



Developmental Laboratory

PSY319H1F

Fall 2024

Sidney Smith Room 506

Tuesdays, 6 – 9 PM

AIM OF THE COURSE

This course is designed to help you develop key skills used by researchers in developmental psychology and in psychology more broadly. Many of these skills are also useful in non-academic contexts. The course is designed to be driven by your own interests and you will gain experience asking research questions, designing studies, conducting literature searches, collecting and interpreting data, and presenting findings. The course is designed to teach you about how research in developmental psychology is conducted and to help you discover your own research interests.

MEET YOUR INSTRUCTOR & TA



Instructor
Alexa Sacchi (they/them)
alex.sacchi@mail.utoronto.ca



Teaching Assistant
Alex McArthur (he/him)
alex.mcarthur@mail.utoronto.ca

COURSE ADMIN

Prerequisites: One of the following courses is required: [PSY202H1](#)/ [ECO220Y1](#)/ [SOC252H1](#)/ [STA221H1](#)/ [PSY202H5](#)/ [STA221H5](#)/ [PSYC08H3](#)/ [STAB27H3](#)/ [STAC32H3](#), and one of the following: [PSY210H1](#)/ [PSY210H5](#)/ [PSYB20H3](#)

It is your responsibility to ensure that you have met all prerequisites listed in the Psychology section of the A&S Calendar for this course. If you lack any prerequisites, you will be removed from the course. No waivers will be granted.

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COURSE OUTLINE

DATE		TOPIC	DUE NEXT WEEK
WEEK 1	September 3	Course Introduction Syllabus review, identifying research questions, why developmental psych?	Individual assessment & feedback survey
WEEK 2	September 10	Developmental Methods: How to test children in research studies, How to do a lit review	Identify a paper of interest for Week 4 presentation Complete the online TCPS-2:CORE Certificate
WEEK 3	September 17	Best scientific practices: Replication crisis, open science, ethical considerations, pre-registration	Paper presentation
WEEK 4	September 24	Developmental Paper presentations: 10-minute presentation on chosen developmental paper	Lit Review
WEEK 5	October 1	Developing a research question: Identifying topic of interest, developing a hypothesis, thinking about alternative outcomes	Pre-registration
WEEK 6	October 8	One-on-one project meetings: (Zoom) Meet with the instructor & TA to discuss your research proposal	Stimuli design for in-class data collection
WEEK 7	October 15	Run your experiment– Methods presentation Part 1	Work on draft of final paper (suggested: Intro)
WEEK 8	October 22	Run your experiment– Methods presentation Part 2	Work on draft of final paper (suggested: Methods)
WEEK 9	October 29	<i>READING WEEK – NO CLASS</i>	
WEEK 10	November 5	Interpreting results: Statistics- how to interpret significance and what we can conclude.	Draft 1 of the final paper
WEEK 11	November 12	Presenting your research: Writing strategies, poster presenting,	Peer Review
WEEK 12	November 19	Peer review: Meet in small groups to give feedback on paper draft + additional stats consulting	Poster Presentation
WEEK 13	November 26	Final Poster Presentations: 5-10- minute poster presentations	Final paper Response to reviewers

GRADING BREAKDOWN:

ASSIGNMENT	GRADE (POINTS)	DUE DATE By 11:59PM EST
Individual assessment & feedback survey <i>Submitted on Quercus</i>	2.5	September 9
Complete the online TCPS-2: CORE certificate <i>Submitted on Quercus</i>	2.5	September 16
Developmental paper presentation <i>In-class presentation & submit on Quercus</i>	10	September 23
Lit Review <i>Submitted on Quercus</i>	5	September 30
Pre-registration <i>Submitted on Quercus</i>	5	October 7
Run your own experiment - Methods presentation <i>In-class presentation & submit on Quercus</i>	10	October 14
Draft 1 of the final paper <i>Submitted on Quercus</i>	10	November 11
Peer Review <i>Submitted on Quercus</i>	10	November 18
Poster presentation <i>In-class presentation & submit on Quercus</i>	15	November 25
Final Paper <i>Submitted on Quercus</i>	15	December 2*
Response to Reviewers <i>Submitted on Quercus</i>	5	December 2*
Participation & Attendance <i>In-class</i>	10	<i>Ongoing</i>
TOTAL	100	-----

**Due on the same day*

CLASS EXPECTATIONS

The class is scheduled to meet in person. If you must miss class due to illness, we will find an appropriate accommodation to allow you to participate in the course. Lecture slides will be posted on Quercus before each class. Lectures will not be recorded as this class is highly participatory. If you have a conflict or difficulty that prevents you from attending class regularly, you should arrange a time to speak with me at the beginning of the semester.

This class is a unique opportunity for both instructors and students to be in a small, hands-on group and interact one-on-one frequently. I want this to be an opportunity for you to show your personality, allow your interests to guide assignments, and to connect with your peers as if you were in a real laboratory. I will keep lecturing to a minimum and prioritize breakout activities, class discussions, presentations, and time to co-work.

