

Course Team

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Office Hours: Wednesdays, 1:00 – 2:00 pm, or by appointment

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Course Hours: Monday, 3:00 – 5:00 pm
Course Location: SW316

General Course Information

Investigating psychological processes quite generally presents a set of unique challenges for investigators interested in such questions. Exploring psychological functioning in a developmental framework, looking at such processes as they occur in infants and young children, presents even more daunting demands for its practitioners given the non-verbal or quasi-verbal nature of the participants involved. As such, researchers interested in developmental processes have developed their own unique methodologies, designed to both overcome the difficulties inherent to such research, as well as to enable the assessment of changes in psychological functioning as they occur across age.

The goal of this course is to familiarize students with these methodologies of developmental psychology research. Developmental psychology focuses on the process of change within and across the different phases of the life-span. Reflecting the broad range of topics in this area, there are diverse research methods. This course will cover a sample of some of these approaches, as well as consider issues in research design as it relates to developmental concerns. You will do this in part by writing, but primarily by collecting data and by writing reports describing your research. Formulating research questions, collecting and analysing data, and writing and interpreting your results are among the most exciting parts of experimental psychology.

Learning Outcomes

By the end of this course, students will be able to:

- understand the basics of experimental research design
- understand the differences between varying forms of research design with children
- understand how different research designs are applied to examining perceptual development in infancy, cognitive development, social development, and life-span development.
- conduct observational coding of developmental research, as well as survey research
- statistically analyze data from simple and more complex experimental designs
- write a research report describing the rationale, research methodology, statistical analysis, and theoretical conclusions of a research project.

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 PSYC72. You may need to scroll through other links to find this class. Click on the PSYC72 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/TA:

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) or TA (mikayla.samuel@mail.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.

Lectures, Course Textbook, and Course Requirements

This course involves a significant in-person lecture/demonstration/practical component. This means that important material will be presented on a weekly basis in class, and will include standard lecture information, hands-on lab demonstrations, and practical experience in data manipulation and analyses (e.g., data manipulation in Excel, conducting statistical analyses). **Please note that you are responsible for all material covered in class, and that this material will not be fully provided at other times (i.e., office hours). In other words, you are expected to attend class on a weekly basis!**

Course Textbook: Miller, S.A. (2017). *Developmental research methods*, 5th Edition. Englewood Cliffs, NJ: Prentice Hall, Inc.

Course Requirements: There are several course requirements. First, there are a series of short assignments that you must complete. The length of these projects, and what they entail, will be discussed later in class. These projects will culminate in a larger online, data coding project for which you will be asked to write an experimental

report for this experiment. Finally, in addition to collecting and analysing data and writing a report, there is a textbook to be learned, as well as lecture material to be mastered. You will be expected to know this material, and to demonstrate your knowledge in the form of two term exams. Both exams will be held in class, during the semester. Each of these exams will cover approximately half of the book. A rough outline of the lecture topics, as well as the due dates and relative weighting of these assignments, is given below.

<u>Assessment Type</u>	<u>Value</u>
Assignment 1	15%
Assignment 2	20%
Term Exam 1	20%
Term Exam 2	20%
<u>Final Paper</u>	<u>25%</u>
Total	100%

Course Schedule: Topics, Readings, and Evaluations

<u>Week of:</u>	<u>Topic</u>	<u>Reading</u>	<u>Assignment (value)</u>
Jan. 6	Introduction to class		
Jan. 13	The nature of science	Ch. 1 – 5	
Jan. 20	General research and developmental designs	Ch. 1 – 5	
Jan. 27	Ethics in developmental research	Ch. 10	Jan. 29: Assignment 1 due (15%)
Feb. 3	Scientific communication	Ch. 11	
Feb. 10	Term Exam 1		Feb. 10: Term Exam 1 (20%)
Feb. 17	Reading Week		
Feb. 24	Observational coding using ELAN	Ch. 6 – 7	
Mar. 3	Perceptual development	Ch. 12 – 15	Mar. 5: Assignment 2 due (20%)
Mar. 10	Cognitive development	Ch. 12 - 15	
Mar. 17	Term Exam 2		Term Exam 2 (20%)
Mar. 24	Doing statistical analyses	Ch. 9	
Mar. 31	Doing statistical analyses, con't	Ch. 9	
April 7			Apr. 7 Final paper due (25%)

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*.

Penalty for a late assignment: 1 mark per day (i.e., 1 day late, a B becomes a B-, and so on).

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 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

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 **<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	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 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 have them write to the course email detailing the accommodations needed. 		PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE
Academic Conflict	Screenshot from Quercus demonstrating the conflict.		

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