

PSYC 315: Childhood and Adolescence
September - December 2014, Sections 001 & 002
University of British Columbia

The Basics

Course Day and Time:

M-W-F 11:00-12:00 pm (section 001) – SWING 222

M-W-F 12:00-1:00 pm (section 002) – SWING 222

Your instructor:

Dr. Andrew Baron

Office: Kenny 2402

Phone: 604-822-6311

Course E-mail: psyc315@psych.ubc.ca

Office hours by appt.

Your TAs:

Antonya Gonzalez

Anthea Pun

The best way to reach me or the TAs is via e-mail (psyc315@psych.ubc.ca).

Course email will be read several times a week by one of us.

ALL EMAIL SUBJECT LINES must include a) your SECTION NUMBER
(from your course registration) and b) your STUDENT NUMBER.

Not doing this will substantially delay a response.

In recognition that many students have busy schedules with classes, sports, work and other commitments, all office hours are by appointment that way we can be sure to find a time around your busy schedules to meet.

To schedule an individual meeting, you're welcome to call me on my office phone, however, **email** is always the quickest and preferred way to reach me.

All emails will be responded to within 72 hours.

Course Goals and Description

Welcome to Psychology 315! As a 300-level course, some background in psychology is required.

The primary goal for this course is to provide you with a foundation in child development.

This course is only a semester long and thus it is impossible to cover in depth all of what constitutes childhood and adolescence (don't worry, we have more courses in the department that cover other areas of child development). As such, we will focus on those areas that represent some of the most current and exciting areas of active research in the field.

Overview

This course meets three times a week (Mondays, Wednesdays & Fridays). To help reduce the extent of written notes you will need to take, lecture slides will be posted on the class website (via Connect) by 11pm the evening before class. These notes are not complete, but rather will serve as an outline for the lecture that day, making it easier for you to take notes in class. These slides may be posted in color, however, it is possible to print them in black and white (saves ink, is faster to print and is easier to read since my slides normally have a color background unless you select the option to print in black and white).

Readings are assigned on a weekly basis. It is not necessary that you do the entire week's reading prior to the first class that week. However, to get the most out of lecture and the course, you will want to both attend each lecture AND do the assigned readings during that week.

Course Website

You can access the course website through CONNECT.

We will use the course website extensively, so please check it regularly. Lecture slides will be posted prior to each class (by 11pm the evening before class) and links to supplemental reading materials will be posted there as well.

Course Requirements and Grading

1. Class Participation

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 for success.

2. Quizzes (3 total, worth a combined total of 60% of final grade)

3. Final Exam (40% of final grade, this is a cumulative exam)

The Final Exam and Quizzes will consist of some combination of Multiple Choice, Fill-in-the-Blanks, List questions (e.g., list 4 pieces of evidence that support the claim that...) and short essay format (e.g., "From a socio-cultural perspective describe 3 factors that have the most influence on..."). There will be a longer essay for the Final Exam. More details will be discussed in class.

You must attend only your assigned section. Both sections are full and the classroom size can't support students attending a different section from what they are enrolled in. This is especially true for exams. If you attend the wrong section to write an exam then you will not receive credit for that exam (or quiz).

Other Important Information: Course Policies

Psychology Department's Policy on Grade Distributions 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 mean grade in a 300 or 400-level class is 70 for a good class, 68 for an average class, and 66 for a weak class, with a standard deviation of 13). The corresponding figures for 100- and 200-level Psychology courses are 67, 65, and 63, with a standard deviation of 14. Scaling is likely to be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department.

Psychology Department'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 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. **Do not** use Google/Yahoo/MSN Search/etc. to find articles for assignments in this course. **Do** use any of the indexes and databases listed under Indexes and Databases, Subject Resources, OneSearch or Metasearch on the Library's website at <http://www.library.ubc.ca>. (Not sure which index to use? Click HELP on the library homepage at www.library.ubc.ca or try Subject Resources.)

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>).

Readings

Required textbook: How Children Develop Canadian Edition (4th edition) by Siegler et al. This is available at UBC Bookstore.

Please note: previous versions of this textbook (e.g., US 3rd edition) are not compatible with this course. We made a textbook change during the summer of 2014. You must use the Canadian 4th edition book.

You will also be assigned to read several journal articles. E-Links to these articles will be posted on CONNECT. You are responsible for reading this material and it will be discussed in lecture and will be included in your exams.

Detailed Syllabus

WEEK OF SEPTEMBER 1st

COURSE INTRODUCTION & WHY A THEORY OF DEVELOPMENT IS ESSENTIAL FOR PSYCHOLOGY

Introductions. Review syllabus, course requirements, and expectations. We will also review the breadth of topics covered in our course.

