

PSYCHOLOGY 302

Infancy: Chemistry D200

September – December, 2015

Section 01 T/Th, 11:00 – 12:20

Instructor: Dr. Janet F. Werker

Office: Kenny 2404

Office Hours: Thursday 3-4
12:30pmEmail: jwerker@psych.ubc.ca

TA: Anthea Pun

Office: Kenny 1005

Office Hours: Wednesday 11:30am-

Email: antheacp@psych.ubc.ca**Prerequisites and/or Course Restrictions**

Enrollment in this course is restricted to students in 3rd year or above. You must have taken either (a) PSYC100 or (b) all of PSYC101, PSYC102, or (c) six credits of 200-level Psychology (but not 205 or 263). Some exceptions will be made for students who are still officially 2nd year, but only if one of the above criteria is satisfied. Please check your eligibility and take appropriate steps before the add/drop date passes.

Introducing your Instructor and TA

Dr. Janet Werker is a Professor and Canada Research Chair in the Department of Psychology. Her BA is in Psychology and Social Relations from Harvard University, and her PhD is from UBC, in Developmental Psychology. Her first academic position was at Dalhousie University in Halifax before returning to UBC. Her research focuses on the perceptual foundations of language acquisition in typically developing monolingual- and bilingual-learning infants, and in infants at risk for language delay. She uses both behavioral and neuroimaging methods in her work. She has two married sons, and three grandchildren, ages two, three, and four years.

Anthea Pun, received her BSC in Biology and MA in Psychology at UBC, and is now a first year PhD student working with Dr. Andrew Baron in the Social Cognitive Lab. Her primary research interests include understanding the social and cognitive processes underlying intergroup cognition in early development. Currently, her work explores social categorization and intergroup evaluation in infants and young toddlers, which she hopes will lead to a better understanding of the core structures and mechanisms that underlie stereotyping and intergroup prejudice.

Course Description

The rapid and profound changes that occur in all aspects of psychological functioning in the infancy period are unparalleled in other periods of human development. Within the first two years of life, infants develop from relatively helpless newborns to walking, talking, intentional beings, with likes, dislikes, friends, expectations, and surprisingly sophisticated reasoning abilities. It is thus perhaps no surprise that we are inundated with news concerning infant development! To even document, let alone fully understand, how infants develop so rapidly and what the impact of infant development is on later functioning, rigorous empirical research is essential. Psychology 302 is designed to introduce you to key empirical findings, and to provide you with the theoretical foundations and methodological tools for understanding and critically evaluating both empirical work and media claims about infant development.

Required Readings

Textbook: Siegler, R., DeLoache, J., & Eisenberg, N. (2014). *How Children Develop* (Canadian Edition). New York: Worth Publishers.

*please note: this edition differs from previous editions as well as from the U.S. 3rd edition. Thus, if you use a different edition you could be missing information that you are expected to know, and/or could be reading the wrong pages.

Additional required readings are listed on the course outline and/or posted on Connect.

Course Website on My Connect

Key information will be posted on My Connect, including your course outline, links to assigned readings for each week, and/or other URLs to consult, important announcements, lecture slides, and grades. It is your responsibility to check the class website WEEKLY for updated information. Lecture slides will typically be posted by the evening before the class. The information on the slides provides *only* an outline to what will be presented in class, and is not a substitute for coming to class and taking notes.

Course Requirements and Grading

Grades will be determined on the basis of Midterm Exam 1 (30%), Midterm Exam 2 (30%), and a Final exam (35%). There will also be 2-3 in-class impromptu brief

quizzes. These will be worth 5% of the grade. It is expected that you will have completed all assigned readings prior to the lectures each week. In-class quizzes will require familiarity with the assigned readings as well as with the material from previous lectures. There is no make-up option for missed in-class quizzes.

Each exam will consist of multiple-choice questions, plus some short answer, fill-in-the-blank, or True/False questions. Multiple choice questions will have 5 options each, including, for some questions, “all of the above”, “a and b only”, etc. Short answer questions will require 2-5 sentence answers, and each will be weighted on the basis of difficulty and complexity.

For each exam, approximately half of the focus will be on material covered in lecture and the other half on material from the textbook and readings. Thus yes, you ARE responsible for reading material even if it isn't even mentioned in class.

Each midterm will be 60 minutes in length, and will cover the material only from that portion of the course (up through the week preceding the midterm).

The final exam will be 90 minutes in length, and will focus on the lecture and reading material from the final portion of the course, but will also test cumulative knowledge from the entire course. You will only be asked detailed questions from the text and readings covered after the second midterm. However, you will be expected to have reviewed all the lectures, and to integrate themes or ideas from across the entire course, and will thus be tested on your cumulative understanding of those broad themes as well.

The date of the final exam will be announced in October. You cannot take the final exam at another time/date unless you have a documented medical reason that has been discussed with your instructor and/or with Arts or Science Advising. Thus it is best not to plan travel until after the exam date is announced.

It is expected that all students will attend all classes, and arrive on time. If you miss a class, it is your responsibility to get the notes from another student in the class, not from the instructor. If you are late, again, it is your responsibility to find out from other students what you missed.

Typically my classes are quite interactive – which makes it more engaging for everyone. Thus, please feel free to share your questions and comments! If a question seems too specific to be of interest to the whole class, I may, on occasion, defer discussion to a one-on-one with me.

Extra Credit

An **additional 3%** can be obtained by participating in studies using the Human Subject Pool. Participating in studies provides a valuable opportunity to experience ‘research in action’. For instructions on how to sign up, see <http://www.psych.ubc.ca/resguide.psy>. You earn 1 percent point for each hour of participation. Partial hours are rounded down (1.5 = 1 % point).

