

PSYB20- Introduction to Developmental Psychology

I CONTACTS

Instructor

Name: Dr. Anna Michelle McPhee (she/her)

Email: michelle.mcphee@mail.utoronto.ca

Office Hours: Tuesdays from 11 am to 12 pm

SAiL (Sessions for Active Learning) Office Hours:

Tuesdays from 12 pm to 1 pm

See Quercus for Additional Information About SAiL Office Hours

Office Location: Zoom

<https://utoronto.zoom.us/j/85821499750>

Meeting ID: 858 2149 9750

Passcode: Psychology



Instructor Bio: I completed my PhD in developmental psychology 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.

Teaching Assistants

Name: Chris Sciberas

Email: christopher.sciberas@mail.utoronto.ca

II COURSE OVERVIEW

Course Description: Developmental processes during infancy and childhood. This course presents students with a broad and integrative overview of child development. Major theories and research findings will be discussed in order to understand how the child changes physically, socially, emotionally, and cognitively with age. Topics are organized chronologically beginning with prenatal development and continuing through selected issues in adolescence and life-span development.

Prerequisites: PSYA01H3 and PSYA02H3

Exclusion: (PSYB21H3), PSY210H

Class Time: Online- Asynchronous

Duration of Classes: May 8th- August 9th

Reading Week: June 20th- 24th

Final Exam Period: August 12th- 25th (Final Exam will be Online- Synchronous)

Privacy Statement: Given the delivery of the course material, there may be recording of class materials and discussions.

Learning Outcomes

At the end of this course, students should be able to:

1. Understand key aspects of developmental psychology, such as the physical, cognitive, emotional, communicative, social, and moral growth of infants and children.
2. Understand key research methods used to examine development, as well as the history of the field that has shaped foundational theories.
3. Connect their knowledge of developmental psychology to overarching themes in the field.
4. Practice reading and interpreting empirical research in developmental psychology, and communicating these findings to a general audience.
5. Apply their knowledge of developmental psychology to real world scenarios and theoretical situations.
6. Cite scholarly research using APA 7th edition format.

Course Website

All registered students for the course have access to Quercus. This will serve as the class website, where all lecture recordings, 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. Students are expected to check this website **regularly**. Important announcements will be made here. Use of the website's Discussion Board 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).

Assigned Readings

Required Textbook:

Shaffer, D., Kipp, K., Wood, E., Willoughby, T., Roberts, K., Gottardo, A., Krettenauer, T., Lee, J., & Newton, N. (2019). *Developmental Psychology: Infancy and Childhood*, 5th Edition.

The link to the textbook options (digital or hard copy) can be found below:

<https://www.uoftbookstore.com/adoption-search-results?ccid=1411544&itemid=36669>

Lectures

Course videos and materials belong to the course instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. In this course, students are permitted to download session videos and materials for their own academic use, but they should **not** copy, share, or use them for any other purpose without the explicit permission of the instructor.

Question & Answer Sessions

We will schedule drop-in question and answer sessions with the instructor and the TAs on Zoom throughout the term (especially right before the term tests and final exam). Please check Quercus regularly for scheduling updates.