My goal is to create a comfortable classroom setting. What I ask is that you are encouraging of your peers. Discrimination, bullying, and harassment of any kind will not be tolerated. Feedback should always be *kind* and *constructive*. We are here to learn how to be better scientists and researchers which hinges on collaboration, not competition.

PARTICIPATION

Participation in the class is highly encouraged. This is a small, interactive, and discussion-based course where participation is crucial. Because some students have different levels of comfort with asking questions out loud, there will be multiple ways for you to participate. This includes: asking questions and answering questions out loud during class, engaging in live polls during class, engaging in small group discussions, and/or writing reflections about the lecture.

You can write an optional reflection to be submitted on Quercus once during the semester (instead of verbally contributing during class). The written reflection is optional. If you wish to take part in the written reflection, upload a 400- 500 words essay about what was presented in class, what you learned, any outstanding questions you may have, etc. The grade for this reflection will be factored into your participation grade. Please note that a written reflection cannot be submitted for Week 6 (Individual meetings) or Week 9 (Reading Week).

COURSE MATERIALS

Please keep in mind that all course materials (lecture slides, lecture recordings, assignments, etc.) are intellectual property. They are not to be posted anywhere (including social media, such as student-created course Facebook pages, Reddit, etc) or sold to a third party. We work hard to create course content for you and sharing our intellectual property without permission is theft. Please don't do it.

ASSIGNMENT SUBMISSIONS

Assignments must be submitted in one of the following formats:

- Word file (.docx)
- PowerPoint file (.pptx)
- Excel file (.xlsx)
- PDF file (.pdf)

The full suite of Microsoft products is provided to you for free through UofT Libraries:

<https://oneseach.library.utoronto.ca/ic-faq-categories/microsoft-365-proplus>

COURSE COMMUNICATION

Content Questions:	<p>The best place to ask questions about the assignments, course material, or developmental research in general is during class. Every class period will include plenty of time for questions and raising your questions in this context will also help others who may have similar questions.</p>
Course Admin Questions:	<p>Email the <u>TA</u> for the following:</p> <ul style="list-style-type: none">● Extension requests● Clarifications regarding assignment guidelines and expectations● Class absences <p>Email the <u>instructor</u> for the following:</p> <ul style="list-style-type: none">● Personal and extenuating circumstances that may affect your participation or attendance long term● If any issues arise during the course● Content related questions <p>Before you email, please check to see if your question is in the syllabus! Please allow at least 24 hours for email responses on business days (Monday – Friday). Emails sent late on Friday, Saturday, or Sunday may not be responded to until Monday.</p>
Announcements:	<p>Important course updates will be sent out via the Announcements tool on Quercus. It is your responsibility to regularly check course announcements.</p>
Office Hours:	<p>We will not hold regular office hours. However, if there is a personal issue you would like to discuss with us or if you would like to discuss issues outside of the scope of the class (e.g., graduate school, careers in developmental psychology) please feel free to email us to set up a time.</p>

GRADING POLICIES

Re-Grade Requests

We work very hard to grade assignments fairly and thoughtfully. If you believe an assignment has received a grade in error, you can submit an appeal. You will need to follow these steps:

- 1) write an email explaining *why* you believe your assignment was marked incorrectly
- 2) email it to both the TA *and* me no more than 14 days after grades are posted on Quercus.

Assignments will be re-graded in their entirety. For this reason, your grade may increase, but it may also decrease.

Please note, that you need to state a specific reason for your regrade request. Simply saying that you worked really hard on the assignment and deserve a higher grade is not an acceptable reason for a regrade request.

Late and Missed Assignments

The assignments in this class are steps in a research process, so most will culminate sequentially. The due dates are spread out intentionally so you are not rushing to draft your paper in the last week of the class. The assignment due dates are used for in-class peer review, discussion, and presentations. Because of this, you will need to complete each assignment to participate in class. Thus, it is critical that you submit all assignments as close to the assigned deadline as possible. Otherwise, you may fall behind or interrupt scheduled lectures.

Extensions

Please contact the TA *before* the assignment due date if you require an extension. The sooner you let us know, the better the outcome will probably be, but please email us even if it is a few hours before the assignment is due and we will figure it out together.

Your reasons for extensions are legitimate even if they are personal and/or non-medical. When getting in touch, you can share as much as you would like to with me and I will listen, but you do *not* need to disclose any personal information!

If an extension request is not made before the due date, late assignments will have 5% deducted from the final score (per day).

ACADEMIC INTEGRITY

Academic Integrity and Plagiarism

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters

(<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>).

If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources. For example, to learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at

<http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations.

For more information, please see A&S Student Academic Integrity

(<https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity>) and the University of Toronto Website on Academic Integrity

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

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>).

