

## PSYD20- Current Topics in Developmental Psychology Summer 2021

**Course Description:** Welcome to PSYD20- Current Topics in Developmental Psychology! This course will be co-instructed and will be broken down into two modules: 1) Understanding Brain and Social Development from Questionnaires to Big Data, and 2) Understanding and Addressing the Replication Crisis in Developmental Psychology. Classes will be conducted in a seminar style. Students will be expected to have read the assigned material *prior* to class and to actively participate in the weekly discussions. All readings can be located electronically through the U of T library and/or course reserves.

**Prerequisites:** PSYB20H3 and [(PSYB01H3) or (PSYB04H3) or PSYB70H3] and [PSYB07H3 or STAB22H3 or STAB23H3] and [0.5 credit at the C-level in PSY courses]

**Exclusion:** PSY410H

**Class Time:** Thursdays 11:00 am- 1:00 pm (Online- Synchronous)

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### Course Instructors

#### Module 1: Teddy Cheung (he/him), MSSc., MSc., PhD Candidate

**Preferred Name: Teddy**

*Course Email:* [tedd.cheung@mail.utoronto.ca](mailto:tedd.cheung@mail.utoronto.ca)

*Office Hours:* Thursdays from 10 am – 11 am (before lecture)

*Project-Specific Office Hours:* Mondays from 11 am – 12 pm

*Office Location:* Bb Collaborate

*Module Dates:* May 13<sup>th</sup> – June 17<sup>th</sup>, 2021.



I am a fourth year PhD candidate studying hand and body postures in adults and children under the co-supervision of Dr. Mark Schmuckler and Dr. Matthias Niemeier at UTSC. My research focuses on the spatial remapping and motor planning of hand postures, and multisensory integration in body postural control. I use behavioural, kinesthetic and neurophysiological (EEG) methodologies. Before beginning my PhD studies, I was a child clinical psychologist and neuropsychologist by training in UK and Hong Kong.

#### Module 2: Anna Michelle McPhee (she/her), MSc., PhD Candidate

**Preferred Name: Michelle**

*Course Email:* [michelle.mcphee@mail.utoronto.ca](mailto:michelle.mcphee@mail.utoronto.ca)

*General Office Hours:* Thursdays from 10 am – 11 am (before lecture)

*Project-Specific Office Hours:* Thursdays from 1 pm – 2 pm (after lecture)

*Office Location:* Bb Collaborate

*Module Dates:* July 8<sup>th</sup>- August 12<sup>th</sup>, 2021.



I am a fourth year PhD candidate studying developmental psychology under the co-supervision of Dr. Mark Schmuckler and Dr. Jessica Sommerville at the University of Toronto. My research focuses on how young children start to understand different types of social affiliations. Specifically, I am interested in investigating the different types of social cues that are used by children to detect and infer kinship relationships between a mother and child, as well as the developmental trajectory of this ability.

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## Learning Outcomes

At the end of this course, we expect that students will be able to:

1. Critically analyze current issues in developmental psychology by reflecting on multiple, and sometimes opposing, arguments
2. Examine developmental research by integrating cognitive neuroscience and clinical psychology perspectives
3. Understand different developmental research paradigms and their limitations
4. Critically examine replication issues in developmental psychology and the current methods being used to resolve these dilemmas
5. Propose a novel research question to advance the field by identifying discrepancies in the developmental literature
6. Become proficient in searching for and citing recent developmental literature using APA format (7<sup>th</sup> edition)

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## Course Website: Quercus

All registered students for the course have access to Quercus. This will serve as the class website, where all lecture slides and course-materials will be posted. This will also be the site where the assignments will be submitted, and marks will be made available. You are expected to check this website with regularity. Important announcements will be made here. Use of the website's **discussion boards** is strongly encouraged for non-private inquiries (e.g., questions about course content and the running of this course, but *not emails* reporting illness or other private matters). Students are also encouraged to answer peer questions on the discussion board, which is great learning opportunity for everyone.

