

# PSYB20: Introduction to Developmental Psychology

## Department of Psychology, University of Toronto

### Fall Term 2023, LEC01 and LEC02

*Prerequisite:* PSYA01 & PSYA02

*Exclusion:* PSYB21

Duration of classes: Sept 5<sup>th</sup> to Dec 4<sup>th</sup>

Reading week: Oct 7<sup>th</sup> to October 13<sup>th</sup>

Final exam period: Dec 7<sup>th</sup> to Dec 20<sup>th</sup>

**LEC01:** in-person lectures

Mondays @ 9:00 – 10:30am, Room HL B101 (Highland Hall)

Thursdays @ 12:00 – 1:30pm, Room SY 110 (Science Research Building)

**LEC02:** online asynchronous (in-person term tests and exam)

## Course Description

This course is designed to introduce you to research and theory in developmental psychology, covering prenatal development and continuing through selected issues in adolescence and life-span development. We will discuss the major topics of interest to developmental psychologists, including perceptual, cognitive, language, and social development. We will learn about various methodological techniques used in developmental psychology and discuss major theories.

## Learning Objectives

By the end of the term, you will be able to:

1. Understand how perception, cognition, language, and social behaviour changes across the lifespan.
2. Understand foundational theories and key research methods in developmental psychology
3. Connect your knowledge of developmental psychology to overarching themes in the field
4. Practice reading and interpreting research articles in developmental psychology, and communicating these findings to a general audience.
5. Apply your knowledge of developmental psychology to real world scenarios and theoretical situations.

## Our Instructional Team

**Email Policy:** Please feel free to email us with questions, concerns or to set up a virtual meeting. E-mail must originate from your designated UToronto e-mail account. We will try our best to respond to emails within 48 hours, excluding weekends/holidays. **Please include “PSYB20” in the subject line of your email.**

**Q and A sessions:** We will schedule drop in Q and A sessions with Dr. Cirelli and the TAs both in person and over Zoom throughout the term (especially right before midterms). Pay attention to Quercus for scheduling.

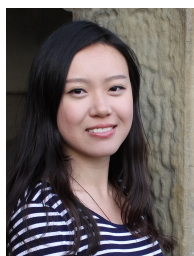
### Instructor



**Dr. Laura Cirelli** (she/her), [laura.cirelli@utoronto.ca](mailto:laura.cirelli@utoronto.ca), Office hours by appointment

I am an Assistant Professor, Research Stream in the Department of Psychology. I teach undergraduate courses in developmental psychology, and direct the TEMPO lab at UTSC. In the TEMPO Lab, we explore how babies and young children engage with music. Here I am with one of my own little “junior scientists”, Ian!

### Teaching Assistants



**Zhe Feng (Ann)** (she/her), [zhe.feng@mail.utoronto.ca](mailto:zhe.feng@mail.utoronto.ca)

Zhe (Ann) is a 5th year PhD student finishing her degree in the program of Developmental Psychology and Education in the Department of Applied Psychology and Human Development at OISE, University of Toronto. Under the supervision of Dr. Michel Ferrari, she explores the transformative effects of critical life experiences on personal growth among people with different cultural backgrounds. She also studies intergenerational relations through examining family stories, as well as people's implicit theories of wisdom and their definitions of the wise person.



**Nisma Khan** (she/her), [nisma.khan@mail.utoronto.ca](mailto:nisma.khan@mail.utoronto.ca)

I am currently a 4th year PhD candidate in the Psychology program, specializing in Behavioural Neuroscience in Dr. Rutsuko Ito's lab. I completed my undergraduate degree here at UTSC in 2019 and have since been researching the involvement of the medial prefrontal cortex and ventral hippocampus in conflict-decision making behaviours. In my free time, I like biking, snowboarding, and practicing Muay Thai. Feel free to email me if you have any questions about my experience at UTSC, my research, or graduate school in general!



