

Psychology D22H3 F (LEC 01)
Socialization Processes (Fall term, 2020)

Professor Karen Dion

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Office hours online on Bb Collaborate: Tuesdays: 1:30 PM- 2:30 PM or by appointment

Overview of course content and learning objectives

This course is an online synchronous seminar course, meeting Tuesdays 11:00 AM- 1:00 PM, using Bb Collaborate which is available on your Quercus page for this course. In the first part of the term, through the assigned reading and our seminar discussion, you will be learning about contemporary theory and research on moral development. The course learning objectives in this first part of the term are to acquire an in-depth understanding of key issues this area and develop evidence-based reflection about these issues. At the end of the first part of this course, you will be submitting an individual paper discussing your own, in-depth reflections and observations concerning the material in the assigned reading and issues raised during our weekly seminar meetings.

In the second part of the term, class members will examine selected issues relevant to socialization processes and social development in the context of seminar presentations using a debate format. These issues represent topics of ongoing social relevance and debate; for example, the impact of social media on children's development; the impact of day-care on development in the first two years of a child's life. The learning objectives in this part of the term focus on developing your presentation skills, specifically, the accuracy, clarity and thoughtfulness of concepts and research findings presented and the ability to develop a line of argument based on empirical evidence from the research literature.

Another important aspect of this course is responding to perspectives and ideas offered by class members. In the second part of the term, you will be providing questions and commentary for others' class presentations. The learning objectives are to develop your skills at asking constructive questions and to develop your analytical skills through thoughtful observations about the research discussed in others' presentations.

Online communication

For all course-related communication, use your utoronto e-mail address.

Please check your utoronto e-mail and your Quercus course page frequently. As mentioned above, office hours will take place on Bb Collaborate.

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Evaluation

Seminar reflections paper: You will be writing an individual paper which discusses your own observations and critical thinking about the material in the assigned readings and discussed in class. More detailed information about this assignment will be provided.

Class presentation: In the second part of the term, there will be a series of debates on different topics (one per week) of ongoing social-developmental relevance. Each week students (max. of two per side of the debate) will examine a topic where there is ongoing discussion and debate in the empirical literature. You will be choosing your topic from a list provided in class early in the term. Detailed information about your class presentation will be provided when you choose your topic.

Commentaries on class presentations paper: During the second part of the term, in addition to doing your own individual class presentation for one of the debates, you are expected to come to class each week to listen to and comment on others' presentations. You will be asking questions/providing comments about the concepts and research findings mentioned during others' class presentations. Each week you write two questions for each presenter and also comment on the material in each presentation. At the end of the term, you submit a paper containing the collection of your own, independently written weekly questions and commentaries. More details will be provided.

Evaluation components:

Each of the components contributes the following to your final grade:

Seminar reflections paper: 30% (Due October 20)

Class presentation: 40%

Commentaries on class presentations paper: 30% (Due December 2)

Online recording and related information

Some class sessions of this course, including your participation, will be recorded on video and will be available to students in the course for viewing after each session.

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of the situation, and are protected by copyright. Do not download, copy or share any course or student materials or videos without the explicit permission of the instructor. For questions about recording and use of videos in which you appear, please contact your instructor.

Required Reading: The required reading can be accessed either through the E-reserves quick link on the UTSC Library homepage or from the Library Course Reserves module on the Quercus course page for Psy D22.

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Required Reading Assignments and Class Schedule

Assignment:	For class on:
Course introduction	September 8
Article by L.P. Nucci & E. Turiel (1978), Social interactions and the development of social concepts in preschool children. <i>Child Development</i> , 49 , 400-407.	September 15
Article by J.G. Smetana (1981). Preschool children's conceptions of moral and social rules, <i>Child Development</i> , 52, 1333-1336.	
Article by J. G. Smetana, M. Jambon & C.L. Ball (2018). Normative changes and individual differences in early moral judgments: A constructivist developmental perspective. <i>Human Development</i> , 61, 264-280.	
Article by J.K. Hamlin (2013). Moral judgment and action in preverbal infants and toddlers: Evidence for an innate moral core. <i>Current Directions in Psychological Science</i> , 22, 186-193.	September 22
Article by A. Tasimi & K. Wynn (2016). Costly rejection of wrongdoers by infants and children. <i>Cognition</i> , 151, 76-79.	
Article by E. Tan, A. Y. Mikami & J. K. Hamlin (2018). Do infant sociomoral evaluation and action studies predict preschool social and behavioral adjustment? <i>Journal of Experimental Child Psychology</i> , 176, 39-54.	
Chapter by Berkowitz, M.W. et al. (2006). Educating for positive youth development. In M. Killen & J. Smetana (Eds.), <i>Handbook of Moral Development</i> , ch. 25, pp. 683-701. New York: Psychology Press, Taylor & Francis Group e-book.	September 29
Article by P. Meindt, A. Quirk, & J. Graham (2018). Best practices for school-based moral education. <i>Policy Insights from the Behavioral and Brain Sciences</i> , 5, 3-10.	

