

PSYB20- Introduction to Developmental Psychology

I CONTACTS

Instructor

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

Course Email: michelle.mcphee@mail.utoronto.ca

General Office Hours: Mondays from 11 am – 12 pm

Office Location: Zoom

Meeting ID: 874 7398 6024

Passcode: Psychology

Instructor Bio: Hi everyone! My name is Dr. McPhee. It's nice to meet you. Here is a little bit about me: 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. In my spare time, I enjoy going for walks with my puppy named Kevin.



Teaching Assistants

Name: Simar Moussaoui

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Please contact for questions and/or concerns about the course content, or to discuss questions about the exams.

Name: Lisa Crocco

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Name: Ethan Churchill

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Please contact for questions and/or concerns about the grading of the Science Blog Assignment Parts 1 & 2. Please email your TA before emailing Dr. McPhee regarding grading.

Name: Ilakkiah Chandran

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Please contact for questions and/or concerns about the grading of the Science Blog Assignment Parts 1 & 2. Please email your TA before emailing Dr. McPhee regarding grading.

II COURSE OVERVIEW

Course Description: This course focuses on 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: PSY210H

Class Time: Mondays from 9-10:30 am in SY110 and Thursdays from 12-1:30 pm in AA112

Duration of Classes: September 3rd – December 3rd

Reading Week: October 28th – November 1st

Final Exam Period: December 6th – December 23rd

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 (i.e., 2-3 times per week)**. 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. R., Kipp, K., Wood, E., Willoughby, T., Roberts, K. P., Gottardo, A., Krettenauer, T., Lee, J., & Newton, N. (2020). *Developmental Psychology: Infancy and Childhood*, 5th Canadian Edition.

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

<https://www.uoftbookstore.com/adoption-search-results?ccid=4865840&itemid=61692>

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
Sept. 2 nd Introduction	<p style="text-align: center;"><i>Welcome & Introduction to PSYB20</i></p> <p>Review the syllabus and course policies.</p>	
Sept. 9 th Week 1	<p style="text-align: center;"><i>Introduction to Developmental Psychology & Research Strategies</i></p> <p>Chapter 1 (Read Entire Chapter; Read pages 1-35)</p>	
Sept. 16 th Week 2	<p style="text-align: center;"><i>History of Developmental Psychology</i></p> <p>Chapter 2 (Read Entire Chapter <u>Except</u> Sections on: “Cognitive-Developmental Theories,” “Sociocultural Theories,” and “Information-Processing Theories”; Read pages 36-46, 52-67)</p>	
Sept. 23 rd Week 3	<p style="text-align: center;"><i>Genetics & Prenatal Development</i></p> <p>Chapter 3 (Read Section on “Principles of Hereditary Transmission”; Read pages 68-77)</p> <p>Chapter 4 (Read Entire Chapter; Read pages 98-122)</p>	
Sept. 30 th Week 4	<p style="text-align: center;"><i>Newborns, Brain Development, Sensation & Learning</i></p> <p>Chapter 5 (Read Section on “The Newborn’s Readiness for Life”; Read pages 136-137)</p> <p>Chapter 6 (Read Section on “Development of the Brain”; Read pages 149-155)</p> <p>Chapter 7 (Read Entire Chapter <u>Except</u> Sections on: “Visual Perception in Infancy,” “Intermodal Perception” and “Infant Perception in Perspective- And a Look Ahead”; Read pages 177-188 and 202-217)</p>	<p>Assignment- Part 1 (5%) Due</p>
Oct. 7 th Week 5	<p style="text-align: center;">IN PERSON TERM TEST #1 – Date TBD</p> <p style="text-align: center;">Covering Lectures and Readings from Weeks 1 to 4</p>	<p>TERM TEST #1 (20%)</p>

