

Psychology D22H3 F (LEC 01)
Socialization Processes (Fall term, 2022)

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Office hours: Tuesdays: 1:30 PM-2:30 PM

Masks in the classroom

While the mask mandate has been paused as of 1 July 2022, the use of medical masks continues to be strongly encouraged at U of T Scarborough in indoor settings where physical distancing is not possible. We ask everyone to respect each other's decisions, comfort levels, and health needs. Masks are available at all building entrances at U of T Scarborough and in all classrooms.

I will be wearing a medical mask during class and office hours and ask you to consider wearing a medical mask in class and when coming to office hours.

Overview of course content and learning objectives

In the first part of the term, you will be learning about contemporary social-developmental 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. Each week, there will be class discussion and break-out groups on the required readings so you should have completed the reading for each week by class time and come to class prepared to talk about the readings.

At the end of the first part of this course, you will be submitting a seminar reflections paper discussing your own, in-depth reflections and observations concerning the material from all of the required readings.

In the second part of the term, class members will examine selected issues relevant to socialization processes and social development in the context of individual class 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, your accuracy, clarity and thoughtfulness when discussing concepts and research findings and your 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 presentations from **three** of the five class presentation weeks when you are **not** giving your own presentation. The learning objectives are to develop your analytical and reflective skills through thoughtful observations about the research and ideas discussed in others' presentations.

Online communication: For all course-related communication, use your utoronto email address to contact me. Please check your utoronto email and your Quercus course page frequently.

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

Evaluation

Seminar reflections paper: You will be writing an individual paper which discusses your own observations and critical thinking about the material in the required readings. (See Module on Seminar Reflections paper for additional details about this assignment).

Class presentation: There will be a series of debates on different topics (one topic per week) of social-developmental relevance. Each week students (max. of two on each 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 paper: When the class presentations begin, 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 **three** of the five weeks of class presentations (**excluding** your own presentation week). Additional details to follow when debate topics are chosen.

Evaluation components:

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

Seminar reflections paper: 35% (Due October 18)

Class presentation: 35%

Commentaries paper: 30% (Due December 5)

Disability-Related Accommodations

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 Office (<http://www.utsc.utoronto.ca/ability/>) as soon as possible.

AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Please contact 416-287-7560 (tel/TTY) or email ability.uts@utoronto.ca for more information.

The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Department of Psychology Missed Term Work Policy

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

Note:

- 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.
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar's Office [petition process](#).

The email address to submit missed term work accommodation requests in **Psy D22** is:
kk.dion@utoronto.ca

ILLNESS OR EMERGENCY accommodations:

For missed work due to ILLNESS OR EMERGENCY, complete the following process:

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Declare your absence on [ACORN](#) (Profile & Settings > Absence Declaration)
3. Email **both** of the following items to the course email **WITHIN 2 BUSINESS DAYS** of the missed work:
 - the [Request for Missed Term Work Accommodations Form](#)
 - *AND***
 - a screenshot of your Self-Declared Absence on ACORN

Note:

- *If you are unable to submit your request within 2 business days, you must still email your instructor within the 2 business day window to explain the nature of the delay. Exceptions to the 2 business day deadline will only be made under exceptional circumstances.*
- *If your absence is declared on ACORN, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.*

ACADEMIC CONFLICT accommodations:

For missed term work due to an ACADEMIC CONFLICT (e.g. two midterms at the same time):

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Take screenshots of your course Quercus pages that demonstrate the conflict.
3. Email the form and screenshots to the course email **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. Requests sent after the activity deadline may not be accommodated.

Note:

- *Multiple assignments due on the same day are not considered conflicts. Students are expected to manage their time effectively to meet assignment deadlines.*
- *Back-to-back tests/quizzes are not considered conflicts. Only overlapping activities are conflicts.*
- *Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.*

RELIGIOUS CONFLICT accommodations:

For missed term work due to a RELIGIOUS CONFLICT:

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Email the form to the course **email 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. Requests sent after the activity deadline may not be accommodated.

ACCESSABILITY SERVICES accommodations:

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

- **Contact your AccessAbility consultant** and have them email the course email 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 the course email 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 the course email 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. **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 the instructor's response to resume work on your assignment**. Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you're able, and email it to your instructor.

For an **anticipated absence** (e.g. a scheduled surgery or an illness with a prolonged recovery period), if you would like to request accommodations in advance, submit a [Verification of Illness Form](#) completed by your doctor AND the [Request for Missed Term Work Accommodations Form](#) to the course email. Absences can be declared up to 14 days into the future on ACORN.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, 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**. E.g. If you are given an extension but are still sick and need more time, or if you miss a make-up term test, you must submit *another* [Request for 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 necessarily be provided.

Academic Integrity

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/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential offences in papers and assignments include 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 cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

Religious Accommodations

The University has a commitment concerning accommodation for religious observances. I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. According to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

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 D22H3 (LEC 01): Fall term (2022)

Required Reading Assignments and Class Schedule (See Library Reading List on Quercus course page)

Assignment:

For class on:

Course introduction

September 6

Article by L.P. Nucci & E. Turiel (1978), Social interactions and the development of social concepts in preschool children. *Child Development*, 49, 400-407.

September 13

Article by J.G. Smetana (1981). Preschool children's conceptions of moral and social rules, *Child Development*, 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. *Human Development*, 61, 264-280.

Class discussion/break-out groups

Article by J.K. Hamlin (2013). Moral judgment and action in preverbal infants and toddlers: Evidence for an innate moral core. *Current Directions in Psychological Science*, 22, 186-193.

September 20

Article by A. Tasimi & K. Wynn (2016). Costly rejection of wrongdoers by infants and children. *Cognition*, 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? *Journal of Experimental Child Psychology*, 176, 39-54.

Class discussion/break-out groups

Article by B. Kenward & M. Dahl (2011). Preschoolers distribute scarce resources according to the moral valence of recipients' previous actions. *Developmental Psychology*, 47, 1054-1064.

September 27

Article by M. Killen, L. Elenbaas & M.T. Rizzo (2018). Young children's ability to recognize and challenge unfair treatment of others in group contexts. *Human Development*, 61, 281-296.

Article by A. Dahl & E. Turiel (2019). Using naturalistic recordings to study children's social perceptions and evaluations. *Developmental Psychology*, 55, 1453-1460.

Class discussion/break-out groups

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| In class workshop: PsycInfo Search strategies | October 4 |
| Reading week: No class; no office hours | October 11 |
| In class workshop: Preparing for class presentations | October 18 |
| Seminar reflections paper due on October 18 | |
| Class presentations | October 25 |
| Class presentations | November 1 |
| Class presentations | November 8 |
| Class presentations | November 15 |
| Class presentations | November 22 |
| Class presentations | November 29 |
| Commentaries paper due on December 5 | |