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## Email Policy

Please feel free to email the course instructors whenever you have questions or concerns or to set-up a virtual meeting. For questions and/or concerns pertaining to Module 1, please email Teddy Cheung, and for questions and/or concerns pertaining to Module 2, please email Anna Michelle McPhee. Emails must originate from your designated UToronto email account. We will try our best to respond to emails within 48 hours, excluding weekends/holidays. Please include "PSYD20" in the subject line of your email.

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## Student Evaluation Criteria

### Module 1: Understanding Brain and Social Development from Questionnaires to Big Data (Total: 50%)

#### **Proactive Participation 1 (5%): Preparing Weekly Discussion Questions**

Prior to each class (except Week 1), you will be asked to submit one question addressing one of the assigned readings for that week/ for the upcoming class (5 weeks x 1% per week = 5% proactive participation marks). The question will be submitted to Quercus and will be due at 11:00 am EDT every Thursday (before the start of each seminar). The question needs to be specific to the assigned readings for that week. A detailed rubric will be posted on Quercus.

#### **Seminar Presentation 1 (15%): Group Presentation & Guided Discussion**

Students will have the opportunity to sign-up to select one seminar topic they would like to co-lead for Module 1 **on/before Thursday, May 13<sup>th</sup>, 2021 by 11:59 pm EDT** (with presentations beginning on May 20<sup>th</sup>). Each week, a small group of students (4-5 students) will be responsible for providing an overview of the two articles assigned for that particular week, as well as leading the discussion on the topic. The use of PowerPoint presentations are required. Please use whatever materials you feel will enhance your presentation. On the week of your presentation, you will have 30 minutes (i.e., 60 min in total) to present one paper (7% of presentation grade), followed by 15 min (30 min in total) Q & A for each paper (4% of presentation grade). A portion of the overall presentation should cover a methodology/statistic topic (20 min) that could help the audience better understand and critique the discussed papers (4% of presentation grade). You are flexible to decide the order of the Q & A and the methodology sections as well as the 10-min break (60 + 30 + 20 + 10 = 120 min). An optional article is provided by the instructor each week, aiming to provide either a background or a specific case study for that topic. It is not a must to include that article in your presentation. A detailed rubric will be posted on Quercus.

#### **Seminar Reflections 1 (10%): What are your thoughts?**

You will be required to submit two seminar reflections for Module 1 (2 reflections x 5% per reflection = 10% seminar reflection marks). You are free to choose which weeks you would like to write the reflections on (excluding Week 1), however, the reflections **cannot** be written about the seminar you are presenting. Reflections will be submitted via Quercus and will be due one week after the seminar class that you will be writing the reflection on (i.e., the following Thursday at 11:00 am EDT). Each reflection should be between 400-500 words, double-spaced and should reflect your thoughts and opinions about the readings and material discussed in the seminar class. A detailed rubric will be posted on Quercus.

#### **Commentary (20%):**

Some authors are invited to write critiques on scientific papers that are published within the same journals (e.g., *Developmental Science*, and *Journal of Child Psychology and Psychiatry*; sample samples below). These are short pieces of correspondence that evaluate the merits of a particular scientific paper or set of papers. You might point out a paper's strengths, weaknesses, perhaps provide alternative interpretations of the data, point to alternative studies that support the authors' or alternative interpretations, suggest areas for future research and point out the potential clinical implications of the study. Commentaries should be stand-alone pieces and should not require the reader to have a copy of the original paper on hand.

You could choose any paper (to be) discussed in Module 1 to write your commentary. You could come up with your own title and sections. You should have an introduction followed by the main text (structured according to your own headings) and a summary or conclusion. This should be followed by References in APA (7<sup>th</sup> Ed.) format. Each commentary should be 1,500 words maximum. This does not include tables, figures and legends or the reference list. All work should be original and align with U of T academic policy. This assignment is due on **Wednesday, June 30<sup>th</sup>, 2021 by 11:59 pm EDT**. A detailed rubric will be posted on Quercus.

