
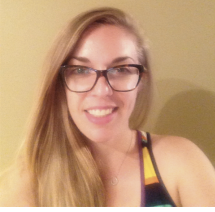



**Psychology 315: Childhood and Adolescence**  
The University of British Columbia, Winter Term I (Fall 2015)

Section 001: Tuesday/Thursday 2:00-3:20pm, CIRS 1250

Section 002: Tuesday/Thursday 3:30-4:50pm, CIRS 1250

	<p><b>Instructor:</b> Kyle Danielson kdanielson@psych.ubc.ca Office: 1401 Kenny Office Hours: By appointment</p>	<p><b>Kyle</b> is a fourth-year PhD candidate in Developmental Psychology. He researches bilingualism and multisensory perception in young infants. Kyle holds a BA in Linguistics and Education from Duke University in the U.S. and an MSc in Linguistics from the University of Alberta.</p>
	<p><b>Section 001 TA:</b> Taeh Haddock taehaddock@psych.ubc.ca Office: Kenny 3502 Office Hours: By appointment (there will be set drop-in hours before and after each exam)</p>	<p><b>Taeh</b> is a second-year Masters student in Developmental Psychology. She studies fluency misattribution and the curse of knowledge bias in both children and adults. Taeh holds a BA in Psychology and a BA in Communications and Culture, both from the University of Calgary.</p>
	<p><b>Section 002 TA:</b> Joanne Park j.park@psych.ubc.ca Office: Kenny 2011 Office Hours: By appointment (there will be set drop-in hours before and after each exam)</p>	<p><b>Joanne</b> is a first-year PhD student in Clinical Psychology. She researches mothers' and fathers' attributions and parenting practices for typically developing children and children with externalizing behaviour problems (e.g., ADHD, ODD). Joanne holds a BSc in Psychology from the University of Calgary and an MA in Clinical Psychology from UBC.</p>

**Contacting the instructor and TAs:**

We are each very happy to hear from you by email whenever you have a question or concern, or to set up an in-person appointment. When writing to us, please put "PSYC 315" in the subject line of the email to help us get to it faster. We will respond to all emails within two business days (not counting weekends and statutory holidays). Please address emails to your section's TA when enquiring about textbook material, exam preparation, project questions, grades, or to review exams after they are marked. Please address emails to Kyle for clarification on anything that he presents during lecture, or if you are unable to address your concern with your TA.

**Course Description:**

This course serves as an introduction to the period of human development between 3 and 17 years of age. Throughout the course, you will gain proficiency in the major theories of child and adolescent development. In tandem with this theoretical overview, you will be exposed to the various methodologies used by researchers to study children's development, and to the interesting findings that have emerged from these studies. The topics we

will study include language development, social cognition, emotional development, gender and sexuality development, peer and family relationships, and much more. We will predominantly focus on typical child development, but will also spend some time discussing atypical development.

### **Course Materials:**

#### **Required Textbook:**

Siegler, R., Eisenberg, N., DeLoache, J., Saffran, J., & Graham, S. (2014). *How Children Develop*. 4<sup>th</sup> Canadian Edition. New York: Worth Publishers.

*Some important notes about the textbook:*

- 1) This is a one-year-old Canadian edition of the textbook (blue cover). Previous versions of the textbook were from the U.S. (orange cover). You are encouraged to purchase the Canadian textbook, either new or used, because it contains the most up-to-date information and it will be the book used for creating exams. You are free to purchase the U.S. version, but note that there may be some discrepancies between the two versions, and that in case of any discrepancy, the Canadian version will be authoritative for the purposes of this course and its exams.
- 2) This textbook is used both for this course (PSYC 315) as well as for PSYC 302: *Infancy*. We will focus predominantly on the sections of the text pertaining to the age period between 3 and 17 years, but there may be some overlap between the portions of the book used by PSYC 302.

#### **Additional Readings:**

Once a week starting the third week of classes (September 22), there will be one or two additional required readings posted on the course website. Typically these will be short, experimental articles pertaining to the topic of that week's lectures. Some of these may be difficult readings, but they will be short and can be re-read multiple times for good understanding. They will be posted at least one week in advance of lecture (look for your first external reading by September 15).

