The Development of Affective Cognition
(PSYD20H3 S LEC01)

Winter 2024 Syllabus

Instructor
Dr. Yang Wu
Office: Online/HW513
Email: yangm.wu@utoronto.ca
Class Time and Place: Mondays, 11:00AM–13:00PM at HL B106
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

Humans' abilities to reason and think about emotion (i.e., affective cognition) is highly sophisticated. Even with limited information, humans can predict whether someone will feel amused, excited, or moved, or whether they will feel embarrassed, disappointed, or furious. How do humans acquire these abilities? This course will delve into the development of affective cognition in infancy and childhood. Topics include infants' and children's abilities to infer, predict, and explain emotions, the influence of family and culture in these developmental processes, and atypical development of affective cognition. Through reading classic and contemporary papers, presenting and discussing current topics, and proposing novel ideas in this research domain, students will gain an in-depth understanding of the fundamental aspects of affective cognition over the course of development.

Learning Objectives

In this course, students will learn:

- Fundamental knowledge in the domain of affective cognition in infancy and childhood
- How to read and comprehend theoretical and empirical journal articles
- How to critically examine theoretical perspectives and empirical findings
- How to generate novel research hypotheses
- How to conduct systematic literature reviews centered around research hypotheses
- How to design experiments to test research hypotheses
- Oral communication skills, including presenting research papers, expressing opinions effectively, and pitching research proposals
- Written communication skills, including composing literature reviews, conducting peer reviews, and crafting research proposals

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: Thursday by 11:59PM
Class Participation	12%	In class
Reading Presentations	20%	In class
Proposal: Idea	5%	Feb 8 (Thursday) by 11:59PM
Proposal: Draft	20%	Feb 29 (Thursday) by 11:59PM
Proposal: Peer feedback	5%	Mar 10 (Sunday) by 11:59PM
Proposal: Presentation	10%	In class
Proposal: Final proposal	10%	Apr 5 (Friday) by 11:59PM

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 11:59PM on the Thursday 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 (20%): 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 (10%): 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 8	Introduction	- Make a schedule for reading presentations - Discussion questions for next week due 11:59PM on Thu, Jan 11
Week 2: Jan 15	Emotion perception in infancy • Vaillant-Molina, M., Bahrick, L. E., & Flom, R. (2013). Young infants match facial and vocal emotional expressions of other infants. *Infancy*, *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. *Cognition and Emotion*, *33*(3), 391-403.	- Discussion questions for next week due 11:59PM on Thu, Jan 18
Week 3: Jan 22	Infants' learning from emotional expressions • Walle, E. A., Reschke, P. J., Camras, L. A., & Campos, J. J. (2017). Infant differential behavioral responding to discrete emotions. *Emotion*, *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. *Proceedings of the National Academy of Sciences*, *114*(45), 11896-11901.	- Discussion questions for next week due 11:59PM on Thu, Jan 25
Week 4: Jan 29	The development of emotion vocabulary • Widen, S. C., & Russell, J. A. (2008). Children acquire emotion categories gradually. *Cognitive development*, *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. *British Journal of Developmental Psychology*, *28*(3), 565-581.	- Discussion questions for next week due 11:59PM on Thu, Feb 1
Week 5: Feb 5	Understanding beliefs, desires, and emotions • Lara, K. H., Lagattuta, K. H., & Kramer, H. J. (2019). Is there a downside to anticipating the upside? Children's and adults' reasoning about	- Proposal idea due 11:59PM on Thu, Feb 8 - Discussion questions for next week due 11:59PM on Thu, Feb 8

	how prior expectations shape future emotions. *Child development*, *90*(4), 1170-1184. • Wu, Y. & Schulz, L. E. (2020). Understanding social display rules: Using one person's emotional expressions to infer the desires of another. *Child Development*, *91*(5), 1786-1799.	
Week 6: Feb 12	Emotion understanding in moral contexts • Hepach, R., Vaish, A., & Tomasello, M. (2013). Young children sympathize less in response to unjustified emotional distress. Developmental psychology, 49(6), 1132. • Gummerum, M., Lopez-Perez, B., Ambrona, T., Rodríguez-Cano, S., Dellaria, G., Smith, G., & Wilson, E. (2016). Children's moral emotion attribution in the Happy Victimizer task: The role of response format. *The Journal of Genetic Psychology*, *177*(1), 1-16.	- Discussion questions for next week due 11:59PM on Thu, Feb 15
Week 7: Feb 19	Reading Week	
Week 8: Feb 26	Developing social biases from others' emotional expressions • Skinner, A. L., Meltzoff, A. N., & Olson, K. R. (2017). "Catching" social bias: Exposure to biased nonverbal signals creates social biases in preschool children. *Psychological Science*, *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	- Proposal draft due 11:59PM on Thu, Feb 29 - Discussion questions for next week due 11:59PM on Thu, Feb 29
Week 9: Mar 4	Parenting and emotion understanding • Taumoepeau, M., & Ruffman, T. (2006). Mother and infant talk about mental states relates to desire language and emotion understanding. *Child development*, *77*(2), 465-481. • Grazzani, I., & Ornaghi, V. (2011). Emotional state talk and emotion understanding: A training study with preschool children. *Journal of child language*, *38*(5), 1124-1139.	- Find a peer in class and provide feedback on their draft by 11:59PM on Sun, Mar 10 - Discussion questions for next week due 11:59PM on Thu, Mar 7
Week 10: Mar 11	Culture and emotion understanding • 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. *Personality and Social Psychology Bulletin*, *33*(1), 17-30. • Cole, P. M., Tamang, B. L., & Shrestha, S. (2006). Cultural variations in the socialization of young	- Proposal presentation schedule released - Discussion questions for next week due 11:59PM on Thu, Mar 14

	children's anger and shame. *Child development*, *77*(5), 1237-1251.	
Week 11: Mar 18	Atypical development of affective cognition • 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. *Emotion*, *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. *Child Development*, *93*(3), 804-814.	
Week 12: Mar 25	Proposal Presentation 1	
Week 13: Apr 1	Proposal Presentation 2	- Final proposal due 11:59PM on Fri, Apr 5

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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.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.

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 *first absence* in the term	Documentation required for *subsequent absences* in the term	Deadline for submitting MTW form and supporting documentation
Illness or Injury	ACORN Absence Declaration	UofT Verification of Illness Form	**WITHIN 2 BUSINESS DAYS** of the missed work
Bereavement	ACORN Absence Declaration	A death certificate or funeral announcement	**WITHIN 2 BUSINESS DAYS** of the missed work
University-sponsored athletic or artistic obligation at the varsity/provincial/national level	ACORN 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	**10 BUSINESS DAYS IN ADVANCE** of the missed deadline
Disability-related reasons for students registered	For missed **TERM TESTS,** - **Contact your AccessAbility consultant** and have them write to the		**PREFERABLY IN ADVANCE OF THE MISSED WORK,**

with AccessAbility Services	course email detailing the accommodations needed. For missed **ASSIGNMENTS,** - 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), send your **Accommodation Letter** to the course email and specify 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), **contact your AccessAbility consultant** and have them write to the course email detailing the accommodations needed.	**OR AS SOON AS POSSIBLE**
Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.	**10 BUSINESS DAYS IN ADVANCE** 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 <u>repeat</u> 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 <u>make-up</u> 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.