

# Course Syllabus

## **PSYB20H3: Introduction to Developmental Psychology** **Department of Psychology, University of Toronto** **Summer Term 2024**

*Prerequisite:* PSYA01 & PSYA02

*Exclusion:* PSYB21

Duration of classes: May 6<sup>th</sup> to Aug 7<sup>th</sup>

Reading week: June 18<sup>th</sup> to 22<sup>nd</sup>

Final exam period: Aug 10<sup>th</sup> to Aug 23<sup>rd</sup>

### **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 the instructor or TAs whenever you have questions or 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 two **business days**, 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 over Zoom throughout the term (especially right before midterms). Pay attention to Quercus for scheduling.

## Instructor

**Dr. Laura Cirelli** (she/her)



Email: [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. I'm really interested in exploring how everyday musical experiences shape perception, emotional responses and social development. Here I am with one of my two little

“junior scientist”, Ian.

## Teaching Assistants

**Mikayla Samuel** (she/her)



Email: [mikayla.samuel@mail.utoronto.ca](mailto:mikayla.samuel@mail.utoronto.ca)

My name is Mikayla Samuel and I am a second year PhD student studying developmental psychology under the supervision of Dr. Mark Schmuckler at the University of Toronto. My research surrounds the investigation of perceptual and motor development in infants and young children. More specifically, I am interested in observing the influence of auditory input on aspects of locomotion such as walking cadence in

toddlers, as well as how infant's abstract summary information from complex scenes in order to make sense of the world around them.

**Sana Junaid** (she/her)

Email: sana.junaid@utoronto.ca

I am a second-year master's student studying clinical psychology at the University of Toronto under the supervision of Lena Quilty and Anthony Ruocco. My research focuses on the interplay between cognition and psychopathology. Specifically, I am currently investigating the integration of cognitive and clinical risk factors in individuals with Substance Use Disorders.

**Maya Ahia** (she/her)

Email: maya.ahia@utoronto.ca

I am a Master's student in the Clinical & Counselling Psychology program at the University of Toronto Scarborough. Supervised by Dr. Amanda Uliaszek, my current research focuses on applying strength-based approaches to explore the intersections of accessibility, disability and student mental health.

## Course Materials and Lecture

### Textbook

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

**Course key:** **MTPP-TZ93-M59V**

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 can be found [here](https://q.utoronto.ca/courses/348502/pages/textbook-information) (<https://q.utoronto.ca/courses/348502/pages/textbook-information>).

**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

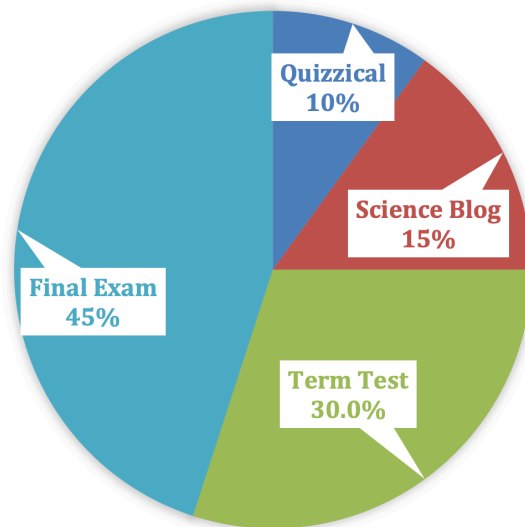
All registered students for the course have access to Quercus. This will serve as the class website, where all lecture slides and course-related materials will be posted. This will also be the site where the assignments will be submitted, and marks will be made available. You are expected to check this 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

The lectures provided for this course were recorded in Fall 2023. All lectures will be available all term, linked to the Quercus homepage. You can progress through the course at your own pace, but see the suggested outline of the course below.

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.

## 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 two multiple-choice question**, which will be graded and count for **5%** of your grade. This question will be due before Thursday evening following your assigned lecture week. You will also be expected to complete a **weekly quiz** for Lessons 1 to 9 for the remaining **5%**. These quizzes must be completed by Monday 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. Part 1 (worth 1%) will involve a reading comprehension quiz about your selected paper. Part 2 (worth 14%) will be the blog writing component. More details will be posted on Quercus.

### **Term Test: 30% (IN PERSON)**

There will be one term tests. It will cover Lesson 1 to 5. It will be scheduled by the Registrar. 80% of the questions will cover content discussed in lecture. 20% will come from the textbook readings (content that did not get discussed in lecture but is in the assigned readings). More details about the midterm will be posted on Quercus.

### **Final Exam: 45% (IN PERSON)**

The final exam will be cumulative. The first part will cover lecture and readings from Lesson 6 to 9 (similar 80/20 weighting of lecture/textbook as in the midterm). The second part of the exam will be

cumulative and cover lecture materials only for Topic 1 to 9.

