PSYCHOLOGY 453

Let us acknowledge that Queen's University occupies traditional Anishinaabe and Haudenosaunee territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous Peoples who lived, and continue to live, upon it and whose practices and spiritualties are tied to the land and continue to develop in relationship to the territory and its other inhabitants today. Indigenous communities in Kingston/Katarokwi continue to reflect the area's Anishinaabe and Haudenosaunee roots. There is also a significant Métis community and First Peoples from other Nations across Turtle Island present here today. To read more about the history of the land, see the Queen's Encyclopedia.

Course Information

This course provides advanced study in the field of developmental psychology for undergraduate students with an interest in development during infancy. The course format is project-based. Students will gain writing skills and knowledge of theory and concepts in developmental psychology by completing a paper on a topic of their choice within the field of infant developmental psychology. With successful completion of this course, students will have a knowledge base that promotes critical thinking, application, and effective communication outside of the classroom and supports further learning in advanced psychology, biology, and neuroscience courses.

Learning Outcomes

After successful completion of Psychology 453, students will be able to:

- Engage in critical reading of primary and secondary sources

- Evaluate academic writing

- Compare, contrast, and synthesize experimental findings that support existing theories in infant developmental psychology

- Combine critical reading skills, oral communication skills, and conceptual knowledge to create a concise presentation on a chosen topic in infant developmental psychology

- Combine critical reading skills, writing skills, and conceptual knowledge to create a written review of research in infant developmental psychology

Course Website

All communication and materials related to this course will be posted on the course website on OnQ. Access to this site is restricted to students who are registered in this course. In addition, course announcements may be sent through Queen's email addresses, so it is important to access your account on a regular basis throughout the term.

Required Reading

All readings are provided through the course website. You do not have to purchase a book.

Course Description & Evaluation

This course is project-based, with all discussions, presentations, assignments, and readings leading to the last assignment, which is a final paper. Most weeks have a unique, formative activity related to the final paper. The Course Overview, which is found on OnQ, provides a week-by-week summary of topics, readings, activities, etc.

Participation during in-class meetings is based on attendance and engagement. Assignments are described in detail in the Content on OnQ, and we'll discuss and start work on the assignments during in-class meetings. Assignments will otherwise be completed outside of class meeting times. The assignments are weighted in the following manner:

Participation during in-class meetings		10%
(1% for each week of the 12-week course, with the lowest 2 weeks dropped)		
Week 1	Introduction in Student Café	2%
Week 2	Draft with kindness	5%
Week 3	Annotated bibliography I	8%

Week 4	What is your paper topic?	2%
Week 5	The paragraph	2%
Week 6	Annotated bibliography II	8%
Week 7	The reverse outline	8%
Weeks 8-10	In-class presentation	10%
Week 10	Forward outline	10%
Week 12	The final paper	35%

PAPER ASSIGNMENT

The final paper is described in detail in the Paper Assignment file in the course Content on OnQ. To summarize here, though, the paper is a 2000-3000 word research review of a topic in the field of infant developmental psychology. The paper is due during the last week of the course.

The use of Generative Artificial Intelligence (AI) Tools

Early in the course, we will discuss the use of AI Tools in this course and in academic writing in general. In this course, using AI to write any part of your assignments for you from scratch is a departure from academic integrity (see below for more details about academic integrity policies at Queen's). An easy rule to follow is to not copy and paste anything from an AI tool into your assignments. This doesn't avoid every problem, and there are exceptions to the rule, but if you want a simple rule to follow, that's a good starting point. We will, though, talk about the use AI tools to help you edit your work for grammatical errors and typos. When in doubt, come and ask talk to me - you will not get in trouble for asking how to do things right! Finally, if you do use AI tools, I recommend that you keep a record of any prompts you have given it (for example, in ChatGPT, save the chat). This way, if you ever need to show how you used it, you have a complete record.

Turnitin Statement

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarized text in this course.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the internet or the Turnitin extensive database of content. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Due Dates, Grace Period, and Academic Considerations

Activities are due on the Friday of each week at 11:59p Eastern time.

Students often experience difficulties during the term that impede their ability to fully participate in a course. This is taken into account in the course design by providing a 72-hour grace period on all written assignments, for all students. The course maintains equity across all students by limiting extensions to 72 hours. This limit allows the instructor to provide timely feedback to students. No extensions will be granted beyond this 72-hour grace period. There is no need to complete a 'Short Term Academic Consideration' form – the consideration is already built in for everyone. (Students with QSAS Accommodation letters should read the section on Academic Accommodations in the Content-Syllabus.)

Unlike the written submissions, the discussions and the presentation do NOT have built-in grace periods. This is because of the interactive nature of these parts of the course. Thus, students are asked to use the Academic Considerations Portal when relevant for these assessments.

In rare situations, these policies are inadequate, and students are unable to meet academic deadlines within the 72-hour grace period. If this occurs, students are encouraged to maintain active engagement in the course by focusing on immediate and upcoming assignments. The instructor also supports individual students by taking a global view of performance across the entire term. Thus, rather than adjusting deadlines on individual assignments, the instructor will review the student's progress, in terms of learning outcomes, at the end of the term. In very rare cases, assignments that are completed may be reweighted; in others, a new or revised assignment is proposed with an extended deadline. This decision depends on the number of assignments that are missing, and how these map onto the learning outcomes in the course.

Accommodations

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the registration process with QSAS by clicking the *Access Ventus* button at **[Ventus | Accessibility Services | Queen's (queensu.ca)](#)** VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

Queen's Policy Statement on Academic Integrity

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge, and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Queen's students, faculty, administrators and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

The following statements from "The Fundamental Values of Academic Integrity" (2nd edition), developed by the International Center for Academic Integrity (ICAI), contextualize these values and qualities:

1. **Honesty**   Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.
2. **Trust**   Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.
3. **Fairness**   Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.
4. **Respect**   Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.

5. **Responsibility**   Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.

6. **Courage**   To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action -- standing up for them in the face of pressure and adversity — requires determination, commitment, and courage.

Students are responsible for familiarizing themselves with and adhering to the Senate [regulations](#) concerning academic integrity, along with [Faculty or School](#) specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Queen's Copyright Information

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Grade Conversion

All components of this course will receive numerical marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Faculty of Arts and Science Official Grade Conversion Scale:

Grade	Numerical Course Average Grade (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 & below