Oct. 14 th Week 6	<i>Cognitive Development: Piaget</i> Chapter 8 (Read Entire Chapter; Read pages 218-263)	
Oct. 21 st Week 7	<i>Cognitive Development: Information Processing</i> Chapter 9 (Read Entire Chapter <u>Except</u> Sections on: “The Development of Analogical Reasoning,” “The Development of Number and Arithmetic Skills” and “Connectionist Approaches to Cognitive Development”; Read pages 264-292, 304-306)	
Oct. 28 th	<i>Reading Week</i>	
Nov. 4 th Week 8	<i>Language & Communication</i> Chapter 11 (Read Entire Chapter <u>Except</u> Sections on: “Language Learning During Middle Childhood,” and “Bilingualism: Learning More than One Language”; Read pages 348-380, 390-393)	
Nov. 11 th Week 9	<i>Emotion Development</i> Chapter 12 (Read Entire Chapter; Read pages 394-427)	
Nov. 18 th Week 10	IN PERSON TERM TEST #2 – Date TBD Covering Lectures and Readings from Weeks 6 to 9	TERM TEST #2 (20%)
Nov. 25 th Week 11	<i>Social Cognition</i> Chapter 13 (Read Entire Chapter; Read pages 428-461)	
Dec. 2 nd Week 12	<i>Morality</i> Chapter 15 (Read Entire Chapter; Read pages 498-536)	Part 2 of Assignment (20%) Due
Dec. 6 th – Dec. 23 rd	IN PERSON FINAL EXAM- TBA* *Pending Registrar Scheduling Covering Lectures and Readings from Weeks 1 to 12	FINAL EXAM (35%)

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
Science Blog Assignment- Part I	5%	11:59 pm on Monday, September 30 th
Term Test #1- In person	20%	Date To Be Scheduled By Registrar
Term Test #2- In Person	20%	Date to Be Scheduled By Registrar
Science Blog Assignment- Part II	20%	11:59 pm on Monday, December 2 nd
Final Exam- In Person	35%	TBA- Exam Period: December 6 th – 23 rd
Total	100%	

*Organized Chronologically by Due Date

Details About Course Assessments and Grading

Science Blog: 25% (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, no spaces**) 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 on **Monday, September 30th by 11:59 pm (Beginning of Week 4)**. Collaboration is strictly prohibited. The use of artificial intelligence is strictly prohibited for this assignment. A detailed rubric and further instructions will be posted on Quercus.

Part 2 of Science Blog Assignment: 20%

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 on **Monday, December 2nd by 11:59 pm (Beginning of Week 12)**. Collaboration is strictly prohibited. The use of artificial intelligence is strictly prohibited for this assignment. A detailed rubric and further instructions will be posted on Quercus.

Term Test & Final Exam: 75% 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 **in person** and will cover **lecture and readings** from **Weeks 1 to 4**.
- 2) **Term Test #2 (20%)**: This test will be **in person** and will cover **lecture and readings** from **Weeks 6 to 9**.
- 3) **Final Exam (35%)**: This test will be **in person** and will 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.**

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.

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>).

Use of Generative Artificial Intelligence Tools

Students may not use artificial intelligence tools for taking tests, writing research papers, creating computer code, or completing 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.

VI SERVICES & SUPPORTS FOR STUDENTS

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.

VII DEPARTMENT OF PSYCHOLOGY POLICIES

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 michelle.mcphee@mail.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	<u>WITHIN 2 BUSINESS DAYS</u> of the missed work
Bereavement	ACORN Absence Declaration	A death certificate or funeral announcement	<u>WITHIN 2 BUSINESS DAYS</u> 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	<u>10 BUSINESS DAYS IN ADVANCE</u> of the missed deadline
Disability-related reasons for students registered with AccessAbility Services	<p>For missed TERM TESTS,</p> <ul style="list-style-type: none"> - Contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed. <p>For missed ASSIGNMENTS,</p> <ul style="list-style-type: none"> - 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. 		<u>PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE</u>

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