**Chris Sciberas** (he/him), [christopher.sciberas@mail.utoronto.ca](mailto:christopher.sciberas@mail.utoronto.ca)

Chris is a 4<sup>th</sup> year PhD student at UTSC working under the supervision of Dr. Marc A. Fournier. His research primarily centers around the factors that influence accurate self-knowledge and the processes whereby our normative personality traits (e.g., conscientiousness) become pathologized into their maladaptive counterparts (e.g., perfectionism).

# Course Materials and Lecture

## Textbook

**Required Textbook:** Shaffer et al. (2020). *Developmental Psychology: Infancy and Childhood, 5<sup>th</sup> Canadian Ed.*

Note: You can choose to purchase either the physical book + e-book (MindTap) bundle, or just the e-book. More information about options, prices, and how to access the e-book will be available on Quercus.

**Additional Material:** Additional readings and/or other course material may be placed on the Quercus course page over the course of the semester, and will be announced on Quercus. You will be responsible for any additional materials that are labeled as required course material.

## Quercus

All registered students for the course have access to Quercus. This will serve as the class website, where all lecture slides and course-related 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 a great learning opportunity for everyone.

## Lectures

There will be two 90-min lectures per week. The lectures will be delivered in person for students in the LEC01 section.

Mondays @ 9:00 – 10:30am, Room HL B101 (Highland Hall)

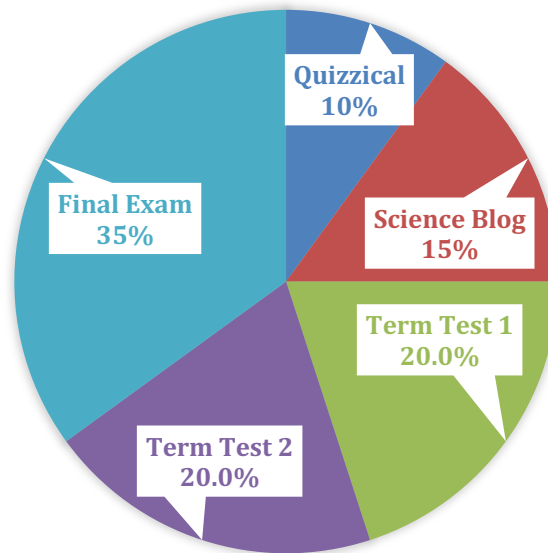
Thursdays @ 12:00 – 1:30pm, Room SY 110 (Science Research Building)

This course, including your participation, will be recorded on video and will be available to students in both LEC01 and LEC02 sections of the course for viewing remotely and after each session via Quercus.

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

For questions about recording and use of videos in which you appear please contact your instructor.

# Course Assessments and Grading



## Quizzical: 10%

Quizzical is an educational software designed to help students engage more deeply with course materials. You can access it via Quercus. You will be assigned to **write one multiple-choice question**, which will be graded and count for **4%** of your grade. This question will be due before Sunday evening following your assigned lecture week. You will also be expected to complete a **weekly quiz** for Lessons 1 to 9 for the remaining **6%**. These quizzes must be completed by Thursday evening two weeks after each lecture week. To get full participation credit, at least 10 questions must be completed, and the average grade on all questions must be at least 60%. You may continue to take quizzes to pull up that average before the deadline or to review content throughout the course. More detailed instructions will be available on Quercus.

## Science Blog Writing Assignment: 15%

You will select 1 of 4 assigned papers and will be asked to write a “Science Blog” written for a general audience about your selected paper. More details will be posted on Quercus. Part 1 will be due by Monday Oct 16. Part 2 will be due by Monday Nov 20. More instructions will be available on Quercus soon.

## Term Tests: 40% (20% per test)

There will be two non-cumulative term tests (20% each). The first will cover Lesson 1 to 3, and the second will cover Lesson 4 to 6. They will be scheduled by the Registrar outside of regular L01 lecture times. More details about the midterms will be posted on Quercus.

## Final Exam: 35%

The final exam will be cumulative. The first half will cover lecture and readings from Lesson 7 to 9. The second half of the exam will cover lecture materials only for Topic 1 to 9.