## Course Schedule

Week	Topic #	Topic	Readings
May 6	1	Welcome and Intro History and Research Methods	Chapter 1 Chapter 2
May 13	2	Genetics, Brain, and Motor Development	Chapter 3, p. 68-77, 86-end (sections 3-1 and 3-3 to end) Chapter 6, p. 149-165 (sections 6-2 and 6-3)
May 20	3	Learning and Perception <b>Quizzical Quiz 1 Closes May 20</b>	Chapter 7
May 27	4	Cognitive Development: Piaget and Vygotsky <b>Quizzical Quiz 2 Closes May 27</b>	Chapter 8
June 3	5	Cognitive Development: Information Processing	Chapter 9

**Quizzical Quiz 3 Closes June 3**

June 10		<b>IN PERSON MIDTERM, Friday June 14 @ 3pm</b>	Covers lectures and readings for Topics 1 to 5
		<b>Quizzical Quiz 4 closes June 10</b>	
June 17		<b>READING WEEK: June 18 to 22</b>	
		<b>Quizzical Quiz 5 closes June 17</b>	
June 24		Science Blog Bootcamp	See module
July 1	6	Language and Communication <b>Science Blog Part 1 Due July 5</b>	Chapter 11
July 8	7	Emotional Development	Chapter 12
July 15	8	Social Development <b>Quizzical Quiz 6 Closes July 15</b>	Chapter 13, p. 429-436 (section 13-1) Chapter 15, p. 498-524 (section 15-1 to 15-4)
July 22	9	Family, Peers and Media <b>Quizzical Quiz 7 Closes July 22</b>	Chapter 16, p. 538-563 (section 16-1 to 16-4) Chapter 17, p. 576-590 & 602 to end (section 17-1, 17-2, and 17-4 to end)

July 29	<p style="text-align: center;">Wrap up and Review</p> <p style="text-align: center;"><b>Quizzical Quiz 8 Closes July 29</b></p>	
Aug 5	<p style="text-align: center;"><b>Quizzical Quiz 9 Closes Aug 5</b></p> <p style="text-align: center;"><b>Science Blog Part 2 Due Aug 6</b></p>	
	<p style="text-align: center;"><b>IN PERSON FINAL EXAM</b>, pending registrar scheduling</p>	<p>Part 1: Covers lectures and readings for Topics 6 to 9</p> <p>Part 2: Cumulative, lecture only</p>

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 \(https://familycare.utoronto.ca\)](https://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 \(http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/%20PDF/pjun011995.pdf\)](http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/%20PDF/pjun011995.pdf) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offenses. Potential offenses 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](https://hive.utsc.utoronto.ca/public/psych/mtw/PSY_Missed_Term_Work_Form.pdf) ([https://hive.utsc.utoronto.ca/public/psych/mtw/PSY\\_Missed\\_Term\\_Work\\_Form.pdf](https://hive.utsc.utoronto.ca/public/psych/mtw/PSY_Missed_Term_Work_Form.pdf)) ("MTW Form").
2. Email **BOTH** your MTW Form and Supporting Documentation to one of the TAs according to the instructions specified below.

#### Supporting Documentation Requirements and Deadlines:

Reason for Missed Work	Documentation required for a <i>first absence</i> in the term	Documentation required for <i>subsequent a</i>
Illness or Injury	<a href="https://www.acorn.utoronto.ca/">ACORN</a> ( <a href="https://www.acorn.utoronto.ca/">https://www.acorn.utoronto.ca/</a> ) Absence Declaration	<a href="https://www.utoronto.ca/registrar/sites/utsc/files/2019/01/UTSCmedicalcertificate.pdf">UofT Verification of Illness Form</a> ( <a href="https://www.utoronto.ca/registrar/sites/utsc/files/2019/01/UTSCmedicalcertificate.pdf">https://www.utoronto.ca/registrar/sites/utsc/files/2019/01/UTSCmedicalcertificate.pdf</a> )
Bereavement	<a href="https://www.acorn.utoronto.ca/">ACORN</a> ( <a href="https://www.acorn.utoronto.ca/">https://www.acorn.utoronto.ca/</a> ) Absence Declaration	A death certificate or funeral announcement

University-sponsored  
athletic or artistic  
obligation at the  
varsity/provincial/national  
level

**ACORN**

(<https://www.acorn.utoronto.ca/>)

Absence Declaration

A note from a university staff member (advisor) who can substantiate the obligation, sent directly to the Registrar's Office.

For missed **TERM TESTS**,

- **Contact your AccessAbility consultant** and have them write to the course email detailing the accommodations needed.

Disability-related  
reasons for students  
registered with  
AccessAbility Services

For missed **ASSIGNMENTS**,

- If your desired accommodation is **within the scope** of your Accommodation (e.g., includes "extensions of up to 7 days" and you need 3 days), send your **AccessAbility consultant** an email and specify how many days extension you are requesting.
- If your desired accommodation is **outside the scope** of your Accommodation (e.g., 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 accommodation.

Academic Conflict

(e.g. two midterms at the  
same time)

Screenshot from Quercus demonstrating the conflict.

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** (<http://www.utoronto.ca/registrar/missing-examination>) 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](#)**

<https://www.utoronto.ca/registrar/term-work>.

- 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

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