

Developmental Affective Cognition
(PSYD20H3 S LEC01)

Winter 2023 Syllabus

Instructor

Dr. Yang Wu

Office: Online/HW513

Email: yangm.wu@utoronto.ca

Class Time and Place: Mondays, 1:00–3:00 pm at MW 264

Office Hours: Thursdays, 12:30–1:30 pm on Zoom

(Please book me in advance at: d20yangwu.youcanbook.me; see below for details)

Course Description & Learning Objectives

“I recognize terror as the finest emotion and so I will try to terrorize the reader. But if I find that I cannot terrify, I will try to horrify, and if I find that I cannot horrify, I’ll go for the gross-out. I’m not proud.”
—Stephen King

“airy, amused, animated, beatific, blissful, blithe, bright, brisk, buoyant, cheerful, cheery, comfortable...”
—The beginning of a list of words for happiness, from:
www.derose.net/steve/resources/emotionwords/ewords.html

Human beings have a sophisticated understanding of emotions. Sufficiently sophisticated that they can appreciate the distinction between terror, horror, and disgust, and, more salubriously, the distinction between feeling airy, amused, and animated. What are the cognitive underpinnings of this rich understanding of emotion, and how is it acquired over the course of development? In this course, we will learn about the development of human affective cognition from infancy to adulthood. Through reading classic and contemporary papers, presenting and discussing current topics, and proposing novel ideas in this research domain, you will learn to:

- Discuss the origins and development of human affective cognition
- Critically examine and discuss theoretical perspectives and empirical findings
- Generate new research hypotheses in the area of affective cognition
- Conduct a systematic literature review around your research hypothesis
- Design experiments to test your hypothesis
- Write and present your research proposal

Course Website

I will primarily use Quercus to make class announcements (I recommend that you turn on email notifications for announcements) and link course materials (e.g., readings, assignment instructions). You will also post your discussion questions and submit components of your research proposal on Quercus.

Grading and Due Dates

Your grade for this course will consist of the following components:

Component	Percentage	Due Date/Time
Discussion Questions	18%	Before each content class: Fridays by 2pm
Class Participation	12%	In class
Reading Presentations	20%	In class
Proposal: Idea	5%	Feb 10 (Friday) by 2pm
Proposal: Draft	10%	Mar 3 (Friday) by 2pm
Proposal: Peer feedback	5%	Mar 10 (Friday) by 2pm
Proposal: Presentation	10%	In class
Proposal: Final proposal	20%	Apr 7 (Friday) by 2pm

Discussion Questions (18% of final grade):

Each content class (Weeks 2–10) will center around one theme and two assigned readings. You will be asked to read the assigned readings prior to class and generate one discussion question per reading (i.e., two discussion questions total). Your two discussion questions should be posted to Quercus **by 2pm on the Friday prior to each week’s class**. I will grade each discussion question using the following grading scheme:

Score	Description
0	No discussion question is submitted; late submission.
0.5	Idea/critique along with justification is provided, but it is weak or superficial. Does not go significantly beyond the presented
0.75	Idea/critique and justification are appropriate, but innovation is relatively weak.
1	Ideas/critiques are appropriate, and innovative potential is clear and substantial.

Class Participation (12% of final grade):

Your class participation is essential to ensuring the educational benefits for yourself and everyone in the class. Good participation involves punctual attendance to class, eagerness to start and continue conversations, listening to and respecting your peers’ opinions and experiences, and being open to giving and receiving constructive comments that support, challenge, and elevate each other. There will be a total of 12 classes. You will receive 1 point for each class in which you meet these expectations.

Reading Presentations (20% of final grade):

For each content class, a team of two to three students will present and lead discussions on two assigned readings. Teams will be assigned to teams in Week 1. The presentation schedule will be released in a separate document.

To lead discussions, please carefully review all discussion questions that your peers have posted to Quercus for the reading you are presenting. Consider your peers’ questions as your guide; you should also take note of common themes of their questions. You are responsible for (and will be graded on your ability of) stimulating discussions, so you should be prepared to follow up, clarify, and encourage dialogue among your peers. This also means that your active participation in discussions led by others will help them get better grades, so be generous and kind to your peers—it is to your reciprocal benefit!

Research Proposal (50% of final grade):

This assignment consists of five components spaced out across the course timeline.

- Idea (5%): You will submit a ½ page description of your proposed research idea. You may propose research on any topic that interests in the domain of developmental affective cognition. While the research must pertain to developmental affective cognition, it does not need to be a topic that is covered

in this course. After you submit the idea, Dr. Wu will either approve the idea or give you feedback for revision.

