

Emotional Development  
(PSYC28H3 LEC01)

Fall 2023 Syllabus

**Instructor**

Dr. Yang Wu

Office: Online/HW513

Email: [yangm.wu@utoronto.ca](mailto:yangm.wu@utoronto.ca)

Class Time and Place: Wednesdays, 11:00–13:00 at MW 170

Office Hours: Thursdays, 12:30–13:30 on Zoom

(Please book me in advance at: [yangwuc28.youcanbook.me](http://yangwuc28.youcanbook.me); see below for details)

**Teaching Assistants**

Lauren Vomberg ([lauren.vomberg@mail.utoronto.ca](mailto:lauren.vomberg@mail.utoronto.ca))

Luna Li ([ruoyan.li@mail.utoronto.ca](mailto:ruoyan.li@mail.utoronto.ca))

**Course Description & Learning Objectives**

This course will provide students with a comprehensive understanding of the biological, cognitive, and social factors that shape emotional development in infancy and childhood. Topics covered will include theories of emotional development, the acquisition of emotion concepts, the role of family and culture in emotional development, the development of emotion regulation, and atypical emotional development. Through learning influential theories, cutting-edge methods, and the latest research findings, students will learn to:

- Understand and discuss core knowledge in the domain of emotional development
- Effectively read scientific papers
- Critically examine the strengths and weaknesses of empirical studies
- Design new experiments to test research hypothesis
- Write and present research methods

**Course Website**

I will primarily use Quercus to make class announcements and link course materials (e.g., readings, assignment instructions). I recommend that you turn on email notifications on Quercus.

**Grading and Due Dates**

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

Component	Percentage	Due Date/Time
Class Participation	10%	In class
Anatomy of a Paper	10%	11:59pm on Tue, Sept 19
Critical Analysis of a Paper	15%	11:59pm on Tue, Oct 3
Midterm Exam	20%	In class, Oct 18
Method Practicum: Draft	10%	11:59pm on Tue, Nov 7
Method Practicum: Presentation	15%	In class, Nov 22 & Nov 29
Final Exam	20%	TBD

### Class Participation (10% of final grade):

Your class participation is essential to ensuring the educational benefits for yourself and everyone in the class. During select class sessions, you will be expected to engage in brief written assignments. These assignments may focus on class readings or lecture content, serving the dual purpose of motivating you A) to come to class having done the readings and B) to remain engaged during the class. Each occurrence of such participation is worth 2 points.

### Anatomy of a Paper (10% of final grade):

The purpose of this assignment is to help you understand the internal argument structure of a paper. You will be assigned a short empirical paper and provided with a list of components that are typically present in scientific papers. Your task will be to color code each component in a different color. This will allow you to see precisely how scientific papers are structured.

### Critical Analysis of a Paper (15% of final grade):

This assignment will help you learn to critically analyze a scientific paper. Your task is to evaluate and write about both the strengths and weakness of an empirical study, including the significance of the question addressed by the authors, whether the design effectively tests the research question, whether the interpretation of the results is justified, and identifying ways in which you might improve or expand upon the research. This assignment simulates the peer-review process that decides the worthiness of research for publication, and will provide you with insight into the scientific evaluation process.

### Method Practicum (25% of final grade):

This is a group assignment, intended to help you apply the knowledge learned in class to addressing a new scientific question as well as to enhance your written and oral communication skills. You will be grouped into teams of four, with each team assigned a research question. Your task is to design an experiment that addresses the question. There are two parts to this assignment:

- Part 1, Draft (10% of final grade): Your team will draft and submit your proposed experiment on Quercus. This written document should include the research question, your hypothesis, proposed experiment, predicted results, and a discussion of the experiment's limitations. Your TA will provide feedback on the document.
- Part 2, Presentation (15% of final grade): Your team will present the proposal to the class. The presentation should cover the same elements as the written document as well as incorporate the TA's feedback.

Your group's work will be evaluated both as a whole and on an individual basis. Thus, it is important to collaborate with each other, along with making distinct contributions. Detailed instructions and grading rubric will be provided in a separate document.

### Midterm and Final Exams (each worth 20% of final grade):

The exams will consist of multiple-choice and short-answer questions. The midterm exam will cover materials in lectures and readings from Week 2 to 5, and the final exam will cover materials in lectures and readings from Week 8 to Week 11.

### Email Policy

- **Please start your email subject with “[PSYC28]” (e.g., “[PSYC28] 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 that 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 13:30. **To ensure that each student has a dedicated time to meet with me, please book your meeting in advance at [yangwuc28.youcanbook.me](http://yangwuc28.youcanbook.me).** I have divided the office hours into 15-minute blocks. 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**

- Unless you have legitimate documentation for a late assignment (see Missed Term Work Policy below), 10% of the total value of the assignment will be deducted for each of the first three days that it is late. After three days, you will unfortunately receive 0 point.
- An assignment is considered late as soon as the due date and time passes (i.e., one minute past the stated deadline), so you are strongly encouraged to submit your assignments early in order to avoid any technical delays.
- Difficulties with the Quercus portal will not be accepted as a legitimate reason for a late assignment. If you have legitimate documentation to explain your late assignment, you must follow the departmental policy outlined below.