#### **Connect:**

You can access the course website through UBC Connect at [connect.ubc.ca](http://connect.ubc.ca) using your CWL. Please check the course website frequently (e.g., at least twice a week, before classes) so that you don't miss important updates about the course. This is where you will find the course syllabus (this document), find the additional weekly readings for class, view your grades, see important announcements, and turn in papers. Lecture slides will also be posted on this website after each lecture.

*A note about posting lecture slides online:*

We are aware that some students prefer to take notes on printed lecture slides as the lecture progresses, but we have made the determination that posting slides *after* lecture creates a more collaborative learning

environment during class. However, to help students take notes, there will be a blank note-taking template available on Connect, which we encourage you to use on your laptop or on paper. Page numbers will be prominent on lecture slides both during class and when posted on Connect, to provide you with the opportunity to take notes on individual slides by number.

### **Launchpad:**

Your textbook comes with an electronic learning module. Although it is not required that you purchase access, if you bought your textbook new from the bookstore, you automatically have access for free. If you did not purchase your book new, you can purchase access using the link below. If you aren't sure whether you would like to purchase Launchpad, you can sign up for a 21-day free trial to see whether it is helpful for you. The site gives you access to chapter quizzes and activities, as well as to an electronic version of the U.S. edition of the textbook. **Please note** that this electronic version is not the Canadian edition, so there may be subtle differences between this e-version and our book. As noted above, in case of any discrepancy between the Canadian textbook and the U.S. e-book, **please refer to the Canadian textbook.**

You can access our class Launchpad at:

**<http://www.macmillanhighered.com/launchpad/siegler4e/2374986>**

If you have technical issues using Launchpad, a customer service representative is available to help you between 6:00 am and midnight, 7 days a week, by calling (800) 936-6899. Please note that your instructor and TAs are not equipped to help with Launchpad technical issues.

### **Course Requirements and Grading:**

1. **Class attendance:** It is essential that you attend each class. Although we will not take attendance, there is no guarantee that you will be able to succeed on exams and other assignments without being present in class. Lecture slides that are posted on Connect will serve as an outline of what is covered in each class, but may not be complete. Note that you are responsible for points that are covered verbally in class, even if they are not in the textbook or on the lecture slides (but rest assured that the instructor will make these points very clear when they are made verbally!). This class will include lots of student participation and conversation, hopefully providing a great learning environment for us all.
2. ***Psychology in the News* assignment (10%):** Approximately 2 pages typed, size 12 Times New Roman font, double-spaced.

Whether you read a newspaper, watch news on television, listen to the radio, or get your news online from a source like Google, you will find that there is often a Science section that reports on new and exciting findings from the scientific world. Sometimes, the news is so exciting that it moves

from the Science section to the front page! These news stories often summarize original scientific work so that a lay audience without a scientific background can understand it.

For this assignment, your job is to find a recent news story from the popular media that 1) relates to the psychological development of children between the ages of 3 and 17 **and** 2) that cites a scholarly study conducted by a research team. You may use a news story from anytime in the last three years (2013, 2014, or 2015). Your primary source should be popular media (online, on TV, on the radio, or in a newspaper; e.g., *The New York Times*, *The Globe and Mail*, *CBC*, *The Guardian*, *NBC News*, and many more) and must also cite a *scholarly* source published in an academic journal (e.g., *Developmental Science*, *Infancy*, *Child Development*, *Psychological Science*, *Cognition*, and many more). You should be able to find the original text of the scholarly source using the authors' names and the UBC library website.

In your paper, you should first describe the theory, hypotheses, methods, results, and conclusions from the *original* scholarly article. Then you should analyze the way that the *popular media* analyzed the article. Did the media story do an accurate job relating the researchers' findings and conclusions? How did they do so, or how did they not? What facets of the original article did the media story leave out? Do you believe that a lay reader, without experience reading scholarly sources, would get an accurate view of the original research just from reading the news story? Why or why not? Make sure that you incorporate what you have learned in class and in course materials, and feel free to cite additional sources other than your news story and your scholarly source.

Make sure that you cite your sources both in-text and in a reference list, using APA format. You should have *at least* two sources (your news story and your scholarly source), but you can also have additional sources as well. Your reference list does not count towards your page requirement.