Readings

Textbook reading: pp 1-22 (Up to but not including the section on Methods for Studying Child Development).

Announcements

Due to a scheduling conflict months ago, class Friday will be cancelled.

WEEK OF SEPTEMBER 8th

THEORIES OF COGNITIVE DEVELOPMENT

Readings

Textbook Reading: pp. 129-161

Announcements

WEEK OF SEPTEMBER 15th

THEORIES OF COGNITIVE DEVELOPMENT CONTINUED & METHODS OF CHILD DEVELOPMENT

Readings

Textbook Reading: pp 23-37 (beginning with section on Methods for Studying Child Development); **pp. 347-356** (beginning with section on Erickson); **pp. 363-379** (beginning with section on Ecological Theories up to but not including section on current perspectives)

Announcements

WEEK OF SEPTEMBER 22nd

COURSE REVIEW AND QUIZ #1

Readings

No assigned readings.

Announcements

Friday: Quiz #1

WEEK OF SEPTEMBER 29th:

SELF, FAMILY AND PEERS

Readings

Textbook Reading: pp. 441-449 (from The Self in Childhood up to but not including Ethnic Identity); **pp. 467-489** (up to but not including section on Divorce); **pp. 515-537** (up to but not including section on Neglected Children).

Announcements

WEEK OF OCTOBER 6th

SELF, FAMILY AND PEERS CONTINUED

Readings

No assigned readings.

Announcements

Friday: No class. Enjoy the long(er) weekend.

WEEK OF OCTOBER 13th

**LANGUAGE DEVELOPMENT &
DEVELOPMENT OF SOCIAL COGNITION (PART I: STEREOTYPES)**

Readings

Textbook Reading: pp. 215-222 (up to but not including section on A Human Environment) and **pp. 245-252** (beginning with section on Conversational Skills up to but not including section labeled Review).

Additional Readings:

Gelman, S. A., & Heyman, G. D. (1999). Carrot-eaters and creature-believers: The effects of lexicalization on children's inferences about social categories. *Psychological Science, 10*(6), 489-493.

Announcements

Monday: No class. Canadian Thanksgiving.

WEEK OF OCTOBER 20th

DEVELOPMENT OF SOCIAL COGNITION (PART 2: ATTITUDES & STEREOTYPES)

Readings

Additional Readings:

Rudman, L. A. (2004). Sources of implicit attitudes. *Current Directions in Psychological Science, 13*(2), 79-82.

Baron, A., & Banaji, M. (2006). The development of implicit attitudes: Evidence of race evaluations from ages 6, 10 & adulthood. *Psychological Science, 17*(1), 53-58.

Announcements

WEEK OF OCTOBER 27th

GENDER DEVELOPMENT (PART I) & QUIZ #2

Readings

Textbook Reading: Chapter 15

Announcements

Wednesday: Quiz #2

WEEK OF NOVEMBER 3rd

GENDER DEVELOPMENT (PART 2)

Readings

No additional readings.

Announcements

WEEK OF NOVEMBER 10th

INTELLIGENCE AND ACADEMIC ACHIEVEMENT

Readings

Textbook Reading: pp. 299-339; pp. 360-362 (beginning with section on Dweck's Theory up to but not including section on Current Perspectives)

Additional Readings:

Ambady, N., Shih, M., Kim, A., & Pittinsky, T. L. (2001). Stereotype susceptibility in children: Effects of identity activation on quantitative performance. *Psychological Science, 12*(5), 385-390.

Announcements

WEEK OF NOVEMBER 17th

MORAL DEVELOPMENT & PROSOCIAL DEVELOPMENT PART I & QUIZ #3

Readings

Textbook Reading: pp. 553-581

Additional Readings:

Warneken, F. & Tomasello, M. (2009). Varieties of altruism in children and chimpanzees. *Trends in Cognitive Sciences, 13*,9, 397-402.

Announcements

Wednesday: Quiz #3

WEEK OF NOVEMBER 24th:

MORAL DEVELOPMENT & PROSOCIAL DEVELOPMENT PART II
&
COURSE MATERIAL CATCH UP
&
REVIEW FOR FINAL EXAM

Readings

Optional reading: pp. 638-656 (up to but not including Theme 6)

Announcements

This week will be used to catch up on any material that we didn't have enough time to adequately cover during the course and to prepare for the final exam.

**** ?? of December – Final Exam**

Still waiting for date and location to be announced by the University

Congratulations on completing this course!