*Sample commentaries:*

- Libertus, K. (2020). Scaffolded reaching can encourage motor development: Commentary on van den Berg & Gredeback (2020). *Developmental Science*, online. <https://doi.org/10.1111/desc.13079>
- Ratto, A.B. (2021). Commentary: what's so special about girls on the autism spectrum? – a commentary on Kaat et al. (2020). *Journal of Child Psychology and Psychiatry*, 62(1), 107-109. <https://doi.org/10.1111/jcpp.13284>

## **Module 2: Understanding and Addressing the Replication Crisis in Developmental Psychology (Total: 50%)**

### **Proactive Participation 2 (5%): Preparing Weekly Discussion Questions**

Prior to each class (except Week 7), you will be asked to submit ***one*** question addressing one of the assigned readings for that week/ for the upcoming class (5 weeks x 1% per week = 5% proactive participation marks). The question will be submitted to Quercus and will be due at 11:00 am EDT every Thursday (before the start of each seminar). The question needs to be specific to the assigned readings for that week. A detailed rubric will be posted on Quercus.

### **Seminar Presentation 2 (15%): ManyBabies Update & Then Debate!**

On June 30<sup>th</sup>, students will have the opportunity to sign-up for ***one*** seminar topic they would like to lead for Module 2 (with presentations beginning on July 15<sup>th</sup>). Each week, 4-5 students will be responsible for leading the seminar discussion. Each presenter will be responsible for presenting ***one*** article that is related to the assigned topic for that week. The article **cannot** be one of the assigned readings but should clearly relate to the ManyBabies replication issue (see <https://manybabies.github.io>) being discussed that week. Students will be expected to discuss the research question, methodology and findings of their article, as well as how it connects to the assigned readings for that week. PowerPoint presentations are required. Please use whatever materials you feel will enhance your presentation. One week prior to your presentation, you will be required to meet with the course instructor (please see Project-Specific Office Hours) to review the selected article and to broadly discuss how it relates to the ManyBabies replication issue (2% of presentation grade). On the day of your presentation, you will have 10 minutes to present your article, as well as its connections to the ManyBabies project (10% of presentation grade). After each student has presented their articles, the class will pose their weekly discussion questions to the presenters. The presenters will be required to answer their classmates' questions and to engage in a lively debate about the weekly topic discussed (3% of presentation grade). A detailed rubric will be posted on Quercus.

**Seminar Reflections 2 (10%): What are your thoughts?**

You will be required to submit two seminar reflections for Module 2 (2 reflections x 5% per reflection = 10% seminar reflection marks). You are free to choose which weeks you would like to write the reflections on (excluding Week 7), however, the reflections **cannot** be written about the seminar you are presenting. Reflections will be submitted via Quercus and will be due one week after the seminar class that you will be writing the reflection on (i.e., the following Thursday at 11:00 am EDT). Each reflection should be between 400-500 words, double-spaced and should reflect your thoughts and opinions about the readings and material discussed in the seminar class. A detailed rubric will be posted on Quercus.

**Research Proposal Paper (20%): What's Next for ManyBabies?**

You will be required to write a brief research proposal that will expand the ManyBabies project. The purpose of the research proposal will be to critically examine a topic in developmental psychology where there is opposing research, and will be to propose the 'next steps' for moving this field forward (just like what developmental psychologists have been doing to contribute to the ManyBabies project!). The research proposal must be ***different*** than one of the ManyBabies projects discussed in class.

By conducting a brief literature review of a current topic in developmental psychology, you will be required to identify an area in which there are opposing viewpoints/ discrepancies in the literature. Your job will be to propose an experimental study that will help to resolve these discrepancies and will help to resolve the replication crisis in developmental psychology! The research proposal will require a title page, introduction, methodology, and significance sections (15% of research proposal grade). This should be followed by a reference section in APA (7<sup>th</sup> Ed.) format. The research proposal should include at least 5 scholarly references. Each research proposal should be between 8-10 pages (double-spaced). This does not include tables, figures and legends or the reference list. All work should be original and align with U of T academic policy. The final assignment is due on **Wednesday, August 11<sup>th</sup>, 2021 by 11:59 pm EDT**. A detailed rubric will be posted on Quercus.