The hard deadline for this assignment is **Friday, October 16** by midnight Pacific time, using the course website on Connect. No late assignments will be accepted (no credit will be given for late submissions). Your instructional team encourages you to turn this project in early—as soon as you would like—to minimize midterm stress.

3. **Create a Toy assignment (15%):** Approximately 2-3 pages typed (*not including drawings or references*), size 12 Times New Roman font, double-spaced.

As you will learn throughout this course (and as you likely already know!) children love playing with toys and using them to explore their world.

Toy-making is a huge industry, and parents love buying toys for their children. As developmental psychologists, we know that toys can have a significant influence on children's development. For this assignment, your job is to design a new toy for children aged between 3 and 17 years of age. Your toy should be designed to help aid your target audience's development, using a concept or concepts that we have covered in this course (e.g., language development, social development, self identity, and many more possibilities). In your paper, you should describe your toy, and how it will aid in children's development. What age(s) is your toy designed for, and why? What skills or abilities is your toy designed to influence, and how? How would you market this toy to parents? Use and cite research and theories that you have learned in this class. You may rely on the textbook and on **scholarly** sources to write your paper (please do not use popular books or media in your paper). You should also include a blueprint or drawing of your toy as part of your paper (which will not count towards your length requirement).

Please do not plagiarize toy designs from each other or from the real world! Inventing a new toy is a challenging but rewarding task, and your work should be original! Nonetheless, if you have trouble thinking of ideas, visiting a major toy store with a group of classmates would be a great way to get some inspiration.

Make sure that you cite all sources that you use, using APA format, both parenthetically in your text and in a reference list following your work. Your reference list does not count toward your page requirement for this assignment.

The hard deadline for this assignment is **Friday, November 27** by midnight Pacific time, using the course website on Connect. No assignments will be accepted after this date (no credit will be given for late assignments). Your instructional team encourages you to turn this assignment in early—whenever you would like—to reduce end-of-term stress.

*Special thanks to developmental psychologist Lillian May for designing this project!*

4. **Exams (three exams at 25% each):** All exams in this course (two midterms and one final) will be weighted equally and will not be cumulative. That is, each exam will only cover the material presented in the approximately 7-8 classes leading up to it. Exams will last for 60 minutes and will consist entirely of multiple-choice questions that will be completed on a scantron. If you have not taken an exam using a scantron before, please make sure that you see your TA for instructions on use before the day of the first midterm exam. Because scantrons are marked

by machine, not by hand, mistakes made in filling them out could reduce your mark! Make sure that you bring a **#2 pencil, an eraser, and your UBC student ID** to class on the day of each exam.

Exams are often a source of stress for students, and your instructional team would like to lessen this stress as much as possible. We encourage you to visit your TA throughout the time leading up to exams (not just the week before!) to ensure that you feel comfortable going into the exam. Each TA will hold set office hours before and after each exam.

Despite our desire to be flexible and to ensure the success of each student, because of the large number of students in this course, some guidelines must be observed regarding exams. Please note that these guidelines are not flexible and will not be modified on an individual basis for any reason:

- **Late arrival to exams:** If you arrive to an exam less than 30 minutes late, you will still be allowed to write the exam *provided that no other student has finished before your arrival*. Unfortunately, if another student has finished before you arrive, or if you arrive more than 30 minutes late, you will not be able to write the exam and will receive no credit for that exam.
- **Leaving during an exam:** If you have a medical condition that may require you to leave an exam and return to the room to continue writing the exam, you must provide this information to the instructor at the start of classes in September or at the earliest possible date prior to the first exam in which the medical condition is applicable. Otherwise, no student will be permitted to leave the exam room during an exam for any reason (e.g., bathroom breaks). If you choose to leave the exam room during the exam, you must first turn in your exam, and you will not be permitted to continue writing the exam after that point.
- **Exam security:** UBC takes the security of its examination procedures seriously. Please see the end of this document for additional information on the University's procedures regarding breaches in exam security and/or plagiarism. Note that it is required that you remain completely silent during exams, including when turning your exam in, until all exams have been collected. Not remaining silent, using unauthorized materials during the exam, and looking at another student's examination materials may be grounds for a 0 on the exam. Please note that the instructional team reserves the right to ask an individual student to change seats during an exam for any reason.
- **Missed exams:** We understand that circumstances may arise that cause a student to miss an exam. If you **plan** to miss an exam because of a religious obligation or because of official travel as

part of a UBC-sanctioned extracurricular activity, you must present this information to the instructor at the beginning of classes in September so that arrangements can be made. *No planned arrangements of this sort can be made after September 30.*