Artificial Intelligence Policy

The use of content creation tools/systems (e.g., ChatGPT) is prohibited in the course.

AI is problematic for the following reasons:

- Exploitation of others' intellectual property
- Generating fake citations
- The carbon footprint of the software
- The potential of the software to amplify structural issues and inequality

Your paper will still be assessed by Ouriginal. If Ouriginal flags your assignment, this will be treated as academic misconduct. This includes the use of AI in the creation of your assignment.

ACCOMMODATIONS

Specific Medical and Personal Circumstances

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. You can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI. For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>.

For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>.

If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or other forms of academic consideration. They may be able to email your instructors directly to provide a College Registrar's letter of support and connect you with other helpful resources on campus.

Accessibility Needs

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <https://studentlife.utoronto.ca/department/accessibility-services/>.

Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

If you would like to request informal accommodations outside of those covered by accessibility services (e.g., class policies about break timing, overstimulating behaviors, requesting changes to slide format), you can let me know in the "Individual Assessment & Feedback" survey and I will do my best to incorporate these suggestions to the course.

Religious & Cultural Accommodations

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you 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 me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

I will also ask for this information in the “Individual Assessment & Feedback” survey at the beginning of the term.

Mental Health & Well-Being

Your mental health is important. Throughout university life, there are many experiences that can impact your mental health and well-being. As a University of Toronto student, you can access free mental health and wellbeing services at Health & Wellness

(<https://studentlife.utoronto.ca/department/health-wellness/>) such as same day counselling, brief counselling, medical care, skill-building workshops, and drop-in peer support. You can also meet with a Wellness Navigation Advisor who can connect you with other campus and community services and support. Call the mental health clinic at 416-978-8030 ext. 5 to book an appointment or visit <https://uoft.me/mentalhealthcare> to learn about the services available to you.

You can also visit your College Registrar to learn about the resources and supports available: <https://www.artsci.utoronto.ca/current/academic-advising-and-support/college-registrars-offices>

If you're in distress, you can access immediate support: <https://uoft.me/feelingdistressed>

OTHER IMPORTANT INFORMATION

Important dates for Fall 2024:

The selected academic dates below include enrolment dates, drop deadlines, exam periods, petition deadlines and more for the Fall 2024 semester. For a full list of sessional dates please see Academic Dates & Deadlines:

<https://www.artsci.utoronto.ca/current/dates-deadlines/academic-dates>

Date	Activity
September 2, 2024	No classes - Labour Day
September 3, 2024	Classes begin in F and Y courses
September 16, 2024	Last day to enrol in F and Y courses
September 17, 2024	First day to select a Credit/No-Credit (CR/NCR) option for F and Y courses
October 14, 2024	No classes - Thanksgiving holiday
October 28 - November 1, 2024	No classes - Fall Reading Week
November 4, 2024	Last day to drop F courses
December 2, 2024	Last day for most regularly scheduled classes in F and Y courses (for Fall term
December 3, 2024	Last day to add or remove a CR/NCR option in Fall F courses

Quercus

This Course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. New information and resources will be posted regularly as we move through the term. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>.

SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

Privacy

Personal information is collected pursuant to section 2(14) of the University of Toronto Act, 1971 and at all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. Please note that this course requires presentations of one's work to the group. For more information, please refer to <http://www.utoronto.ca/privacy>

UofT Student Resources

- Student Life Programs and Services: <http://www.studentlife.utoronto.ca/>
- Academic Success Services: <http://www.studentlife.utoronto.ca/asc>
- Writing Centres in Arts & Sciences: <https://writing.utoronto.ca/writing-centres/arts-and-science/>
- Mental Health Resources: <https://mentalhealth.utoronto.ca/>
- Counselling and Psychological Services: <http://www.studentlife.utoronto.ca/hwc>
- Support When You are Feeling Distressed: <https://studentlife.utoronto.ca/task/support-when-you-feel-distressed>

Departmental Guidance for Undergraduate Students in Psychology

The Department of Psychology recognizes that, as a student, you may experience disruptions to your learning that are out of your control, and that there may be circumstances when you need extra support. Accordingly, the department has provided a helpful guide to clarify your and your instructor's responsibilities when navigating these situations

(<https://www.psych.utoronto.ca/current-program-students/guidance-undergraduate-students-psychology>). This guide consolidates Arts & Science Policies for undergraduate students in one place for your convenience. As an instructor in the department, I will frequently consult with these recommendations when providing you with support, and I recommend that you also consult it to learn more about your rights and responsibilities before reaching out to me.

Equity, Diversity, & Inclusivity

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.

Land Acknowledgement

I wish to acknowledge the 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. We recognize a legacy of broken treaties and covenants and the need to strive to make right with all our relations. For a map of the treaties, territories, and languages represented on this land, you can visit: <https://native-land.ca/>