On **July 22<sup>nd</sup> by 11:59 pm EDT**, students will be required to submit an annotated bibliography to Quercus (5% of research proposal grade). The annotated bibliography should contain the 5 references that will be cited in the final research paper (APA 7<sup>th</sup> edition), as well as 3-5 sentences explaining how the research papers relate to your research proposal. Feedback and suggestions will be given to students prior to their final assignment.

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**Turnitin**

All assignments will be submitted through Turnitin in this course.

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.

## Course Schedule

Lecture	Date	Module	Topic	Evaluation
1	May 13 <sup>th</sup>	1.0	Introduction to brain and social development	
2	May 20 <sup>th</sup>	1.1	Questionnaire and its limitations	<ul style="list-style-type: none"> <li>• Presentation – Group 1</li> <li>• Proactive Participation-Groups 2, 3, 4 &amp; 5</li> </ul>
3	May 27 <sup>th</sup>	1.2	Impacts of COVID-19 on children and adolescent	<ul style="list-style-type: none"> <li>• Presentation – Group 2</li> <li>• Proactive Participation-Groups 1, 3, 4 &amp; 5</li> </ul>
4	June 3 <sup>rd</sup>	1.3	Spatial remapping and social development	<ul style="list-style-type: none"> <li>• Presentation – Group 3</li> <li>• Proactive Participation-Groups 1, 2, 4 &amp; 5</li> </ul>
5	June 10 <sup>th</sup>	1.4	Early experience and social development	<ul style="list-style-type: none"> <li>• Presentation – Group 4</li> <li>• Proactive Participation-Groups 1, 2, 3 &amp; 5</li> </ul>
6	June 17 <sup>th</sup>	1.5	Through a big data lens to study social development	<ul style="list-style-type: none"> <li>• Presentation – Group 5</li> <li>• Proactive Participation-Groups 1, 2, 3 &amp; 4</li> </ul>
-	<b>June 24<sup>th</sup></b>		<b>Reading Week</b>	
-	<b>July 1<sup>st</sup></b>		<b>Canada Day! University Closed</b>	<b>Paper 1 Due on June 30<sup>th</sup> by 11:59 pm EDT</b>
7	July 8 <sup>th</sup>	2.0	Introduction to ManyBabies: Replication Issues in Developmental Psychology	
8	July 15 <sup>th</sup>	2.1	ManyBabies 1: Infant-Directed Speech Preference	<ul style="list-style-type: none"> <li>• Presentation – Group 1</li> <li>• Proactive Participation-Groups 2, 3, 4 &amp; 5</li> </ul>
9	July 22 <sup>nd</sup>	2.2	ManyBabies 2: Infant Theory of Mind	<ul style="list-style-type: none"> <li>• Presentation – Group 2</li> <li>• Proactive Participation-Groups 1, 3, 4 &amp; 5</li> <li>• <b>Research Paper- Annotated Bibliography Due by 11:59 pm EDT</b></li> </ul>
10	July 29 <sup>th</sup>	2.3	ManyBabies 3: Rule Learning	<ul style="list-style-type: none"> <li>• Presentation – Group 3</li> <li>• Proactive Participation-Groups 1, 2, 4 &amp; 5</li> </ul>
11	Aug. 5 <sup>th</sup>	2.4	ManyBabies 4: Social Evaluation	<ul style="list-style-type: none"> <li>• Presentation – Group 4</li> <li>• Proactive Participation-Groups 1, 2, 3 &amp; 5</li> </ul>
12	Aug. 10 <sup>th</sup> (Make-Up Class)	2.5	ManyBabies 5: The Hunter & Ames Model of Infant Looking Preferences	<ul style="list-style-type: none"> <li>• Presentation – Group 5</li> <li>• Proactive Participation-Groups 1, 2, 3 &amp; 4</li> </ul>
-	<b>Aug. 11<sup>th</sup></b>			<b>Paper 2 Due on Aug. 11<sup>th</sup> by 11:59 pm EDT</b>