**If you miss an exam because of an *unexpected* illness or event:**

- You must immediately apply for an academic concession from your Faculty (e.g., Arts, Science, etc.). You must do so at your earliest possible convenience, and at a maximum of 48 hours after the missed exam (unless medically incapacitated). You can find your Faculty's academic advising office's contact information by searching online. You will be required to send them documentation of the event that caused you to miss the exam. They will process your request and will contact the instructor with their decision regarding your concession.
  - **IF** your faculty asks the instructor to grant you an academic concession and the instructor agrees, your exams will be reweighted such that your grade is calculated from the two exams that you did not miss. For example, if you miss the second midterm, your first midterm and your final exam will count for 37.5% each of your final mark. *There will be no make-up exams in this course for any reason.*
  - Please note that there is no guarantee that your Faculty will advocate for an academic concession on your behalf, or that the instructor will agree to provide a concession. While concessions are usually granted for medical emergencies with a medical professional's written and dated note, they are typically *not* granted for other types of event (e.g., sleeping in, academic or professional workload, etc.).
- **Grade disputes and changes:** If you believe that your exam or paper was marked in error, please contact the TA that marked the assignment. Typically any issues with mismarked assignments can be rectified between the student and the TA. If the student and TA are unable to come to an agreement, the TA will contact the instructor for guidance. Please note that emails to the course instructor or TAs asking for mark changes at the end of the term cannot be honoured.
5. **Extra credit:** You may earn up to **three** extra credit percentage points by 1) participating in research projects in the Psychology department (one point per hour) or 2) by completing library research assignments (one point per assignment). You may mix these two opportunities to complete your three extra credits. **The research participation and library**

**research system closes on the last day of classes on December 4, not on the last day of exams**, so please give yourself plenty of time to complete your extra credit before then. Very often, both researchers and students become quite busy near the end of November, and there may not be sufficient participation slots available. We therefore encourage you to do your research credits early!

- Research experiment participation
  - This is the more common way of earning extra credit, and it allows you to observe first-hand the way that psychologists collect data. You must first sign up for a Human Subjects Pool (HSP) account at <https://ubc-psych.sona-systems.com/>. **Please note** that when signing up for an account, you must use your full legal name exactly as it is listed in the Student Service Centre. *Please do not use a nickname for this account*, or the system may not be able to match your credits with your name. For example, as you all noticed when you signed up for this course, your instructor's real name is Donald, but he goes by Kyle. He would create an account using the name "Donald Danielson" to make sure that he gets his credits for his hard work! This system is maintained by the Department of Psychology, and not by your instructor or TA. If you have technical issues, please use the website to address your concerns to the Department.
  - After you sign up for your account, you will be asked to take a brief introductory survey that will help researchers match you to studies for which you are eligible. You will receive your first ½ credit just by completing this online survey.
  - Once you have completed the survey, you may search for studies and timeslots to participate.
  
- Alternative library assignment
  - If you do not wish to participate in studies, you may complete an alternative writing assignment to earn your credits (one credit per completed assignment). This project consists of reading an article from the journal *Psychological Science* and then summarizing the research question, the methods, and the results.
  - You must have an HSP account (see above) to complete this project, even if you do not intend to participate in research studies.



- Your assignment must conform to the following guidelines. Again, this system is maintained by the Department of Psychology and your papers will not be seen by your instructor or TA. Please conform to these guidelines so that your paper is accepted!
  - The article that you review must have been published in the journal entitled *Psychological Science* (available through the UBC library)
  - The article must have a publication date from the year 2000 to present (e.g., articles from the year 2000 are acceptable; articles from 1999 are not).
  - The article must be a research article. It cannot be, for example, a review article, a news article, a notice, or a letter to the editor.
  - Your summary should be approximately 500 words in length.
  - You must include your name, student number, course number, section number, instructor's name, and your email address on each summary.
  - You will submit your assignment through Turnitin.com. If you do not have a Turnitin account from a previous course, you must register for one to turn in your assignment. The course ID for this library assignment is **6880064** and the course name is **Library Option for HSP**. The password is **research**.

