University of Toronto, Scarborough
PSYB20: Introduction to Developmental Psychology
Fall 2019

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    Office: SW132E
    Office Hours: Mondays 2:00pm -3:00pm
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Course description:
This course presents students with a broad and integrative overview of 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. Topics are organized chronologically beginning with prenatal development and continuing through selected issues in adolescence and life-span development.

Learning Outcomes:
Students successfully completing this course will be able to:
1. Explain the essentials of human physical, cognitive, emotional and social development
2. from conception through adolescence.
3. Apply the course material to real-world situations and events.
4. Explain the interactive effects of nature and nurture on human development.
5. Discuss the major debates in the area of developmental psychology and argue both sides of each debate.
6. Explain the research methods used in developmental psychology, including their advantages and disadvantages.

Textbook: Shaffer, D. R., Kipp, K., Wood, T. Willoughby, T., Roberts, K. P., Gottardo, … Newton, N. (2020). *Developmental psychology: Infancy and childhood.* (5th Canadian ed.). Toronto: Nelson.

Grading Summary:
    Midterm exam (50%) (Date TBA)
    The midterm exam will consist of 100 multiple-choice questions and will cover chapters 1-8
    Final exam: (50%) (during the exam period)
    The final exam will consist of 100 multiple choice questions and will cover chapters 9-15

Tentative Schedule and Readings

Date	Topic	Readings
Sept 9	Introduction to the course Research methods Theories of human development	Chapters 1,2
Sept 16	Heredity's influence on development	Chapter 3
Sept 23	Prenatal development and birth	Chapter 4, 5
Sept 30	Early physical development	Chapters 6
Oct 7	Cognitive foundations and early cognitive theories	Chapters 7,8
Oct 14	**Reading Week**	
Oct 21	Cognition: IP models and connectionism	Chapter 9
Oct 28	Intelligence Language development	Chapter10,11
Nov 4	Emotional development, temperament, attachment	Chapter 12
Nov 11	Development of the self Social cognition	Chapter 13
Nov 18	Sex differences and similarities Gender-role development	Chapter 14

Nov 25	Moral development Aggression	Chapter 15
Dec 2	Overflow	TBA

Rules and Policies Pertinent to This Class (Note that some of these do not apply to online students):

1. 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. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.
2. **Turnitin:** 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.
3. In accordance with the Provost's guidelines on appropriate use of information and communicative technology, and for reasons of privacy and copyright protection, you may not record class session in either audio or video format without the explicit consent of the instructor.
4. Laptops and other electronic devices should only be used in class for course-related purposes. If you are using them for another purpose, you will be asked to stop.
5. Email policy: Please check the syllabus and the discussion board on Quercus before sending an email. If you must send email, *please include the class you are in and the topic of your email in the subject line.*
6. Respect for all class participants is essential, and it is something that I insist on as an instructor. When another member of the class is speaking, everyone else is expected to give that person their full attention.
7. Distracting behaviour will not be tolerated. This includes chatting with fellow classmates, playing video games, texting, surfing the internet, arriving late or leaving early, and attempting to redirect the discussion to a topic that is not relevant to the class.
8. Assignments are due at the beginning of class. Work that is handed in late will be penalized 10% for each working day or weekend that it is late.
9. I will not give extra-credit assignments or other opportunities to improve on your course grade, so make sure you work hard during the term.
10. I will attempt to upload my slides (if any) before lecture, but occasionally that's not possible, so please come prepared to take your own notes.

11: Missed Term Work due to Medical Illness or Emergency Policy:

All students citing a documented reason for missed term work must bring their documentation to the Departmental Assistant, Keely Hicks **within three (3) business days** of the assignment due date. Ms. Hicks is in SW420B from 9 AM - 4 PM, Monday through Friday**. ** All requests must be accompanied by the** Request for Missed Term Work form ****

In the case of **illness**, you may submit either:

a Self-Declaration of Student Illness form for missed term assignments,

OR a doctor's note. If you submit a doctor's not. only an original copy of the official UTSC Verification of Illness Form will be accepted (http://uoft.me/UTSC-Verification-Of-Illness-Form). Forms must 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.

Missed midterms still require a medical note from a doctor.

In the case of **medical emergency**, an original copy of the record of visitation to a hospital emergency room should be provided.

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 communication should be sent directly to the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca) from your Disability Consultant at AccessAbility Services. The course instructor should also be copied.

For U of T **Varsity athletic commitments**, an email communication should be sent directly to the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca) from a coach or varsity administrator should be submitted, **in advance** of the missed work.

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

Your request form and medical/other documents must be submitted in person **within 3 business days** of the missed test or assignment. Forms should be submitted to **SW427C between**. 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 daily, as accommodations may be time-critical. 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 handled 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

12. **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/PDF/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 <u>must</u> 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.

13. Support with English Language Development and Academic English

The English Language Development Centre at UTSC (http://www.utsc.utoronto.ca/eld/) has several programs and services to help students for whom English is a second (or third or fourth) language.
- The Reading and Writing Excellence (RWE) program allows you to get personalized support with your course readings and the writing you will have to do about them.
- The Vocabulary Expansion Accelerator (VEA) is an online tool available through Quercus that will help you define and pronounce words that are not familiar to you.
- The ELDC also offers assistance with Academic English, which can be a struggle even for people who are fluent in spoken and written English. They offer personalized support and "Communication Café" sessions to help you learn the conventions of Academic English and give you practice using it.