## Readings

### APA format

- American Psychological Association. (2021). *Common reference examples guide*.  
<https://apastyle.apa.org/instructional-aids/reference-examples.pdf>
- American Psychological Association. (2021). *In-text citation checklist*.  
<https://apastyle.apa.org/instructional-aids/in-text-citation-checklist.pdf>
- American Psychological Association. (2021). *Reference guide for journal articles, books, and edited book chapters*. <https://apastyle.apa.org/instructional-aids/reference-guide.pdf>

### Module 1

#### *Week 1: Module 1.0- Introduction to brain and child development*

- Karmiloff-Smith, A. (2009). Nativism versus neuroconstructivism: Rethinking the study of developmental disorders. *Developmental Psychology*, 45(1), 56-63.
- Westermann, G., Mareschal, D., Johnson, M.H., Sirois, S., Spratling, M.W., & Thomas, M.S.C. (2006). Neuroconstructivism. *Developmental Science*, 10(1), 75-83.  
<https://doi.org/10.1111/j.1467-7687.2007.00567.x>
- Wade, M., Fox, N.A., Zeanah, C.H., & Nelson III, C.A. (2019). Long-term effects of institutional rearing, foster care, and brain activity on memory and executive functioning. *Proceedings of the National Academy of Sciences of the United States of America*, 116(5), 1808-1813. <https://doi.org/10.1073/pnas.1809145116>
- (optional) Karmiloff-Smith, A. (1998). Development itself is the key to understanding developmental disorders. *Trends in Cognitive Sciences*, 2(10), 389-298.  
[https://doi.org/10.1016/S1364-6613\(98\)01230-3](https://doi.org/10.1016/S1364-6613(98)01230-3)

#### *Week 2: Module 1.1- Questionnaire and its limitations*

- Baron-Cohen, S., Wheelwright, S., Skinner, R., Martin, J., & Clubley, E. (2001). The Autism-Spectrum Quotient (AQ): Evidence from Asperger Syndrome/high-functioning autism, males and females, scientists, and mathematicians. *Journal of Autism & Developmental Disorders*, 31(1), 5-17.  
<https://doi.org/10.1023/A:1005653411471>
- English, M.C.W., Gignac, G.E., Visser, T.A.W., Whitehouse, A.J.O., & Maybery, M.T. (2020). A comprehensive psychometric analysis of Autism-Spectrum Quotient factor models using two large samples: model recommendations and the influence of divergent traits on total-scale scores. *Autism Research*, 13(1), 45-60.  
<https://doi.org/10.1002/aur.2198>
- (optional) Cheung, T.C.K., Mukhi, S., Pereira, C.F., & Niemeier, M. (2020). *Limited reliability and validity of the Autism Spectrum Quotient short form (AQ-10) to screen autistic traits in undergraduate subject pool*. E-poster presentation in the University of Toronto Psychiatry Harvey Stancer Research Day, Toronto, Canada.

#### *Week 3: Module 1.2- Impacts of COVID-19 on children and adolescent*

- Condie, L.O. (2020). Neurotropic mechanisms in COVID-19 and their potential influence on neuropsychological outcomes in children. *Child Neuropsychology*, 26(5), 577-596.  
<https://doi.org/10.1080/09297049.2020.1763938>
- Cost, K.T., Crosbie, J., Anagnostou, E., Birken, C.S., Charach, A., Monga, S., Kelley, E., Nicolson, R., Maguire, J.L., Burton, C.L., Schachar, R.J., Arnold, P.D., & Korczak, D.J. (2021). Mostly worse, occasionally better: Impact of COVID-19 pandemic on the

mental health of Canadian children and adolescents. *European Child & Adolescent Psychiatry*, online. <https://doi.org/10.1007/s00787-021-01744-3>

