

Psych 315: Childhood & Adolescence Syllabus [Sections 004 & 005: Jan. 2015]

Instructor:

Dr. Susan Birch
 Office: Douglas Kenny Psychology Bldg. Room 2031 (corner of West Mall and University Blvd.)
 Office hours: TBA and by appointment
 Primary (Shared) Email: P315@psych.ubc.ca; Secondary (Private) Email: sbirch@psych.ubc.ca

Teaching Assistants (TAs):

There are 2 TAs for this course that will share an email: Adam Baimel and Taeh Haddock
 Email: P315@psych.ubc.ca (Emails will be checked twice per week)
 Office Hours: TBA and by appointment
 Office Location: In Douglas Kenny Psychology Bldg. See either Adam (Room 1908) or Taeh (Room 3502)

Course Description:

This course will provide an introduction to the major theories and empirical research that is fundamental to Developmental Psychology. In addition to an overview of the theories and foundations of childhood and adolescent development, this course will provide an introduction to some of the most influential recent findings in the developmental psychology literature. Such topics include: language and conceptual development; social cognition, emotional development; gender development; and peer and family relations. In learning about typical development it is important to discuss how atypical development can shed light on many key issues. In accord with this, we will also touch on examples of atypical development.

Course Time and Location: Tuesdays and Thursdays in Woodward IRC Room 6 (2194 Health Sciences Mall)
 Section 4 = 2pm; Section 5 = 3:30pm

Required Text (Available at the UBC Bookstore or on-line; in looseleaf, hardcover, or e-book form)

Siegler, S, Deloache, J, Eisenberg, N., Saffran, J. & Graham, S. **How Children Develop. Fourth Canadian Edition.**

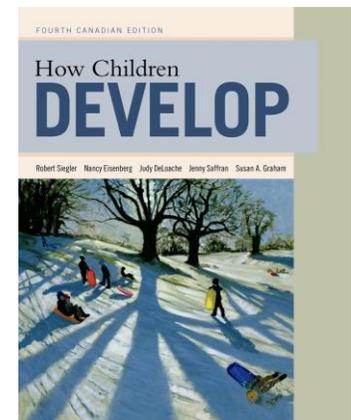
Note: The **Canadian** edition of the text is required; second-hand texts may be available as this text has been used previously and is also the required text for Psychology 302: Infancy

Optional ancillary materials (such as chapter outlines, practice quizzes, and some videos) are available through a course companion application called

Launchpad and a **Text Website** for an earlier edition of the text.

*Please note: These optional ancillary sites are provided by the publishing company. Neither the instructor nor UBC are responsible for guaranteeing the quality of the material on this site nor the availability of these resources. These sites have been known to go down during peak usage periods (e.g., the night before exams), so plan ahead.

* **~2-6 additional readings** will be required (e.g. recent articles or readings for discussion). These will be made available on-line through the Connect course website under 'Required Readings'. The timeline for completing these readings will be announced in class.



Course Website: www.connect.ubc.ca

Please ensure you can access this site within the first 2 weeks of classes.

Grade Breakdown:

Quiz 1 worth 25% of your final grade (Held in class) (with the exceptions below*).

Quiz 2 worth 25% of your final grade (Held in class) (with the exceptions below*)

* If you miss a quiz and are unable to write a make-up the other quiz will count for 50% of your final grade.

Final Exam (During Exam Period; Date TBA) worth 50% of your final grade (with the exception below**)

* Students who receive the top 10 marks on Quiz 1 will be given the option to do a 5 to 10-min in-class oral presentation (with slides) summarizing an article from a pre-set list. It is optional, not mandatory. TAs will provide guidance to ensure quality. If students elect to do the presentation they can choose to have their presentation grade count for 20% and their final exam 30% or have their final exam remain worth 50% (whichever results in the highest grade). Students may work in pairs and each member of the pair will receive the same presentation grade.

Quiz and Exam Format: The final exam and quizzes will consist of approximately 80% Multiple Choice, Fill-in-the-Blanks, and approximately 20% written answers such as list questions (e.g., list 4 pieces of evidence that support the claim that...), short answer questions, or one-page essay(s) (e.g., “From a socio-cultural perspective describe 3 factors that have the most influence on...”).

Topic Timeline

Note: Information on this syllabus is subject to change. To ensure you have the most up-to-date information you must attend class!

1. Introduction to Childhood and Adolescence [Week 1]

- Course Introduction & Course Mechanics
- Developmental Research Methods and Enduring Themes & Key Concepts (e.g., Nature vs. Nurture)

Reading: Chapter 1

2: Cognitive Development [Weeks 2 & 3]

Reading: Chapter 4

*******QUIZ 1***** in Class TBD**

3. Social Cognition in Development [Weeks 3 & 4]

Reading: Chapter 7

4. Social Development [Week 5]

Reading: Chapter 9

4. Gender Development [Oct 7, 9, 11]

Reading: Chapter 15

5. Language, and Symbol Use [Oct 16, 18, 21, 23]

Reading: Chapter 6

*******QUIZ 2***** in Class Friday Oct 25**

6. The Development of Social Cognition [Oct. 28, 30, Nov 1, 4, 6]

Reading: Ch. 7 up to p. 279 and additional readings TBA

7. Emotional Development [Nov 8, 13, 15]

Reading: Chapter 10

8. Moral Development & Peer Relations (e.g., Prosocial and Antisocial Behavior) [Nov 18, 20, 22]

Reading: Chapter 14 and parts of Ch. 13

9. Family, Parenting, and General Applications and Conclusions [Nov 25, 27, 29]

Reading: Parts of Chapter 12 and all of Chapter 16

*The Final Exam will take place during exam period (2.5 hours) and covers material from the entire term with a greater emphasis on material covered since Quiz 2.

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>).