### **Ethical and Responsible Conduct:**

Always treat yourself, your classmates, and your instructional team 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), or sit in the back of the room.

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 the proper way of citing and using sources in your assignments, please see your Instructor or TA **before** the assignment is due.

### **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. The Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses.

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>).

#### **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 for 300- and 400-level classes is 68, 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 instructor or department. Each student will earn a percent grade for this course and will be automatically assigned a corresponding letter grade by the Registrar.

#### **Additional Resources Available to You:**

**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](http://www.writingcentre.ubc.ca) offers tutoring services, online workshops, and links to other useful writing centres.

**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/>

**Student Engagement @ UBC Psychology:** Find events and opportunities for UBC Psychology students! <http://engage.psych.ubc.ca/>

## Course Calendar

***Required textbook readings are listed below for each class. Remember to check Connect each week for one short additional journal article that is required reading!***

<b>Tuesdays</b>	<b>Thursdays</b>
8 September <b>NO CLASS</b> Imagine Day @ UBC	10 September <i>Introduction and Syllabus Review</i>  <b>Readings:</b> Syllabus
15 September <i>Introduction and History of Developmental Psychology</i>  <b>Readings:</b> pp. 1-22	17 September <i>Major Theories of Development</i>  <i>Important! Section 002 (3:30-4:50pm) will be held in Life Sciences Centre 2 for this day only. Section 001 will still be held in CIRS.</i>  <b>Readings:</b> pp. 129-144
22 September <i>Major Theories of Development</i>  <b>Readings:</b> pp. 145-169	24 September <i>Methods for Studying Development</i>  <b>Readings:</b> pp. 23-35
29 September <i>Biology and Behaviour</i>  <b>Readings:</b> pp. 85-99 (up to but not including Behaviour Genetics); pp. 106-109	1 October <i>Development of Self</i>  <b>Readings:</b> p. 439-440 (up to but not including The Self in Infancy); pp. 441-453
6 October <i>Development of Self/Theory of Mind</i>  <b>Readings:</b> pp. 459-464	8 October <i>Theory of Mind &amp; Exam Review</i>  <b>Readings:</b> pp. 268-275
13 October <b>Midterm Exam 1</b>	15 October <b><i>Psychology in the News</i> assignment due Friday at midnight</b>  <i>Language Development</i>  <b>Readings:</b> pp. 216-222
20 October <i>Language Development</i>  <b>Readings:</b> pp. 233-247	22 October <i>Language Development</i>  <b>Readings:</b> pp. 247-257

<b>Tuesdays</b>	<b>Thursdays</b>
27 October <i>Intelligence and Academic Achievement</i>  <b>Readings:</b> pp. 300-321	29 October <i>Intelligence and Academic Achievement</i>  <b>Readings:</b> pp. 322-337
3 November <i>Gender Development</i>  <b>Readings:</b> pp. 594-606	5 November <i>Gender Development &amp; Exam Review</i>  <b>Readings:</b> pp. 454-458; pp. 608-615; pp. 617-632
10 November <b>Midterm Exam 2</b>	12 November <i>Emotional Development</i>  <b>Readings:</b> pp. 384-387; pp. 392-397
17 November <i>Emotional Development</i>  <b>Readings:</b> pp. 398-401; 410-422	19 November <i>Family and Peer Relationships</i>  <b>Readings:</b> pp. 468-482
24 November <i>Family and Peer Relationships/Moral Development</i>  <b>Readings:</b> pp. 482-498; 554-563	26 November <b>Create a Toy assignment due Friday at midnight</b>  <i>Moral Development</i>  <b>Readings:</b> pp. 563-590
1 December <i>Atypical Development</i>  <b>Readings To Be Announced</b>	3 December <i>Conclusion, Wrap-up, &amp; Exam Review</i>  <b>Readings:</b> pp. 637-665

**Final exam date and location will be announced by the University in mid-October. Please do not make travel plans before you know the date of the final exam!**