(optional) Snape, M.D., & Viner, R.M. (2020). COVID-19 in children and young people. *Science*, 370(6514), 286-288. <https://doi.org/10.1126/science.abd6165>

*Week 4: Module 1.3- Spatial remapping and social development*

Bio, B.J., Webb, T.W., & Graziano, M.S.A. (2018). Projecting one's own spatial bias onto others during a theory-of-mind-task. *Proceedings of the National Academy of Sciences of the United States of America*, 115(7), e1684-1689.

<https://doi.org/10.1073/pnas.1718493115>

Hense, M., Badde, S., Kohne, S., Dziobek, I., & Order, B. (2019). Visual and proprioceptive influences on tactile spatial processing in adults with autism spectrum disorders.

*Autism Research*, 12, 1745-1757. <https://doi.org/10.1002/aur.2202>

(optional) Wada, M., Suzuki, M., Takaki, A., Miyao, M., Spence, C., & Kansaku, K. (2015). Spatio-temporal processing of tactile stimuli in autistic children. *Scientific Reports*, 4(1), 5985. <https://doi.org/10.1038/srep05985>

*Week 5: Module 1.4- Early experience and social development*

Wade, M., Zeanah, C.H., Fox, N.A., & Nelson, C. (2020). Social communication deficits following early-life deprivation and relation to psychopathology: a randomized clinical trial of foster care. *Journal of Child Psychology and Psychiatry*, 61(12), 1360-1369. <https://doi.org/10.1111/jcpp.13222>

Yaniv, A.U., Salomon, R., Waidergoren, S., Shimon-Raz, R., Djalovski, A., & Feldman, R. (2021). Synchronous caregiving from birth to adulthood tunes humans' social brain. *Proceedings of the National Academy of Sciences of the United States of America*, 118(14), e2012900118. <https://doi.org/10.1073/pnas.2012900118>

(optional) Feldman, R. (2017). The neurobiology of human attachments. *Trends in Cognitive Sciences*, 21(2), 80-99. <http://doi.org/10.1016/j.tics.2016.11.007>

*Week 6: Module 1.5- Through a big data lens to study social development*

Bosl, W.J., Tager-Flusberg, H., & Nelson, C.A. (2018). EEG analytics for early detection of autism spectrum disorder: A data-driven approach. *Scientific Reports*, 8, 6828. <https://doi.org/10.1038/s41598-018-24318-x>

Gorriz, J.M., Ramirez, J., Segovia, F., Martinez, F.J., Lai, M.-C., Lombardo, M.V., Baron-Cohen, S. & Suckling, J. (2019). A machine learning approach to reveal the neurophenotypes of autisms. *International Journal of Neural Systems*, 29(7), 1850058. <https://doi.org/10.1142/S0129065718500582>

(optional) Briscoe, J., & Marín, O. (2020). Looking at neurodevelopment through a big data lens. *Science*, 369(6510), eaaz8627. <https://doi.org/10.1126/science.aaz8627>

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## Module 2

### Week 7: Module 2.0- Introduction to ManyBabies: Replication Issues in Developmental Psychology

Frank, M. C., Bergelson, E., Bergmann, C., Cristia, A., Floccia, C., Gervain, J., Hamlin, J. K., Hannon, E. E., Kline, M., Levelt, C., Lew-Williams, C., Nazzi, T., Panneton, R., Rabagliati, H., Soderstrom, M., Sullivan, J., Waxman, S., & Yurovsky, D. (2017). A collaborative approach to infant research: Promoting reproducibility, best practices, and theory-building. *Infancy*, 22(4), 421-435. <https://doi.org/10.1111/inf.12182>

Visser, I., Bergmann, C., Byers-Heinlein, K., Dal Ben, R., Duch, W., Forbes, S., Franchin, L., Frank, M. C., Geraci, A., Hamlin, J. K., Kaly, Z., Kulke, L., Laverty, C., Lew-Williams, C., Mateu, V., Mayor, J., Moreau, D., Nomikou, I., Schuwerk, T.,... & Zettersten, M. (in press). Improving the generalizability of infant psychology research: The ManyBabies model. *Behavioral and Brain Sciences*.

