins, M. (2012). The division of labor in lesbian, gay, and heterosexual new adoptive parents. *Journal of Marriage and Family, 74*, 812-828.

McConnell, A. R., Brown, C. M., Shoda, T. M., Stayton, L. E., Martin, C. E. (2011). Friends with benefits: On the positive consequences of pet ownership. *Journal of Personality and Social Psychology, 101*(6), 1239-1252.

Huynh, J. Y., Xanthopoulou, D., & Winefield, A. H. (2013). Social support moderates the impact of demands on burnout and organizational connectedness: A two-wave study of volunteer firefighters. *Journal of Occupational Health Psychology, 18*(1), 9-15.

Väänänen, A., Buunk, B. P., Kivimäki, M., Pentti, J., & Vahtera, J. (2005). When it is better to give than to receive: Long-term health effects of perceived reciprocity in support exchange. *Journal of Personality and Social Psychology, 89*(2), 176-193