III COURSE SCHEDULE

Week & Class #	Topic & Assigned Readings	Evaluation
May 8 th Class 1	<i>Introduction to Developmental Psychology & Research Strategies</i> Chapter 1 (Read Entire Chapter)	Quizzical Creation for Class #1 Due Thurs. May 11 th
May 15 th Class 2	<i>History of Developmental Psychology</i> Chapter 2 (Read Entire Chapter <u>Except</u> Sections 2.4- Cognitive Developmental Theories, 2.5- Sociocultural Theories, 2.8- Ecological Systems Theory, and 2.10- Theories and World Views)	Quizzical Creation for Class #2 Due Thurs. May 18 th
May 22 nd Class 3	<i>Genetics, Prenatal Development & Birth</i> Chapter 3 (Read Section 3.1- Principles of Hereditary Transmission) Chapter 4 (Read Entire Chapter <u>Except</u> Sections 4.2c- Maternal Characteristics, 4.2d- Prevention of Birth Defects, and 4.2e- Applying Developmental Themes to Prenatal Development)	Quizzical Quiz for Class #1 Due Mon. May 22 nd Quizzical Creation for Class #3 Due Thurs. May 25 th
May 29 th Class 4	<i>Brain Development, Sensation & Perception</i> Chapter 5 (Read Section 5.3a- Newborn Reflexes) Chapter 6 (Read Section 6.2- Development of the Brain) Chapter 7 (Read Entire Chapter <u>Except</u> Sections 7.5- Intermodal Perception, and 7.6- Infant Perception in Perspective- And a Look Ahead)	Assignment- Part 1 (5%) Due Monday, May 29 th Quizzical Quiz for Class #2 Due Mon. May 29 th Quizzical Creation for Class #4 Due Thurs. June 1 st
June 5 th Class 5	<i>Cognitive Development: Piaget</i> Chapter 8 (Read Entire Chapter)	Quizzical Quiz for Class #3 Due Mon. June 5 th Quizzical Creation for Class #5 Due Thurs. June 8 th
June 12 th Class 6	TERM TEST #1 – Date TBD Online Synchronous Term Test Covering Lectures and Readings from Classes 1 to 4	TERM TEST #1 (20%) Quizzical Quiz for Class #4 Due Mon. June 12 th No Quizzical Creation Due

June 19 th	Reading Week	Quizzical Quiz for Class #5 Due Mon. June 19 th
June 26 th Class 7	<i>Cognitive Development: Information Processing</i> Chapter 9 (Read Entire Chapter <u>Except</u> Sections 9.10- The Development of Analogical Reasoning, 9.11- The Development of Number and Arithmetic Skills, and 9.13- Connectionist Approaches to Cognitive Development)	No Quizzical Quiz Due Quizzical Creation for Class #7 Due Thurs. June 29 th
July 3 rd Class 8	<i>Language & Communication</i> Chapter 11 (Read Entire Chapter <u>Except</u> Sections 11.7- Language Learning During Middle Childhood, 11.8- Bilingualism: Learning More than One Language and 11.9- Applying Developmental Themes to Language Acquisition)	No Quizzical Quiz Due Quizzical Creation for Class #8 Due Thurs. July 6 th
July 10 th Class 9	<i>Emotion Development</i> Chapter 12 (Read From Beginning of Chapter to Section 12.3d- Factors that Influence Attachment Security)	Quizzical Quiz for Class #7 Due Mon. July 10 th Quizzical Creation for Class #9 Due Thurs. July 13 th
July 17 th Class 10	TERM TEST #2 – Date TBD Online Synchronous Term Test Covering Lectures and Readings from Classes 5 to 9	TERM TEST #2 (20%) Quizzical Quiz for Class #8 Due Mon. July 17 th No Quizzical Creation Due
July 24 th Class 11	<i>Social Cognition</i> Chapter 13 (Read Entire Chapter <u>Except</u> Sections 13.4- The Other Side of Social Cognition: Knowing About Others and 13.5- Applying Developmental Themes to the Development of the Self and Social Cognition)	Quizzical Quiz for Class #9 Due Mon. July 24 th Quizzical Creation for Class #11 Due Thurs. July 27 th
July 31 st Class 12	<i>Morality</i> Chapter 15 (Read From Beginning of Chapter to Section 15.5- The Development of Aggression)	Part 2 of Assignment (15%) Due Monday, July 31 st No Quizzical Quiz Due No Quizzical Creation Due
Aug. 7 th No Class		Quizzical Quiz for Class #11 Due Mon. Aug. 7 th
Aug. 12 th – 25 th	FINAL EXAM- TBA* Online Synchronous Final Exam *Pending Registrar Scheduling Covering Lectures and Readings from Classes 1 to 12	FINAL EXAM (30%)

Please note: The class schedule is subject to change due to unforeseen circumstances.