- **Draft (10%):** The draft should include an abstract (which can be your proposal if appropriate), an introduction (e.g., theoretical background and research hypotheses), method, predicted results, discussion, and references (APA 7th edition). This draft provides an opportunity to receive constructive feedback and improve the paper you submit at the end of the course. Both one of your classmates and I will provide feedback on your draft. Please keep the draft between 7-11 pages (excluding references; Times New Roman, 12-font, double-spaced, 1" margins).
- **Peer feedback (5%):** Peer review is an important part of academic writing. You will be asked to find a peer and provide feedback on their draft. Please be constructive and thoughtful. It helps you earn better grades and helps others make better drafts!
- **Presentation (10%):** For the final two weeks of class, you will give a presentation on your research proposal. It is also expected that you will ask questions or provide comments following other students' presentations. This will not only help you to earn participation points, but also support your peers in refining their final proposals.
- **Final proposal (20%):** You are expected to revise your proposal based on the feedback you receive and re-submit your proposal. The final proposal will be marked using the same rubric as the one used for the initial draft.

Detailed instructions and grading rubric will be provided in a separate document.

Email Policy

- **Please start your email title with "[PSYD20]" (e.g., "[PSYD20] Questions about...").** Doing so will ensure that I don't miss it and that I can get to it promptly.
- I will do my best to answer your emails within 48 hours during weekdays, but expect a longer delay if you email me between Friday afternoon and Sunday evening.
- If you email me within 48 hours of a class or due date, I may not be able to respond to you in time (or at all, if your question no longer applies by the time I get to it).
- If you have questions that can't be answered briefly via email, it is best to come see me during my office hours (see below).

Office hours

I offer office hours via Zoom on Thursdays from 12:30 to 1:30 pm. **To ensure that each student has a dedicated time to meet with me, please book your meeting in advance at d20yangwu.youcanbook.me.** I have divided the office hours into 15-minute blocks, so if you need more than 15 minutes, please book multiple blocks. If my office hours are fully booked or if the time does not work for you, please email me to request an alternative meeting time.

Late Policy

Because of the collaborative nature of the course, your delay may influence your peers' performance (e.g., if you turn in your proposal draft late, your peer will have less time to give you feedback). Thus, I ask that you submit your assignments on time, and any unexcused (see Missed Term Work Policy below) late assignment will automatically receive 0 point. I highly recommend that you upload a version of your assignment by the due date, even if it may not be your most satisfied version; having a version submitted will ensure that at least you will earn some points, rather than 0. The only exception to this late policy is your final proposal: 20% of the total value of the assignment will be deducted for each day that it is late.

Class Schedule and Readings

*All reading materials can be found on Quercus. The instructor reserves the right to alter readings during the semester, with sufficient notice, based on judgments about appropriateness, fit, and relevance as the course progresses.

Meeting Date	Topic and readings	Agenda items for this week
Week 1: Jan 9	Introduction	<ul style="list-style-type: none"> - Make a schedule for reading presentations - Discussion questions for next week due 2pm on Fri, Jan 13
Week 2: Jan 16	Emotion perception in infancy <ul style="list-style-type: none"> • Vaillant-Molina, M., Bahrick, L. E., & Flom, R. (2013). Young infants match facial and vocal emotional expressions of other infants. <i>Infancy</i>, 18, E97-E111. • Cong, Y. Q., Junge, C., Aktar, E., Raijmakers, M., Franklin, A., & Sauter, D. (2019). Pre-verbal infants perceive emotional facial expressions categorically. <i>Cognition and Emotion</i>, 33(3), 391-403. 	<ul style="list-style-type: none"> - Discussion questions for next week due 2pm on Fri, Jan 20
Week 3: Jan 23	Infants' learning from emotional expressions <ul style="list-style-type: none"> • Walle, E. A., Reschke, P. J., Camras, L. A., & Campos, J. J. (2017). Infant differential behavioral responding to discrete emotions. <i>Emotion</i>, 17(7), 1078. • Wu, Y., Muentener, P., & Schulz, L. E. (2017). One-to four-year-olds connect diverse positive emotional vocalizations to their probable causes. <i>Proceedings of the National Academy of Sciences</i>, 114(45), 11896-11901. 	<ul style="list-style-type: none"> - Discussion questions for next week due 2pm on Fri, Jan 27
Week 4: Jan 30	The development of emotion vocabulary <ul style="list-style-type: none"> • Widen, S. C., & Russell, J. A. (2008). Children acquire emotion categories gradually. <i>Cognitive development</i>, 23(2), 291-312. • Widen, S. C., & Russell, J. A. (2010). Children's scripts for social emotions: Causes and consequences are more central than are facial expressions. <i>British Journal of Developmental Psychology</i>, 28(3), 565-581. 	<ul style="list-style-type: none"> - Discussion questions for next week due 2pm on Fri, Feb 3
Week 5: Feb 6	Understanding beliefs, desires, and emotions <ul style="list-style-type: none"> • Lara, K. H., Lagattuta, K. H., & Kramer, H. J. (2019). Is there a downside to anticipating the upside? Children's and adults' reasoning about 	<ul style="list-style-type: none"> - Proposal idea due 2pm on Fri, Feb 10 - Discussion questions for next week due 2pm on Fri, Feb 10

