

Perceptual and Motor Development

Instructor: *Mark Schmuckler*

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Office Hours: *By appointment*

Class Times and Location: *Monday, 7:00 – 9:00 pm, HL008*

Course Description:

An in-depth examination of aspects related to perceptual and motor development in infancy and childhood. The topics to be covered will be drawn from basic components of visual and auditory perception, multisensory integration, and motor control, including reaching, posture, and walking. Each week, students will read a set of experimental reports, and will discuss these readings in class. The format of this course is seminar-discussion.

Course Requirements:

There are multiple requirements for this class. First, there are regular thought pieces (1-2 pages) that focus on the articles you have read. Second, there are slightly longer (3-5 pages) experimental proposals. These proposals focus on the recently read material (i.e., the last few weeks), and involve suggesting a topic for future study; research proposals will be orally presented in class as well. Third, there is a write-up (3-5 pages) on the laboratory observation that you will be doing (see below). Fourth, there is a (10-15) page term paper involving library research on any topic area involving perceptual and/or motor development; more detail will be given on this paper later in the class. Finally, a component of your grade is based on class participation. Because this is a seminar that meets once a week, it is critical that you both come to class and that you actively participate. To provide incentive, part of your grade is based on participation.

All papers are due at the beginning of class. These papers should be double-spaced and typed, and will be submitted through Turnitin. Thought papers WILL NOT be accepted late. To allow for the possibility of illness, the best 5 of the 6 thought papers will count towards your grade. For the remaining papers the penalty is that your mark is lowered one grade (e.g., A- → B+) for each day it is late.

Along with reading about work in perceptual development, this class will also give you some experience in seeing research being conducted. To do this, you will schedule time in which you will observe the running of experiments in my laboratory. Because this involves time outside of the regular class period, there are 2 days in which I have scheduled “no class”, to compensate for this outside commitment.

Class Outline and Assignment Dates

Date	Class Content	Assignment	% of Grade
January 7	Organizational Meeting		
January 14	Class Discussion	<i>Thought Paper</i>	6%
January 21	Class Discussion	<i>Thought Paper</i>	6%
January 28	Class Discussion	<i>Thought Paper</i>	6%
February 4	<i>No Class – Research Presentation Preparation</i>		
February 11	Research Presentations	<i>Research Proposal 1</i>	12.5%
February 18	<i>Family Day / Reading Week</i>		
February 25	Class Discussion	<i>Thought Paper</i>	6%
March 4	Class Discussion	<i>Thought Paper</i>	6%
March 11	Class Discussion	<i>Thought Paper</i>	6%
March 18	<i>No Class – Research Presentation Preparation</i>		
March 25	Research Presentations	<i>Research Proposal 2</i>	12.5%
April 1	Lab Observation Discussion	<i>Lab Observation Paper</i> <i>Term Paper (due by 7 PM)</i>	10.5% 25%

<u>Assignment Type</u>	<u>Value</u>
Thought Pieces	30% (5 x 6%)
Research Proposals	25% (2 x 12.5%)
Lab Observation Paper	10%
Term Paper	25%
<u>Class Participation</u>	<u>10%</u>
Total:	100%

Potential Topics for Term Paper

1. Visual perception
 - a. Visual psychophysics – contrast sensitivity, acuity, spatial vision, color
 - b. Shape and form perception, partly-occluded objects
 - c. The object concept and object permanence
 - d. Depth perception – binocular, kinetic, and pictorial cues, looming, etc.
 - e. Motion perception and the perception of biological (or biomechanical) motion
 - f. Event perception
 - g. Causality
 - h. Face perception and facial expression
 - i. Social perception
 - j. Concepts and categorization
 - k. Imitation
 - l. Spatial orientation
 - m. The self in infancy
 - n. Visual pop-out
 - o. Memory in infancy

2. Auditory perception
 - a. Auditory psychophysics – frequency, loudness discrimination, etc.
 - b. Speech perception
 - c. Infant-directed speech
 - d. Music perception
 - e. Sound localization

3. Multisensory/Intermodal perception
 - a. Visual-auditory intermodal coordination
 - b. Visual-tactile intermodal coordination
 - c. Visual-proprioceptive intermodal coordination
 - d. Intermodal speech perception

4. Motor and sensory-motor development
 - a. Infant reflexes
 - b. Reaching, grasping, and catching
 - c. Crawling, bouncing, and rocking
 - d. Posture and balance control
 - e. Walking and locomotion
 - f. Perception of affordances
 - g. Manual object exploration
 - h. Visually-guided action
 - i. Tool-use

Policies and Procedures

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) 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), 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.

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) 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>).

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](tel:416-287-7560) or email 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.

Turnitin:

Normally, students will be required to submit their course essays to Turnitin.com 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 Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

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 (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/P>)

[DF/ppjun011995.pdf](#)) 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.

Note: You may see advertisements for services offering grammar help, essay editing and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the *Code of Behaviour on Academic Matters*.

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.