IV EVALUATION/GRADING SCHEME

Student Evaluation at a Glance

Student Evaluation	Weight	Due Date
Quizzical Creation (2 Questions x 3%/Question = 6% of Final Grade)	6%	11:45 pm on the Thursday Following the Assigned Lecture (i.e., 3 days after lecture)
Quizzical Quizzes	4%	11:45 pm on the Monday Two Weeks After Lecture
Science Blog Assignment- Part I	5%	11:59 pm on Monday, May 29 th 2023.
Term Test #1- Online Synchronous	20%	Date To Be Scheduled By Registrar
Term Test #2- Online Synchronous	20%	Date to Be Scheduled By Registrar
Science Blog Assignment- Part II	15%	11:59 pm on Monday, July 31 st 2023.
Final Exam- Online Synchronous	30%	TBA- Exam Period: Aug. 12 th - 25 th 2023.
Total	100%	

*Organized Chronologically by Due Date

Details About Course Assessments and Grading

Quizzical: 10%

Quizzical Creation: Quizzical is an educational software designed to help students engage more deeply with course materials. Students can access it via Quercus. Students will be assigned to write **two** multiple-choice questions, which will be graded and count for **6%** of their grade (3% x 2 questions = 6%). These questions will be **due the Thursday after the assigned class by 11:45 pm** (i.e., 3 days after lecture; see course schedule). Detailed instructions will be available on Quercus.

Quizzical Quizzes: Students will also be expected to complete a weekly quiz for **8** out of the 9 lectures for the remaining **4%**. These quizzes must be completed by **11:45 pm Monday evening** (2 weeks after lecture; see course schedule for due dates). To get full participation credit, at least 10 questions must be completed per quiz, and the average grade on all quizzes must be at least 70%. Missed Term Work Accommodation Requests will not be accepted for Quizzical Quizzes. Instead, students' top 8 out of 9 quizzes will be calculated for their final score. If students complete all 9 quizzes, the top 8 quizzes will be selected to calculate their Quizzical Quiz grade. Detailed instructions will be available on Quercus.

Science Blog: 20% (See Breakdown Below)

Part 1 of Science Blog Assignment: 5%

Assignment Instructions: Students will be asked to select one out of 4 scientific articles posted on Quercus and to provide an APA 7th edition citation for this article. Students will also be asked to write a brief social media post/Tweet (limit of **280 characters**) that summarizes the selected article. This assignment will provide students with the opportunity to practice translating scholarly research for a general audience. This assignment will be due via Quercus **Monday, May 29th by 11:59 pm (Class 4)**. Collaboration is strictly prohibited. A detailed rubric and further instructions will be posted on Quercus.

Part 2 of Science Blog Assignment: 15%

Assignment Instructions: Based on the student's selected article from Part 1, students will be asked to write a science blog conveying the findings from the scholarly article to a general audience, and connecting the material to the 'real world', as well as overarching themes from developmental psychology. A detailed rubric and further instructions will be posted on Quercus. This assignment will be due via Quercus **Monday, July 31st by 11:59 pm (Class 12)**. Collaboration is strictly prohibited.

Term Test & Final Exam: 70% total (See Breakdown Below)

There will be two term tests and a final exam. More details about these assessments will be posted on Quercus. The registrar will be scheduling these exams; dates to be announced.

- 1) **Term Test #1 (20%)**: This test will be **online synchronous** and will cover **lecture and readings** from **Classes 1 to 4**.
- 2) **Term Test #2 (20%)**: This test will be **online synchronous** and cover **lecture and readings** from **Classes 5 to 9**.
- 3) **Final Exam (30%)**: This test will be **online synchronous** cover **lecture and readings** from **Classes 1 to 12**.

