Psychology
UNIVERSITY OF TORONTO

Developmental Laboratory

PSY 319H1 F   ● Summer 2024   ●   SS 560 ●   M/W 2-5pm

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.

Instructor
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Teaching Assistant
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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

Recommended Prep: PSY203H1
Exclusions: PSY319H5/ PSYC72H3

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.

Schedule

Date	Topic & Readings	To Do	Due
May 6	**Course Introduction** Syllabus review, identifying research questions, setting engagement norms	A1	May 7
May 8	**Developmental Methods** Common methods and difficulties, "day in the life" of a graduate student	A2 Choose A3 paper; start presentations	In Class May 9
May 13	**Class Decides! Responsible Research** Replication crisis (vote for discussion or lecture in A1), ethics, and structural considerations	A3 Presentations A4 Ethics Certificate	May 14 June 2
May 15	**Method Presentations** **Class Presentations:** A3 Methods & Results (5 mins x 15 students = 75 mins + Q&A)		
May 22	**Proposing Your Own Developmental Experiment** Experimental design, literature reviews, and hypothesizing patterns of results	Lit Search Worksheet Experiment Proposal	In Class May 26
May 27	**Project Meetings: Zoom** **Individual Meetings:** To be scheduled during class time	Testing materials & design sketch	May 28
May 29	**Analyzing & Interpreting Results** Interpreting results continued, utilizing software to visualize and analyze data	A4 Ethics Certificate Final materials, proposal, design sketch*	May 31
June 3	**Presenting Your Research** Poster-making, writing, the review process		
June 5	**Experiment Running** Half the class runs experiments on everyone		
June 10	**Experiment Running** Half the class runs experiments on everyone	Paper Draft	June 13
June 12	**Class Decides! Individual Meetings or Workday** Either individual Zoom meetings for stats with Mia or an in-class workday (vote for your preference in A1!)	Poster Submission Peer Reviews	June 16 June 18
June 17	**Poster Presentations** **Class Presentations:** Posters (5 mins x 15 students = 75 mins + Q&A)	Peer Reviews Final paper	June 18 June 25

Readings

We do not have an official textbook for this course. However, I will provide relevant citations on slides, and you will independently identify and complete readings relevant to the topics, ideas, and methods you pursue in your assignments.

Evaluation

Assessment	Due Date	Grade %
A1. Individual background & skills assessment.	May 7	2
A2. Observation & Reflection paper. Observe children's behaviour during semi-naturalistic experimental sessions and then write a reflection paper (400-500 words).	May 10	5
A3. Present a classic developmental psychology study.		(15 total)
1. Choose a paper from the provided list. 2. Methods & Results presentation.	May 9 May 14	3 12
A4. Online Ethics Certificate.	May 31	3

A5. Experimental Paper. Design, conduct, and write-up an experiment.
 	
   1.   Literature search worksheet.
   2.   Experiment proposal.
   3.   Meet one-on-one to discuss project.
   4.   Submit testing materials.
   5.   Submit design sketch.
   6.   Final proposal, materials, & design sketch.*
   7.   Conduct experiment on members of class.
   8.   Paper draft. 10-11 pages.
   9.   Poster submission.
  10. Poster presentation.
  11. Reviews of 2 peer papers. 1 page each; 2.5% each.
  12. Response to reviewers & final paper. 10-12 pages.
	
	May 24
	May 26
	May 27
	May 28
	May 28
	May 31
	June 5/10
	June 13
	June 16
	June 17
	June 18
	June 25
		(55 total)
		
		*
		6
		
		3
		1
		*
		
		10
		10
		10
		5
		10

Participation. Attendance + contributions to discussions. Items above without a "Grade%" are also included.		20

In general, assignments will be due at 11:59PM ET on the date listed above. All assignments except for class presentations will be due virtually through Quercus, and exact deadlines will be listed for each assignment on Quercus (PSY319H1 F LEC0101 20241:Developmental Laboratory).

*A5.6 is an opportunity to earn back points from your rough drafts of your proposal, testing materials, and design sketch. If all issues raised by the instructors are resolved, you should receive full marks for these assignments.

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/

Class Meetings

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 and video tutorials for challenging concepts (e.g., analysing data in R) will be posted on Quercus to help you write assignments. However, I will not post lecture recordings as this class is highly participatory. If you have a conflict or difficulty that prevents you from attending class regularly, you should speak to me **immediately**.

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 discussion, presentations, and time to co-work.

Class Participation

I know that participation grades can be problematic because they reward extroversion and because your bandwidth to contribute may ebb and flow through the semester. However, this is a small, interactive, and discussion-based course where participation is crucial. So, you'll be expected to compromise and collaborate with me to keep the discussion going. My responsibility is to create a comfortable classroom culture and provide you with concrete guidelines for asking/answering questions. Your responsibility is to show up ready to contribute and help me fill silences, especially when your peers are presenting.