### Week 8: Module 2.1- ManyBabies 1 Infant-Directed Speech Preference

Byers-Heinlein, K., Bergmann, C., Davies, C., Frank, M. C., Hamlin, J. K., Kline, M., Kominsky, J. F., Kosie, J. E., Lew-Williams, C., Liu, L., Mastroberardino, M., Singh, L., Waddell, C. P. G., Zettersten, M., & Soderstrom, M. (2020). Building a collaborative psychological science: Lessons learned from ManyBabies 1. *Canadian Psychology/Psychologie Canadienne*, 61(4), 349-363. <https://doi.org/10.1037/cap0000216>

The ManyBabies Consortium (2020). Quantifying sources of variability in infancy research using the infant-directed-speech preference. *Advances in Methods and Practices in Psychological Science*, 3(1), 24–52. <https://doi.org/10.1177/2515245919900809>

### Week 9: Module 2.2- ManyBabies 2 Infant Theory of Mind

Baillargeon, R., Buttelmann, D., & Southgate, V. (2018). Invited commentary: Interpreting failed replications of early false-belief findings: Methodological and theoretical considerations. *Cognitive Development*, 46, 112-124. <https://doi.org/10.1016/j.cogdev.2018.06.001>

Burnside, K., Ruel, A., Azar, N., & Poulin-Dubois, D. (2018). Implicit false belief across the lifespan: Non-replication of an anticipatory looking task. *Cognitive Development*, 46, 4-11. <https://doi.org/10.1016/j.cogdev.2017.08.006>

Kulke, L., Johannesen, J., & Rakoczy, H. (2019). Why can some implicit Theory of Mind tasks be replicated and others cannot? A test of mentalizing versus submentalizing accounts. *PLoS One*, 14(3), e0213772. <https://doi.org/10.1371/journal.pone.0213772>

### Week 10: Module 2.3- ManyBabies 3 Rule Learning

Marcus, G. F., Fernandes, K. J., & Johnson, S. P. (2007). Infant rule learning facilitated by speech. *Psychological Science*, 18(5), 387-391.

Rabagliati, H., Ferguson, B., & Lew-Williams, C. (2019). The profile of abstract rule learning in infancy: Meta-analytic and experimental evidence. *Developmental Science*, 22, e12704. <https://doi.org/10.1111/esc.12704>

Saffran, J. R., Pollak, S. D., Siebel, R.L., & Shkolnik, A. (2007). Dog is a dog is a dog: Infant rule learning is not specific to language. *Cognition*, 105, 669-680. <https://doi.org/10.1016/j.cognition.2006.11.004>

### Week 11: Module 2.4- ManyBabies 4 Social Evaluation

- Hamlin, J. K., Wynn, K. & Bloom, P. Social evaluation by preverbal infants. *Nature* 450, 557–559 (2007). <https://doi.org/10.1038/nature06288>
- Hamlin, J. K. (2015). The case for social evaluation in preverbal infants: Gazing toward one's goal drives infants' preferences for Helpers over Hinderers in the hill paradigm. *Frontiers in Psychology*, 5, e1563. <https://doi.org/10.3389/fpsyg.2014.01563>
- Scarf D., Imuta, K., Colombo, M., & Hayne, H. (2012). Social evaluation or simple association? Simple associations may explain moral reasoning in infants. *PLoS ONE*, 7(8): e42698. <https://doi.org/10.1371/journal.pone.0042698>

