

Psychology 302: Infancy

Course Syllabus

Section 001: Monday/Wednesday/Friday 12-12:50pm, Buchanan A104

Section 002: Monday/Wednesday/Friday 2-2:50pm, Buchanan A102

Instructor:

Lillian May

Office: Kenny 1912

Office Hours: By Appointment

Email: lamay@psych.ubc.ca

Teaching Assistants:

Section 001

Taeh Haddock

Email:

taehaddock@psych.ubc.ca

Brianne Glazier

Email:

briglazier@psych.ubc.ca

Section 002

Carly Magee

Email:

carly.magee@psych.ubc.ca

Siba Ghrear

Email:

siba.ghrear@psych.ubc.ca

We are *more than happy* to meet with you by appointment for any reason! Please email us with questions or to set up a meeting—with the course number 302 in the subject line of the email, and we will strive to respond to all emails within 48 hours.

Course Description:

This course will provide an introduction to the major theories and empirical research on infant development, focusing on development between 0-3 years of age. We will discuss topics such as perception, language development, attachment, and social cognition. While the focus of this course will be on typical development throughout infancy, we will also touch on examples of atypical development.

Course Materials:

Textbook:

Siegler, DeLoache, Eisenberg, DeLoache, Saffran, Graham (2014). *How Children Develop*. Fourth Canadian Edition.

This is a new (Canadian!) edition of the textbook. Ideally, you will want to use this edition of the book, as lectures and exams will be based on this text. I can't stop you from using the old 3rd (US) edition of the textbook, but you do so at your own risk with the warning that there will be things missing and/or different.

This textbook is used by both Psychology 302 (Infancy) and Psychology 315 (Childhood and Adolescence). As such, we will only cover portions of the textbook in this course, as noted by the page numbers assigned in the syllabus. A small amount of material may overlap between Psyc 302 and 315, particularly in the beginning of the term.

Additional Readings:

Additional readings are assigned to supplement the textbook for certain topics. You can find these readings on Connect. You will be responsible for knowing this material, and it will be discussed in class and on exams.

Course Website:

You are responsible for checking the course website at www.connect.ubc.ca often throughout the term. You use your CWL to login. This is where you can access and download the course syllabus, readings, and see important announcements. Additionally, lecture slides will be posted at least 1 hour before each class, barring extraneous circumstances. These slides are not complete, but serve as an outline for the lecture of the day. We have also made discussion forums available to support peer and self-motivated learning.

Launchpad:

Launchpad is the new electronic learning module that comes with your textbook. It's actually pretty cool—it gives you access to the e-book (weirdly, only of the US edition of your textbook), and has quizzes and learning activities to help you with the textbook material. If you've purchased the textbook from the bookstore, you should have an access code to Launchpad. If you purchased your book elsewhere, you can try it out with free temporary access for 21 days to consider buying an access code. Launchpad is not a required component of this course, but you may find it useful to check out!

Access our course Launchpad at:

<http://www.macmillanhighered.com/launchpad/siegler4e/705361>

Course Requirements and Grading:

1. **Class Attendance:** Attendance is expected. Although we will not take attendance at each class, there will be material covered in class in substantially greater depth than what is covered on the lecture slides on

Connect. By regularly attending class you ensure yourself the best chance to excel.

2. **Writing Assignment: Research Article Review (10%)**

In this assignment, you will summarize and critique one of six research articles published in the journal *Child Development* (choices listed below). I will provide you the authors and title, and you will have to find the article using PsycInfo/Google Scholar resources we will go over in class. In a brief (~2-3 page) paper, you will first describe the research question, methods, and findings presented in the article. Then, you will consider the implications of the research findings, as well as any methodological or theoretical issues you see evident in the research.

List of research articles to choose from:

- Beier & Spelke (2012). Infants' developing understanding of social gaze.
- Brownell, Zerwas, & Ramani (2007). So big: The development of body self-awareness in toddlers.
- Kartner, Keller, & Yovsi (2010). Mother-infant interaction during the first 3 months: The emergence of cultural-specific contingency patterns.
- Mohring & Frick (2013). Touching up mental rotation: Effects of manual experience on 6-month-old infants' mental object rotation.
- Roseberry, Hirsh-Pasek, & Golinkoff (2014). Skype me!: Socially contingent interactions help toddlers learn language.
- Vouloumanos, Hauser, Werker, & Martin (2010). The tuning of human neonates' preference for speech.