I understand this takes a lot of vulnerability and energy. For this reason, you can write a reflection on Quercus **once** (instead of contributing during class). Upload a file with thoughts you had about what was presented in class or what you learned that day (400-500 words). The grade for this reflection will be factored into your participation grade. You can find the reflection under Assignments > Participants > "Participation – Reflection."

Course Materials and Intellectual Property

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) 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.

File Submissions

Accepted files are restricted to .PDF and Microsoft files (e.g., .PPTX, .DOCX). Standardizing the file format ensures that Ouriginal (see below) can proof your submissions and that there are no unopenable files. Please see the UofT libraries website to download Microsoft for free: https://onesearch.library.utoronto.ca/ic/microsoft-365-personal-workstations

Communication

Content Questions: 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.

Course Admin Questions: Email the TA for administrative matters. Only email me directly for extensions or issues we discuss one-on-one. *Before you email, please check to see if your question is in the syllabus!* Please allow 48 hours for email responses on business days.

Announcements: Important course updates will be sent out via the Announcements tool on Quercus. It is your responsibility to regularly check course announcements.

Office Hours: 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.

Grading Policies

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.

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. Please 1) write a brief cover letter explaining *why* you believe your assignment was marked incorrectly and 2) email it to both the TA *and* me no more than 14 days after grades are made available to students. Assignments will be re-graded in their entirety. For this reason, your grade may increase, but it may also decrease.

Ouriginal (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 website (https://uoft.me/pdt-faq).

Artificial Intelligence Policy

I have several ethical concerns relating to existing artificial content creation tools/systems (e.g., ChatGPT), including exploitation during training (i.e., failing to compensate the original creators of training data, low wages to label and filter data), the carbon footprint of the software, and the potential of the software to amplify structural issues. On the other hand, if these tools are properly trained and we engage with them critically, I think they can improve the efficiency of our field and serve as accessibility supports.

As such, generative AI is *reluctantly* permitted in this course on certain conditions: 1) You consult me first on your plan for using AI with the assignment. I may offer you an alternative approach. 2) You include a cover page with detailing when, why, and how you have used AI on any given assignment. You should also include an appendix at the end of your assignment with the prompts you used to generate the results and explaining which elements of the AI-generated text you used. 3) If your AI output includes data/information, you are responsible for verifying accuracy and providing sources. 4) Your paper will still be assessed by Ouriginal. If Ouriginal flags your assignment, this will be treated as academic misconduct regardless of whether you used AI in the creation of your assignment.

Appropriate uses of AI are limited helping you edit your existing ideas and work: for example, proofreading, providing feedback on your own writing, generating or considering counterarguments, identifying unsubstantiated claims, and cutting down word count. You CANNOT use AI for other purposes, including but not limited to generating full drafts or an initial outline of your paper, generating ideas for your thesis, or finding sources.

Late and Missed Assignments

The assignments in this class are steps in a research process, so most will culminate sequentially. Because of this, you will need to complete each assignment to participate in class and complete the next assignment. Thus, it is critical that you submit all assignments as close to the assigned deadline as possible, as you can drastically fall behind or interrupt scheduled lectures if you miss assignments.

Unless you contact us to arrange an extension, late assignments will have 5% deducted from the final score (per day). However, I want to work with you as much as possible and I hate docking points for lateness. I strongly believe your grade should reflect the *quality* of your work, so *please* consult us immediately if you think you might need an extension. If there is a legitimate reason you can't meet a deadline and submitting late won't adversely affect class time or your ability to complete the course, we will always approve extensions.

Your reasons 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!

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! Don't be shy or question whether your reason is legitimate, many other students won't. Just get in touch with us as soon as you are worried, and we will figure it out together!

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 https://registrar.utoronto.ca/policies-and-guidelines/verification-of-illness-or-injury.

For information on Absence Declaration Tool for A&S students, please see https://www.artsci.utoronto.ca/current/academics/student-absences. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

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 with 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 (like 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'll also ask for this information proactively in the "Individual Background" (A1) survey.

Other Resources

Feedback Form

We want the course to work for you as much as possible! There will be some things we can't change, but there will be other things we can change (e.g., interactive activities, the timing of class breaks, language used in the course). If there's something we can do to accommodate your needs or to make the course more inclusive, you can leave an anonymous comment here at any point in the course and I will check the form before each class meeting: https://forms.gle/URobZb6SNCyHEpdm6

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 Background" (A1) survey or you can use the anonymous feedback form at any time during the course and I will do my best to incorporate these suggestions to the course.

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

Academic Integrity and Plagiarism
All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. 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).

Other Resources
Student Life Programs and Services (http://www.studentlife.utoronto.ca/)
Academic Services (https://studentlife.utoronto.ca/department/centre-for-learning-strategy-support)
Counselling and Psychological Services (https://studentlife.utoronto.ca/department/health-wellness)
Support for Distress (https://studentlife.utoronto.ca/task/support-when-you-feel-distressed)