

Course Instructor Information

Course Instructor:	Mark A. Schmuckler
Office:	SW515
Email:	mark.schmuckler@utoronto.ca
Office Hours:	Tuesdays, 1:00 – 2:00 pm, or by appointment
Course Hours:	Mondays, 7:00 – 9:00 pm
Course Location:	AA204

General Course Information

Although typically taken for granted, the development of the ability to see, to hear, to recognize objects by touch, and to move independently in the world, is critical for our survival. Yet despite the fundamental importance of these sensory/perceptual and motor skills, as adults we give little thought to how such abilities are either accomplished, or even come to be. The goal of PSYD24 is to provide an in-depth examination of the growth of these sensory/perceptual and motor abilities, focusing on how infants and young children develop these skills over the first few years of life.

To examine this question, this course will examine the growth of sensory and perceptual skills, as well as the growth of motor abilities, in infants and children. To explore these topics, this course will focus on the experimental literature examining such abilities, having students read professional level research literature that describes investigations of current “hot” topics in the field. Specific topics of focus will vary from year to year, depending on the status of investigations in these fields; nevertheless, topics to be explored will range from the basic development of visual abilities to fundamental perceptions of objects and object movement, understanding of categories, auditory perception of speech and music, the integration of visual and auditory information, recognition of objects by touch (tactile perception), the integration of visual and tactile information, spatial orientation and understanding, the ability to reach for and grasp objects, and the ability to stand and move independently through the world.

Learning Outcomes

This course will:

- extend students’ understanding of topics relevant to child development, and specifically with respect to perceptual and motor development in infancy and childhood
- introduce students to current “hot” topics in the field of perceptual and motor development by reading recent, professional level journal articles focused weekly on different specific research questions
- foster familiarity with different research paradigms involved in perceptual and motor development, as well as the problems inherent in such paradigms.
- emphasize the critical reading of research articles, and highlight the importance of understanding the relation between assertions/conclusions and the empirical support for such conclusions.
- foster the ability to think creatively about research and the generation of research ideas.
- emphasize students' ability to effectively articulate their ideas (both critiques and original research ideas) in both written and oral format.

Course Communication

Communicating with the class:

All course information will be communicated to you **via announcements on Quercus**, by email, or through in-person announcements made in class.

This course uses the University's learning management system, [Quercus](#), to post information about the course. Such information includes posting readings for weekly lecture topics, supplementary material for lectures/demonstrations in class (e.g., sample data sets to manipulate or analyze), class assignments, and so on. Quercus will also be used to provide you with important information regarding exams (e.g., material for which you are responsible, regulations regarding allowable resources for exams). This site is dynamic, and new information and resources will be posted regularly as we progress through the term. Accordingly, we recommend that you make it a habit to consistently check [Quercus](#) on a daily basis.

To access the course website, go to the U of T Quercus login page (<https://q.utoronto.ca>), and log in using your UTORid and password. Once you have logged into this site, you should see the link for PSYD24. You may need to scroll through other links to find this class. Click on the PSYD4 link to open our course area, view the latest announcements, and access your course resources. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column.

You are expected to monitor email and course announcements on a frequent and consistent basis. It is YOUR responsibility to recognize that certain communication may be time-sensitive, and that you are aware of all information provided on the course site.

Communicating with the course instructor:

If you need to contact us, you can do so via the following methods:

1. Visiting office hours
2. Emailing the course instructor (mark.schmuckler@utoronto.ca).

Please use ONLY your official UofT email account for all communication, and please do not send emails via the direct messaging system in Quercus. Please include your student number and a meaningful subject line in all communications. You can expect a response within 1 – 2 business days.

Course Readings and Course Requirements

There is no textbook for this class. Course readings, which will consist of professional level journal articles, will be made available via PDF downloads posted on Quercus.

There are multiple requirements for this class. First, there are weekly thought pieces (1-2 pages) that focus on the articles you have read. Second, there are longer (3-5 pages) experimental proposals. These proposals focus on the recently read material, and involve suggesting a topic for future study. Additionally, it is required that ALL students in class present at least one of these research proposals orally in class. Although this oral presentation is not graded, failure to present one of your research proposals will result in a grade penalty (see below for specifics). Third, there is a (10-15) page term paper involving library research on any topic area involving perceptual and/or motor development; more detail will be given on this paper later in the class. **Note: Grading on all papers is based on both content (what you say) and style (how you say it).** Finally, a component of your grade is based on class participation. Because this is a seminar that meets once a week, it is critical that you both come to class and that you actively participate. To provide incentive, part of your grade is based on **active** participation.

Please note that all assignments will be due by 5 pm on the day announced. Assignments will be submitted using the University’s plagiarism tool, *TurnItIn*. These papers MUST BE double-spaced and typed, and can only be submitted as Word files. **Thought papers WILL NOT be accepted late.** To allow for the possibility of illness, the best 6 of the 8 thought papers will count towards your grade. For the remaining papers, **the penalty for a late submission is that your mark is lowered one grade (e.g., A- → B+) for each day it is late. Failure to present one of your research proposals in class will result in a 50% reduction of grade on ALL research proposals!**

Course Schedule & Evaluations

<u>Week of:</u>	<u>Topic / Reading</u>	<u>Assignment</u>	<u>% of Grade</u>
Sep. 9	Organizational meeting		
Sep. 16	Issues in infant perception methodology	Thought paper	4%
Sep. 23	Object perception in infancy	Thought paper	4%
Sep. 30	Music perception in infancy	Thought paper	4%
Oct. 7	Research Presentations 1	Research Proposal 1	12%
Oct. 14	Thanksgiving – No class		
Oct. 21	Multisensory integration – Audiovisual	Thought paper	4%
Oct. 28	Reading week – No class		
Nov. 4	Multisensory integration – Haptic and audition/vision	Thought paper	4%
Nov. 11	Research Presentations 2	Research Proposal 2	12%
Nov. 18	Reaching in infants and children	Thought paper	4%
Nov. 25	Development of locomotion	Thought paper	4%
Dec. 2	Research Presentations 3	Research Proposal 3	12%
T. B. A.		Term Paper (due by 5 PM)	26%

Grading Scheme Summary

<u>Assignment Type</u>	<u>Value</u>	
Thought Pieces	20%	(5 x 4%)
Research Proposals	36%	(3 x 12%)
Term Paper	26%	
Class Participation	14%	
<u>Bonus mark</u>	<u>4%</u>	(Applied to all because of the loss of 1 thought paper)
Total:	100%	

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.

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 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

MISSED TERM WORK POLICY

Department of Psychology Missed Term Work Policy

For missed term work – assignments NOT INCLUDING thought papers (see above) – 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 **<course email>** 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	For missed TERM TESTS , <ul style="list-style-type: none"> - Contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed. For missed ASSIGNMENTS , <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 		<u>PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE</u>

	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.	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 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.