

**Psychology D22H3 F (LEC 01)**  
**Socialization Processes (Fall term, 2021)**

Professor Karen Dion

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Office hours online on Zoom: Wednesdays: 1:30 PM-2:30 PM

**Overview of course content and learning objectives**

This course is an online synchronous seminar course, meeting Wednesdays, 10:00 AM- 12:00 PM on Zoom. The Zoom link for this class can be accessed on the Announcements module on your Quercus course page for Psy D22. Online weekly office hour also can be accessed on the Zoom link on your Quercus course page.

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 objective is to develop 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 the second part of this course is responding to perspectives and ideas offered by class members. You will be writing commentaries on all the class presentations that take place during the five weeks when you are **not** giving your presentation. The learning objectives are to develop to develop your analytical and reflective skills through thoughtful observations about the research and ideas discussed in others' presentations.

Finally, throughout the term, active seminar participation is important (discussing the required reading in the first part of the course and asking constructive questions about classmates' presentations in the second part of the course.)

**Required Reading:** The required reading can be accessed from the Library Reading List module on your Quercus course page for Psy D22.

## **Psy D22 H3 LEC 01 Fall, 2021 (continued)**

### **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 Zoom (see Zoom link on Quercus course announcement page).

### **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. (See Module on Seminar Reflections paper for additional details about this assignment).

**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. Additional details to follow when debate topics are chosen.

**Commentaries on class presentations paper:** You will be writing weekly comments about the concepts and research findings mentioned during others' class presentations. At the end of the term, you submit a paper containing the collection of your own, independently written weekly commentaries/reflections on others' presentations. Additional details to follow when debate topics are chosen.

**Seminar participation:** During the term, you are expected to actively participate, by contributing to class discussion (first part of the term) and asking questions after others' class presentations (second part of the term).

### **Evaluation components:**

Each of the components contributes the following to your final grade for this course:

Seminar reflections paper: 30% (Due October 20)

Class presentation: 30%

Commentaries paper on class presentations: 30% (Due December 3)

Seminar participation throughout the term: 10%

## **Psy D22 H3 LEC 01 Fall 2021 (continued)**

### **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.

### **Equity, Diversity and Inclusion**

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

## Psychology D22 H3 F (LEC 01): Fall term (2021)

### 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](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.

### 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.

### **Psychology Department Missed Term Work Policy, FALL 2021**

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

- 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.uts.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.uts.utoronto.ca/registrar/term-work>

#### **Accommodations for Illness or Emergency:**

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

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>)
2. **Declare your absence** on **ACORN** (Profile & Settings > Absence Declaration)
3. **Email both the Request for Missed Term Work Accommodations Form AND a screenshot of your Self-Declared Absence on ACORN** to the email address provided by your instructor on the course syllabus **WITHIN 2 BUSINESS DAYS** of the missed work.

*Note:* If you are unable to submit your documents within 2-business days, **you must still email your instructor within the 2-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:* For this semester, we do not require any additional supporting documentation (e.g. 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" 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 your course instructor **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" and noting "Religious conflict" in the space provided.
2. Email the form to your course instructor **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 your course instructor **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 your instructor detailing accommodations required.

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

- If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” and you need 3 days):
  1. Complete the **Request for Missed Term Work Accommodations Form**.
  2. Email the form and your **Accommodation Letter** to your instructor, specifying how many days extension you are requesting.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. 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 your instructor detailing the accommodations required.

### Accommodation Procedure:

After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. 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. **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.

For an anticipated event (e.g. scheduled surgery or an illness with a prolonged recovery period), submit a [Verification of Illness Form](#) completed by your doctor, AND this form to your instructor if you would like to request accommodations in advance of the assignment deadline or midterm date. **Declare your future absence on ACORN (absences can be declared up to 14 days in the future).**

### 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**. For example, if you are given an extension but are still sick and need more time, or if you miss a make-up midterm, you must submit another request ‘Missed Term Work Accommodations’ form and declare your extended absence on ACORN. \*\*\*Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.