*Week 12: Module 2.5- ManyBabies 5 The Hunter & Ames Model of Infant Looking Preferences*

- Houston-Prince, C., & Nakai, S. (2004). Distinguishing novelty and familiarity effects in infant preference procedures. *Infant and Child Development*, 13, 341-348. <https://doi.10.1002/icd.364>
- Oakes, L. M. (2017). Sample size, statistical power, and false conclusions in infant looking-time research. *Infancy*, 22(4), 436-469. <https://doi.org/10.1111/infa.12186>

## Psychology Department Missed Term Work Policy, SUMMER 2021

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

Notes:

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- Missed Final Exams are handled by the Registrar's Office and should be declared on eService: <http://www.utoronto.ca/registrar/missing-examination>
- 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>

### Accommodations for Illness or Emergency:

For missed work due to ILLNESS OR EMERGENCY, please complete the following **two-step** process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>) and email it to Keely Hicks at [keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca),  
**\*and\***
2. **Declare your absence** on [ACORN](#) (Profile & Settings > Absence Declaration)

**Deadline:** You must complete the above steps **within 3 business days** of the missed work.

*Note: For this semester, we do not require any additional supporting documentation (ex. medical notes) to support your missed term work accommodation request.*

### Accommodations for Academic Conflicts:

For missed term work due to an ACADEMIC CONFLICT (i.e. two midterms scheduled at the same time), please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>), choosing "Other" as your reason for missed work and explaining the conflict in the space provided.
2. Take screenshots of your course homepages that demonstrate the conflict.
3. Email the form and screenshots to Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)).

**Deadline:** You should report the conflict to Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

*Note: Multiple assignments due on the same day are not considered conflicts. Accommodations may only be possible in the case of quizzes and tests that are both scheduled during the same discrete period. Back-to-back tests/quizzes are not considered conflicts.*

*Note: Students are responsible for keeping their course timetables conflict-free. Students who choose to register in two synchronous courses with overlapping lecture/tutorial/lab schedules may not necessarily be accommodated.*

### Accommodations for Religious Conflicts:

For missed term work due to a RELIGIOUS CONFLICT, please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>), choosing “Other” as your reason for missed work and noting “Religious conflict” in the space provided.
2. Email the form to Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)).

**Deadline:** You should report the conflict to Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

#### **Accommodations for 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, please complete the following process:

1. Complete the **Time Zone Conflict Form** (<https://uoft.me/PSY-TimeZone>), and
2. Email the form to Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca))

**Deadline:** You should report the conflict to Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible, if it was not possible to identify the conflict earlier.

#### **Accommodations for Students Registered with AccessAbility Services:**

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

- **Contact your AccessAbility consultant** and have them email Keely ([keely.hicks@utoronto.ca](mailto: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 3 days):
  1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>).
  2. Email the form and your **Accommodation Letter** to Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)).
- 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):
  1. **Contact your AccessAbility consultant** and have them email Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) detailing the accommodations required.

#### **Accommodation Procedure:**

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.

For missed assignments, **do not wait for an instructor response to resume work on your assignment**. Extension accommodations may be as short as one business day, depending on the nature of the illness/emergency. You should complete your assignment as soon as you are able and email it your instructor, noting that you have submitted your Missed Term Work Accommodations Request Form to Keely.

Note that ACORN will not allow you to declare **future absences**. For something like a scheduled surgery or an illness with a prolonged recovery period, if you would like to request accommodations in advance of the assignment deadline or midterm you should submit a Verification of Illness Form (<http://uoft.me/UTSC-Verification-Of-Illness-Form>) completed by your doctor, along with this form to Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)).

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. **Please make it clear in your subject line that you are requesting a second 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.

(E.g.) If you are given an extension but are still sick and need more time, or if you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form and declare your extended absence on ACORN.

### **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](mailto: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**.

### **Questions?**

If you have any questions about this Missed Term Work policy, please contact Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) **well before** the date of the test / assignment deadline to describe your circumstances and inquire about procedures.