In class workshop: PsycInfo Search strategies	October 6
Reading week: No class; no office hours	October 13
In class workshop: Preparing for class presentations	October 20
Class presentations	October 27
Class presentations	November 3
Class presentations	November 10
Class presentations	November 17
Class presentations	November 24
Class presentations	December 1

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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.

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 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.

Time Zone conflicts

If you are physically in a different time zone and a quiz or midterm is scheduled outside of 7:00am to midnight in your local time, you may use the following form to request special arrangements. Note that the form is only for term work. [Final exam conflicts](#) are handled by the Registrar's Office.

The form must be submitted **at least ten (10) business days before the activity**.

Form: <https://uoft.me/PSY-TimeZone>

Submit via email to: Keely Hicks, Departmental Assistant, keely.hicks@utoronto.ca

Missed Term Work due to Medical Illness or Other Emergency

All students citing a documented reason for missed term work must submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Submit via email to: Keely Hicks, Departmental Assistant, keely.hicks@utoronto.ca

Students must submit **BOTH** of the following:

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

Appropriate documentation:

For missed **ASSIGNMENTS** or **TERM TESTS** due to **FLU-LIKE SYMPTOMS** or **SELF-ISOLATION REQUIREMENTS**:

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), and
- **Declare** your absence on **ACORN** (Profile & Settings > Absence Declaration)

For missed **ASSIGNMENTS** due to **OTHER ILLNESS**:

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), along with the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

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

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), along with a scan/photo of the **original** copy of the official UTSC Verification of Illness Form (uoft.me/UTSC-Verification-Of-Illness-Form) or an **original** copy of the record of visitation to a hospital ER.
- Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration # and business stamp are required.
- *Note: If an end date of "ongoing" is specified, the medical note will be assumed to cover a period of **two weeks**. If no end date / an "unknown" end date is specified, the note will be assumed to cover a period of **three business days** (starting from illness start date.)*

For missed **TERM TESTS** due to **ACCESSABILITY REASONS**:

- Meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing accommodations required.

For missed **ASSIGNMENTS** due to **ACCESSABILITY REASONS**:

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes “extensions of up to 7 days” and you need 1-7 more days), email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), and attach a **copy of your letter**. Specify how many days extension you are requesting in your email.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes “extensions of up to 7 days” but you need more time than that) you will need to meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations required.

For missed **ASSIGNMENTS** or **TERM TESTS** in **OTHER CIRCUMSTANCES**:

Email the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>) form to Keely (keely.hicks@utoronto.ca), along with:

- For the **death of a family member/friend**, provide a copy of the death certificate.
- For U of T varsity-level or professional **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely (keely.hicks@utoronto.ca) **well in advance** of the missed work, detailing the dates and nature of the commitment.
- For **religious accommodations**, please email Keely (keely.hicks@utoronto.ca) **well in advance** of the missed work.
- For circumstances **outside of these guidelines**, please email Keely (keely.hicks@utoronto.ca) **on or before the date of the test / assignment deadline** to describe your circumstances and determine appropriate documentation.

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

As stated above, your documents must be submitted **within three (3) business days** of the deadline for the missed work.

After submitting your documentation:

Within approximately one to five business days, you will receive a response from your instructor 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.

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

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.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations.

(E.g.) If you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form. If your original medical note / documentation included the date of the make-up midterm, then only the Request form is required. If the date of the make-up midterm fell outside of the dates indicated on your original medical note/other documentation, then a new medical note/other appropriate documentation must also be submitted.

Importance of Three Business Day window:

If you are unable to submit your documents within the three business day window, **you must email Keely** (keely.hicks@utoronto.ca) **within the three business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under exceptional circumstances.

NOTE: Assignments due at end of term

Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office (<https://www.utoronto.ca/registrar/term-work>).

NOTE: Final Exams

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