3. **Writing Assignment: Research Proposal (30% total)**

A huge part of Psychology is figuring out what questions are unanswered, and formulating the research to try and answer these questions. In your writing assignment, you will write a paper proposing a new research study designed to address some unanswered question in infant development (0-3 years). Your paper will include a Background or Introduction section where you summarize relevant previous research to your topic (at least 3 past published empirical studies) and explain why your research question is new/unanswered, then a Proposed Design section where you go over how you plan on addressing your question of interest (going over the methods, age etc. of subjects you propose testing).

At various point during the term we will go over in class how you can go about working on this assignment, including finding empirical articles on PsycInfo. Additionally, you will turn in an outline halfway through the term and receive feedback to help you with the final version.

Outline: 10%

Your outline should include your question of interest, brief summaries of the past research articles you will be including in your Background/Intro section, and a brief idea of your design. This outline should be in point-style.

Final Version: 20%

The final version of your research proposal should be between 5-8 pages (double spaced), and written in a formal academic style. It should also include a references section, where you must correctly cite all papers you have referred to/referenced throughout your paper

4. **Midterm Exams (40%):** Two midterms, each worth 20% of final mark. Covers material from lecture, slides, textbook, and readings prior to each midterm. Multiple choice, fill-in-the-blank, and short answer.
5. **Final Exam (20%):** Covers material from the whole term, with a strong focus on new material from after the midterm. Multiple choice, fill-in-the-blank, and short answer.

Note on Exams: Both the Midterm and Final Exams are designed to not only test your knowledge of facts, but to challenge you to apply and integrate what you have learned to new situations and contexts. To do well, you must do more than simply memorize information, but should be actively engaged in the learning process.

6. **Additional Human Subjects Pool Credits (up to 3%):** A chance for you to participate in psychology research, and see how psychology research is conducted. To sign up and get started, visit hsp.psych.ubc.ca.

*****Note on missed exams, delayed papers, special accommodation***:** A person who misses an exam for a valid medical reason only (with doctor's note) will be allowed to write a make-up exam. If you are unwell on the day of a midterm, please arrange to see a doctor and contact the instructor and/or TA **as soon as possible** to make arrangements. All writing assignments must be turned in **AT THE START OF CLASS** on the due date. A penalty of 10% of the paper grade will be applied for each day that the paper is late. If you require any special accommodation for exams or for classes (e.g., because of a disability), please contact the instructor as early as possible.

Additional Resources Available to You:

For learning:

- UBC Academic Regulations: Information on academic regulations, including course withdrawal dates and credits, can be found in the UBC Calendar at <http://students.ubc.ca/calendar>
- UBC Learning Commons: <http://learningcommons.ubc.ca> offers a variety of learning and research sources for students. The website includes tutoring, workshops, study groups, many other online tools, and links to most of the academic resources offered at UBC.
- UBC Writing Centre: www.writingcentre.ubc.ca offers tutoring services, online workshops, and links to other useful writing centres.

For coping with stress and hardship:

- UBC Counseling Services: <http://www.students.ubc.ca/livewelllearnwell/book-an-appointment/counselling-services/> or 604-822-3811
- Vancouver Crisis Line: <http://www.crisiscentre.bc.ca/about-us/contact-us/>
- Skills for Time Management: <http://learningcommons.ubc.ca/time-management/>

Ethical and Responsible Conduct:

Always treat yourself, your classmates, and your instructors with respect both in and outside of class. This includes being on time to class, and being aware of your words and actions. Be mindful of other students during class. Please turn off all mobile phones, mp3 players, etc. before coming to class. If you choose to take notes on a laptop, please quit/minimize any programs that may distract others (internet, IM, facebook, games, etc).