	<p>how prior expectations shape future emotions. <i>Child development</i>, 90(4), 1170-1184.</p> <ul style="list-style-type: none"> Wu, Y. & Schulz, L. E. (2020). Understanding social display rules: Using one person's emotional expressions to infer the desires of another. <i>Child Development</i>, 91(5), 1786-1799. 	
Week 6: Feb 13	<p>Emotion understanding in moral contexts</p> <ul style="list-style-type: none"> Gummerum, M., Lopez-Perez, B., Ambrona, T., Rodriguez-Cano, S., Dellaria, G., Smith, G., & Wilson, E. (2016). Children's moral emotion attribution in the Happy Victimizer task: The role of response format. <i>The Journal of Genetic Psychology</i>, 177(1), 1-16. Malti, T., & Keller, M. (2009). The relation of elementary-school children's externalizing behaviour to emotion attributions, evaluation of consequences, and moral reasoning. <i>European journal of developmental psychology</i>, 6(5), 592-614. 	<p>- Discussion questions for next week due 2pm on Fri, Feb 17</p>
Week 7: Feb 20	Reading Week	
Week 8: Feb 27	<p>Developing social biases from others' emotional expressions</p> <ul style="list-style-type: none"> Skinner, A. L., Meltzoff, A. N., & Olson, K. R. (2017). "Catching" social bias: Exposure to biased nonverbal signals creates social biases in preschool children. <i>Psychological Science</i>, 28(2), 216-224. Asaba, M., Wu, Y., Carrillo, B., & Gweon, H. (2020, December 1). Inferring competence from others' expressions of surprise. https://doi.org/10.31234/osf.io/s8mc9 	<p>- Proposal draft due 2pm on Fri, Mar 3</p> <p>- Discussion questions for next week due 2pm on Fri, Mar 3</p>
Week 9: Mar 6	<p>Parenting and emotion understanding</p> <ul style="list-style-type: none"> Taumoepeau, M., & Ruffman, T. (2006). Mother and infant talk about mental states relates to desire language and emotion understanding. <i>Child development</i>, 77(2), 465-481. Grazzani, I., & Ornaghi, V. (2011). Emotional state talk and emotion understanding: A training study with preschool children. <i>Journal of child language</i>, 38(5), 1124-1139. 	<p>- Find a peer in class and provide feedback on their draft by 2pm on Fri, Mar 10</p> <p>- Discussion questions for next week due 2pm on Fri, Mar 10</p>
Week 10: Mar 13	<p>Culture and emotion understanding</p> <ul style="list-style-type: none"> Tsai, J. L., Louie, J. Y., Chen, E. E., & Uchida, Y. (2007). Learning what feelings to desire: Socialization of ideal affect through children's storybooks. <i>Personality and Social Psychology Bulletin</i>, 33(1), 17-30. 	<p>- Proposal presentation schedule released</p> <p>- Discussion questions for next week due 2pm on Fri, Mar 17</p>

	<ul style="list-style-type: none"> • Cole, P. M., Tamang, B. L., & Shrestha, S. (2006). Cultural variations in the socialization of young children's anger and shame. <i>Child development</i>, 77(5), 1237-1251. 	
Week 11: Mar 20	Atypical development of affective cognition <ul style="list-style-type: none"> • Morales, S., Brown, K. M., Taber-Thomas, B. C., LoBue, V., Buss, K. A., & Pérez-Edgar, K. E. (2017). Maternal anxiety predicts attentional bias towards threat in infancy. <i>Emotion</i>, 17(5), 874. • Smith, K. E., & Pollak, S. D. (2022). Early life stress and perceived social isolation influence how children use value information to guide behavior. <i>Child Development</i>, 93(3), 804-814. 	
Week 12: Mar 27	Proposal Presentation 1	
Week 13: Apr 3	Proposal Presentation 2	- Final proposal due 2pm on Fri, Apr 7

University's Plagiarism Detection Tool

Normally, students will be required to submit their course essays to the University's plagiarism detection tool 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 tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website (<https://uoft.me/pdt-faq>).

Quercus

This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for PSYD20H3. You may need to scroll through other cards to find this. Click on the PSYD20H3 link to open our course area, view the latest announcements and access your course resources. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column.

SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

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 **PSYD20H3** is:
yangm.wu@utoronto.ca

ILLNESS OR EMERGENCY accommodations:

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

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

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.uts.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.utscc@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.

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, 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.

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.