### **Readings**

There is no textbook for this course. Readings will consist of empirical articles, journal reviews, and book chapters. All readings can be accessed from the Quercus website.

## **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.

Date	Topic and Readings	Agenda Items
<b>Week 1</b> Sept 6	Course Introduction	
<b>Week 2</b> Sept 13	Emotion Theories <ul style="list-style-type: none"> <li>• Moors, A. (2009). Theories of emotion causation: A review. <i>Please read p. 625–630 (defining emotion), p. 638–643 (appraisal theories), and p. 645-650 (affect program theory &amp; Barrett's conceptual act theory).</i></li> </ul> Skill Building: How to read an empirical paper	
<b>Week 3</b> Sept 20	The Development of Emotional Expressions: General Pattern <ul style="list-style-type: none"> <li>• Shuster, M. M., Camras, L. A., Grabell, A., &amp; Perlman, S. B. (2020). Faces in the wild: A naturalistic study of</li> </ul>	<a href="#">Anatomy of a paper due 11:59pm on Tue, Sept 19</a>

	<p>children's facial expressions in response to an Internet prank. <i>Cognition and Emotion</i>, 34(2), 359-366.</p> <p>Skill Building: How to critically analyze a paper</p>	
<b>Week 4</b> Sept 27	<p>The Development of Emotional Expressions: Individual Differences</p> <ul style="list-style-type: none"> <li>• Broesch, T., Rochat, P., Olah, K., Broesch, J., &amp; Henrich, J. (2016). Similarities and differences in maternal responsiveness in three societies: Evidence from Fiji, Kenya, and the United States. <i>Child Development</i>, 87(3), 700–711.</li> </ul>	
<b>Week 5</b> Oct 4	<p>The Development of Emotion Recognition: General Pattern</p> <ul style="list-style-type: none"> <li>• Safar, K., &amp; Moulson, M. C. (2017). Recognizing facial expressions of emotion in infancy: A replication and extension. <i>Developmental Psychobiology</i>, 59(4), 507-514.</li> </ul>	<p>Critical Analysis of a Paper due 11:59pm on Tue, Oct 3</p> <p>Method practicum: groups assigned</p>
<b>Week 6</b> Oct 11	Reading Week, No Class	
<b>Week 7</b> Oct 18	Midterm (In Class)	
<b>Week 8</b> Oct 25	<p>The Development of Emotion Recognition: Individual Differences</p> <ul style="list-style-type: none"> <li>• Pollak, S. D., Messner, M., Kistler, D. J., &amp; Cohn, J. F. (2009). Development of perceptual expertise in emotion recognition. <i>Cognition</i>, 110(2), 242-247.</li> </ul> <p>Skill Building: How to design an experiment</p>	
<b>Week 9</b> Nov 1	<p>The Development of Emotion Cognition</p> <ul style="list-style-type: none"> <li>• Wu, Y., Schulz, L. E., Frank, M. C., &amp; Gweon, H. (2021). Emotion as information in early social learning. <i>Current Directions in Psychological Science</i>, 30(6), 468-475.</li> </ul> <p>Skill Building: How to write an academic paper</p>	
<b>Week 10</b> Nov 8	<p><b>Guest Lecture by Lauren Vomberg</b></p> <p>The Development of Emotion Language</p> <ul style="list-style-type: none"> <li>• Widen, S. C. (2013). Children's interpretation of facial expressions: The long path from valence-based to specific discrete categories. <i>Emotion Review</i>, 5(1), 72-77.</li> </ul> <p>Skill Building: How to give a presentation</p>	<p>- Method practicum: draft due 11:59pm on Tue, Nov 7</p> <p>- Method practicum: presentation schedule released</p>
<b>Week 11</b> Nov 15	<p>The Development of Emotion Regulation</p> <ul style="list-style-type: none"> <li>• Stifter, C., &amp; Augustine, M. (2019). Emotion regulation. In V. LoBue, K. Pérez-Edgar, &amp; K. A. Buss (Eds.), <i>Handbook of emotional development</i> (pp. 405–430). Springer Nature Switzerland AG. <u>Please read pp. 405–419.</u></li> </ul>	
<b>Week 12</b> Nov 22	Student Group Presentation I	
<b>Week 13</b> Nov 29	Student Group Presentation II	

\*\*\*

## UTSC POLICIES

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

### 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.

### 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.

The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

## **UNIVERSITY LAND ACKNOWLEDGEMENT**

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

## **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.uts@utoronto.ca](mailto:ability.uts@utoronto.ca). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

## **USE OF GENERATIVE ARTIFICIAL INTELLIGENCE TOOLS**

Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit.

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.

The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.

## **RECORDING OF CLASSROOM MATERIAL BY STUDENTS**

Recording or photographing any aspect of a university course - lecture, tutorial, seminar, lab, studio, practice session, field trip etc. – without prior approval of all involved and with written approval from the instructor is not permitted.

## **DEPARTMENT OF PSYCHOLOGY POLICIES**

### **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.

## 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 <yangm.wu@utoronto.ca> 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> </ul>		<b><u>PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE</u></b>

	- 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.	
Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.	<b><u>10 BUSINESS DAYS IN ADVANCE</u></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.