V COURSE POLICIES

Email Policy

Students are encouraged to email the course instructor and/or TAs regarding questions or concerns about course content or to set-up a virtual meeting. Emails should originate from students' designated **UToronto email account**. Emails will be responded to within 48 hours, excluding weekends/holidays. **Emails should include "PSYB20" in the subject line.**

Remarking Policy: Timeline & Protocol

Students have 2 weeks from when the work was returned to submit a request for remarking and to bring concerns about the assignment to the instructor's attention.

Late Policy

There will be a **10% late penalty for every day an assignment is late**. Students will be provided with **1** 'late ticket'. One 'late ticket' will allow for one 24-hour extension to an assignment without penalty. In other words, one ticket is equal to an extension of one day. Students may apply the 'late ticket' to Part 1 or 2 of their Science Blog assignment. 'Late tickets' may **not** be applied to Quizzical **nor** the term tests **nor** the final exam.

To request the use of a 'late ticket', please use this link:

https://utorontopsych.az1.qualtrics.com/jfe/form/SV_4GBystay61Nwz8W

and passcode: **PSYB20**. It is important to note that students must complete the Qualtrics form to request the use of a 'late ticket' **in advance of the due date** of an assignment.

Completing the form after the deadline for an assignment will **not** be accepted. For work missed due to extenuating circumstances please see the Missed Term Work Policy below.

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 (<https://governingcouncil.utoronto.ca/system/files/2020-03/Code%20of%20Behaviour%20on%20Academic%20Matters%20July%201%202019.pdf>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences in papers and assignments include but are not limited to: using someone else's ideas or words without appropriate acknowledgement, submitting one's own work in more than one course without the permission of the instructor in all courses, making up sources or facts, obtaining or providing unauthorized assistance on any assignment, etc. 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.

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, please reach out to the course instructor. Note that students are expected to seek out additional information on academic integrity from the course instructor or from other institutional resources (for example, the University of Toronto website on Academic Integrity: <https://www.academicintegrity.utoronto.ca>).

All students, faculty and staff are expected to follow the University's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts.

Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. Speak to the course instructor or your TA for advice on anything that you find unclear. To learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see <https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity> and <http://academicintegrity.utoronto.ca>.

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>).

Accommodations

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.

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.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.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.

Religious Accommodations

As a student at the University of Toronto, students are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. The course instructor 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 students anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let the course instructor know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that alternate arrangements can be made with the student.

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.

Centre for Teaching and Learning

The Centre for Teaching and Learning (CTL) is available to support students in their writing, English language, math and stats, and professional development needs. It offers online tutoring and consultations and has a variety of helpful online resources. For more information, please visit CTL's Academic Learning Support site.

Mental Wellness

Students may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect academic performance and/or reduce students' ability to participate fully in daily activities.

Everyone feels stressed now and then – it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out.

There are resources for every situation and every level of stress. There are many helpful resources available through the College Registrar or through Student Life (<http://studentlife.utoronto.ca> and <http://www.studentlife.utoronto.ca/feeling-distressed>). An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.

Student Mental Health Resource: <https://mentalhealth.utoronto.ca>

On Campus: Students' college Registrar's Office, and/or Dean of Students' Office
Student Life - <http://www.studentlife.utoronto.ca>

Health and Wellness Centre: <http://www.studentlife.utoronto.ca/hwc>

Campus Police: (416) 978-2222

Off-Campus: Good2Talk - a post-secondary (24/7) helpline (1-866-925-5454).

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.

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 PSYB20 is:
michelle.mcphee@mail.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:
 - a. the [Request for Missed Term Work Accommodations Form](#)
AND
 - b. 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.

Grade Scale

Numerical Marks	Letter Grade	Grade Point Value
90 – 100%	A+	4.0
85 – 89%	A	4.0
80 – 84%	A-	3.7
77 – 79%	B+	3.3
73 – 76%	B	3.0
70 – 72%	B-	2.7
67 – 69%	C+	2.3
63 – 66%	C	2.0
60 – 62%	C-	1.7
57 – 59%	D+	1.3
53 – 56%	D	1.0
50 – 52%	D-	0.7
0 – 49%	F	0.0