## Course Schedule

Date	Topic #	Topic	Readings
TH Sept 7	0	Welcome and Intro	Syllabus
M: Sept 11 TH: Sept 14	1	History and Research Methods	Chapter 1 Chapter 2
M: Sept 18 TH: Sept 21	2	Genetics, Brain, and Motor Development	Chapter 3, p. 68-77, 86-end Chapter 6, p. 149-165
M: Sept 25 TH: Sept 28	3	Learning and Perception	Chapter 7
<b>Quizzical Quiz 1 Due Thurs Sept 28</b>			
<b>MIDTERM 1</b> , pending registrar scheduling			Includes lectures and readings for Topic 1 – 3
Science Blog Bootcamp, Thurs Oct 5			
<b>Quizzical Quiz 2 Due Thurs Oct 5</b>			
<b>READING WEEK: Oct 7 to 13</b>			
<b>Quizzical Quiz 3 Due Thurs</b>			
M: Oct 16 TH: Oct 19	4	Cognitive Development: Piaget and Vygotsky	Chapter 8
M: Oct 23 TH: Oct 26	5	Cognitive Development: Information Processing	Chapter 9
<b>Science Blog Part 1 Due Oct 16</b>			
M: Oct 30 TH: Nov 2	6	Language and Communication	Chapter 11
<b>Quizzical Quiz 4 Due Thurs Nov 2</b>			
<b>MIDTERM 2</b> , pending registrar scheduling			Includes lectures and readings for Topic 4 – 6
<b>Quizzical Quiz 5 Due Thurs Nov 9</b>			
M: Nov 13 TH: Nov 16	7	Emotional Development	Chapter 12
<b>Quizzical Quiz 6 Due Thurs Nov 16</b>			
M: Nov 20 TH: Nov 23	8	Social Development	Chapter 13, p. 429-436, 452-end Chapter 15, p. 498-524
<b>Science Blog Due Nov 20</b>			
M: Nov 27 TH: Nov 30	9	Family, Peers and Media	Chapter 16, p. 538-563 Chapter 17, p. 576-590 & 602 to end
<b>Quizzical Quiz 7 Due Thurs Nov 30</b>			
M: Dec 4		Wrap up and Review	
<b>Quizzical Quiz 8 Due Thurs Dec 7</b>			
<b>Quizzical Quiz 9 Due Thurs Dec 14</b>			
<b>FINAL EXAM</b> , pending registrar scheduling			Cumulative

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

# Policies

## Land Acknowledgement

For over 15,000 years Toronto has been a gathering site for humans. This sacred land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and the Mississauga's of the Credit River. The territory was the subject of the Dish with One Spoon Wampum Belt Covenant, a coming together of the Iroquois and Ojibwe Confederacies and other allied nations to peaceably share and care for the resources around the Great Lakes. Today, Toronto is still a meeting place for Indigenous people from across Turtle Island, and immigrants, both new and old, from across the world. We are grateful to have the opportunity to work in the community, and on this territory. As we learn more about developmental psychology together on this gathering site, I encourage you to reflect on the responsibilities that we, as members of the UTSC community, have to treaties, Indigenous peoples, and to the land.

## Plagiarism Detection Tools

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 web site (<https://uoft.me/pdt-faq>)

## 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 you in your writing, math and stats, and English language needs. It offers online and in-person tutoring and consultations and has a variety of helpful resources. For more information, please visit CTL's Student Resource Centre at AC313 or check out <https://uoft.me/AcademicLearningSupport>.

## Late Work Policy

Late work is not accepted in PSYB20. Any work submitted after the due date and time will receive a score of 0%. For work missed due to extenuating circumstances please see the Missed Term Work Policy below.

## 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 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 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.

Religious observances: The University provides reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences and instructors will make every reasonable effort to avoid scheduling tests, examinations or other compulsory activities at these times.

Please reach out to me as early as possible to communicate any anticipated absences related to religious observances, and to discuss any possible related implications for course work.