Cheating of any type is not tolerated. Just don't do it—it is not worth your education, your reputation, or your future. Any cheating will result in failing the assignment or exam, and may lead to an automatic fail for the course and/or expulsion from the university. If you have any questions about citing or using sources in your assignments, please see your Instructor or TA BEFORE the assignment is due.

Department of Psychology's Position on Grade Distribution and Scaling:

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. According to departmental norms, the

average grade in a 100- and 200-level Psychology courses are 67 for an exceptionally strong class, 65 for an average class, and 63 for a weak class, with a standard deviation of 14. The corresponding figures for 300- and 400-level classes are 70, 68, and 66, with a standard deviation of 13. Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department. Each student will earn a percent grade for this course and will be automatically assigned a corresponding letter grade by the Registrar.

Department of Psychology's Position on Academic Misconduct:

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to TurnItIn – a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 4.5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class.

In all cases of suspected academic misconduct the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>) and read the University's Policy 69 (available at <http://www.universitycounsel.ubc.ca/policies/policy69.html>).

September 2014

Monday	Wednesday	Friday
1	3 First day of class!	5 Introduction & History <i>Chapter 1: 1-23</i> <i>Saxe, 2013</i>
8 Introduction & History	10 Research Methods <i>Chapter 1: 23-35</i>	12 Research Methods
15 Prenatal Development <i>Chapter 2: 39-66</i>	17 Prenatal Development	19 Birth <i>Chapter 2: 66-81</i> <i>Whitfield, 2003</i>
22 Brain & Biology <i>Chapter 3: 85-122</i>	24 Brain & Biology	26 Theories of Development <i>Chapter 4: 129-141, 155-169</i>
29 Theories of Development <i>Chapter 9: 341-360, 364-381</i> DUE: Research Article Review		

IMPORTANT DATES

Research Article Review
Due Monday, Sept 29

October 2014

Monday	Wednesday	Friday
	1 Catch Up & Exam Review	3 MIDTERM EXAM 1
6 Perceptual Development <i>Chapter 5: 171-182</i>	8 Perceptual Development <i>Chapter 5: 182-189</i> <i>Mennella, Jagnow, & Beauchamp, 2001</i>	10 No class!
13 No class!	15 Motor Development <i>Chapter 5: 189-197</i> <i>Cole, Lingeman, & Adolph, 2012</i>	17 Motor Development
20 Cognitive Development <i>Chapter 5: 198-212</i> DUE: Research Paper Outline	22 Cognitive Development <i>Chapter 7: 261-268, 281-283, 289-296</i> <i>McCrick & Wynn, 2004</i>	24 Language Development <i>Chapter 6: 215-247</i>
27 Language Development <i>Chapter 6: 247-257</i>	29 Language Development <i>Byers-Heinlein, Burns, & Werker, 2010</i>	31 Catch Up & Exam Review

IMPORTANT DATES

Research Paper Outline
Due Monday, Oct 20

Midterm Exam 1
Friday, October 3

November 2014

Monday	Wednesday	Friday
3 MIDTERM EXAM 2	5 Social Cognition <i>Chapter 7: 268-275</i> <i>Onishi & Baillargeon, 2005</i>	7 Social Cognition
10 Social Development <i>Chapter 10: 383-402</i>	12 Social Development <i>Chapter 10: 402-410</i>	14 Attachment <i>Chapter 11: 425-441</i> <i>Johnson, Dweck, & Chen, 2007</i>
17 Moral Development <i>Chapter 14: 553-563</i> <i>Hamlin, Wynn, & Bloom, 2007</i>	19 Moral Development <i>Chapter 14: 566-571</i>	21 Atypical Development <i>Elsabbagh & Johnson, 2009; Zwaigenbaum et al., 2005</i>
24 Atypical Development <i>Doja & Roberts, 2006</i> DUE: Final Research Paper	26 Atypical Development	28 Wrap-Up <i>Chapter 16: 660-666</i>

IMPORTANT DATES

Final Research Paper
Due Monday, Nov 24

Midterm Exam 2
Monday, Nov 3

Final Exam
To be scheduled during University Exam Period