Family care responsibilities: The University of Toronto strives to provide a family-friendly environment. You may wish to inform me if you are a student with family responsibilities. If you are a student parent or have family responsibilities, you also may wish to visit the Family Care Office website at [familycare.utoronto.ca](http://familycare.utoronto.ca).

## 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](#) 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 in all relevant courses
- 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

### 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

A note on Generative Artificial Intelligence (i.e. ChatGPT): Students may not use artificial intelligence tools for taking tests, writing research papers, creating computer code, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.

# Psychology Department Missed Term Work Policy

## 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 procedure outlined below.

### Procedure:

1. Complete the [Request for Missed Term Work Accommodations Form](#) ("MTW Form").
2. Email **BOTH** your MTW Form and Supporting Documentation to Dr. Cirelli according to the instructions specified below.

### Supporting Documentation Requirements and Deadlines:

Reason for Missed Work	Documentation required for a <b>first absence</b> in the term	Documentation required for <b>subsequent absences</b> in the term	Deadline for submitting MTW form and supporting documentation
Illness or Injury	<a href="#">ACORN</a> Absence Declaration	<a href="#">UofT Verification of Illness Form</a>	<b><u>WITHIN 2 BUSINESS DAYS</u></b> of the missed work
Bereavement	<a href="#">ACORN</a> Absence Declaration	A death certificate or funeral announcement	<b><u>WITHIN 2 BUSINESS DAYS</u></b> of the missed work
University-sponsored athletic or artistic obligation at the varsity/provincial/national level	<a href="#">ACORN</a> Absence Declaration	A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the obligation, sent directly to the course email	<b><u>10 BUSINESS DAYS IN ADVANCE</u></b> of the missed deadline
Disability-related reasons for students registered with AccessAbility Services	For missed <b>TERM TESTS</b> , <ul style="list-style-type: none"> <li>- <b>Contact your AccessAbility consultant</b> and have them write to the course email detailing the accommodations needed.</li> </ul> For missed <b>ASSIGNMENTS</b> , <ul style="list-style-type: none"> <li>- If your desired accommodation is <b>within the scope</b> of your Accommodation Letter (e.g. your letter includes "extensions of up to 7 days" and you need 3 days), send your <b>Accommodation Letter</b> to the course email and specify how many days extension you are requesting.</li> <li>- If your desired accommodation is <b>outside the scope</b> of your Accommodation Letter (e.g. your letter includes "extensions of up to 7 days" but you need more time than that), <b>contact your AccessAbility consultant</b> and have them write to the course email detailing the accommodations needed.</li> </ul>		<b><u>PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE</u></b>



Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.	<b>10 BUSINESS DAYS IN ADVANCE</b> of the missed work
Religious Conflict	None required	

### **Notes:**

- The following reasons are not considered sufficient for missed term work: social activities, recreational travel, technological issues, avoidance of assessments or deadlines, work commitments
- [Missed Final Exams](#) are handled by the Registrar's Office and should be declared on eService.
- For ACORN absence declarations, the date you declare the absence is required to fall within the seven-day declaration period (i.e.) the absence cannot be submitted proactively or retroactively.
- 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](#).
- If you are unable to submit your request within the specified number of business days, you must still email your instructor within that window to explain the nature of the delay. Exceptions to the deadlines are made only under exceptional circumstances.
- Multiple assignments due on the same day are not considered academic conflicts. Students are expected to manage their time effectively to meet assignment deadlines.
- Back-to-back tests/quizzes are not considered academic 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.

### **Next Steps:**

After submitting your documentation, you will receive a response from your instructor or TA. The course instructor reserves the right to decide what accommodations 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.

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**. Examples: If you were granted an extension for a paper but are still unable to meet the new deadline, or if you miss a make-up term test, you must submit *another* MTW form and supply documentation according to the "subsequent absences" column in the chart above. \*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

<b>Numerical Marks</b>	<b>Letter Grade</b>	<b>Grade Point Value</b>
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