As an alternative extra credit option to participating in studies, you may choose to complete a library writing project, in which you read and summarize a research article; each article summary counts as one hour of research participation. You must select a research article (not a letter to the editor, commentary, or review paper) published between 2005-present in the journal *Psychological Science*. Each summary should be about 500 words and should include the purpose, method and results of the study. The paper you choose to summarize must be checked with the Instructor or TA. If you choose the library option, you must create an account on the online HSP system and follow the instructions provided at this link: <http://www.psych.ubc.ca/hsp/Subject%20Pool%20Information%20for%20Participants.pdf>.

Psychology Department’s Position on Academic Misconduct

Cheating, plagiarism, and other forms of academic misconduct are of serious concern to the University (and to me!), and the Department of Psychology has taken steps to alleviate them.

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, or if specified, in a group. 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 (<http://www.universitycounsel.ubc.ca/policies/policy69.html>).

Special Arrangements for Exams

Please note that the University accommodates students with physical or mental disabilities who have registered with the Disability Resource Centre (Access and Diversity). The University also accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance in the first week of class if you will require any special requirements as such. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments cannot assume they will be accommodated, and should discuss their commitments with Dr. Werker before the drop date.

If you become ill or experience a serious mishap, you, or someone you designate, must contact Dr. Werker or Anthea Pun *before* the exam. Written documentation is required. This applies to both midterms and to the final. Without such documentation, a make-up exam will not be given, and, you will receive a 0 for that exam. Under special circumstances when you had to miss a midterm, an option will be given for your two mid term marks to be determined by the single midterm you were able to write. This will only apply in extraordinary circumstances, with documentation for missing the exam, and with discussion with us. When make-up exams are given, they may be different in format from the standard exam.

See Next Page for Class Schedule

Class Schedule (additional reading may be assigned, and will be indicated on Vista)

DATE	TOPIC	READINGS
Sept 8	NO CLASS – IMAGINE DAY	
Sept 10	Why Study Infant Development?	Ch 1, to p. 23; Flaherty, 2011
Sept 15 & 17	Prenatal Development & Birth	Ch 2 - all
Sept 22 & 24	Genetics, Brain Dev, & Growth	Ch 3, to p. 119, Johnson, 2003;
Sept 29	Theories of Development	Ch 4, pp 129-139; 155-169 Spelke & Kinzler, 2007;
Oct 1	Methods & Design	Ch 1, pp 23-38; reread Box 3.3
Oct 6	MIDTERM 1	
Oct 8	Learning, Memory & Attention	Ch 4, pp 145-150; 198-205 Saffran, Aslin, & Newport, 1996
Oct 13 & 15	Perceptual & Motor Dev	Ch 5, pp 171- 198, Scott, et al 2007; Adolph, 2008
Oct 20 & 22	Language Development	Ch 6 all; Byers-Heinlein & Werker, 2009
Oct. 27 & 29	Cognition & Conceptual Dev	pp. 205-211; Ch 7 261-266; 281- 283; 289-293; Xu & Kushnir, 2013
Nov 3	MIDTERM 2	
Nov 5	Guest Lecture - TBA	Reading TBA
Nov 10 & 12	Understanding Self & Other	Ch 7, pp 268-275; Also pp 440-441; Woodward, 2009
Nov 17 & 19	Emotional Development	Ch10 pp 383-394, 398-400; 402-410; 417-418; Ferrari, et al, 2009
Nov 24 & 26	Attachment	Ch 11 to 441; Johnson, Dweck, & Chen, 2007
Dec 1	Moral Development	Ch 14, pp 553-561 as background; 566-573; Hamlin, 2013
Dec 4	Babies come to class & Review	

Readings in alphabetical order (with class indicated at the end)

Adolph, K. E. (2008). Learning to move. *Current Directions in Psychological Science*, 17, 213-218. (Oct. 13 - 15 class)

Byers-Heinlein, K., & Werker, J.F. (2009). Monolingual, bilingual, trilingual: Infants' language experience influences the development of a word learning heuristic. *Developmental Science*, 12(5), 815-23. (Oct. 22-24)

Ferrari, P.F. Paukner, A., Ionica, C., & Suomi, S.J. (2009). Reciprocal face-to-face communication between rhesus macaque monkeys and their newborn infants. *Current Biology*, 19, 1768-1772. (Nov. 17-19)

Flaherty, D. K. (2011). The vaccine-autism connection: A public health crisis caused by unethical medical practices and fraudulent science. *The Annals of Pharmacotherapy*, 45, 1302-1304. (Sept. 8-10 class)

Hamlin, J.K. (2013). Moral judgment and action in preverbal infants and toddlers: Evidence for an innate moral core. *Current Directions in Psychological Science*, 22(3): 186 – 193. (Dec. 1)

Johnson, M.H. (2003). Development of brain functions. *Biological Psychiatry*, 54, 1312-1316. (Sept. 22-24 class)

Johnson, S.C., Dweck, C.S., & Chen, F.S. (2007). Evidence for infants' internal working models of attachment. *Psychological Science*, 18(6), 501-502. (Nov. 24-26)

Saffran, J. R., Aslin, R. N., & Newport, E. L. (1996). Statistical learning by 8-month-old infants. *Science*, 274, 1926-1928. (Oct. 8 class)

Scott, L.S., Pascalis, O., & Nelson, C.A. (2007). A domain-general theory of the development of perceptual discrimination. *Current Directions in Psychological Science*, 16, 197–201. (Oct. 13 - 15 class)

3. Spelke, E.S. & Kinzler, C.D. (2007). Core Knowledge. *Developmental Science*, 10 (1), 89-96. (Sept. 29 class)

Woodward, A. (2009). Infants' grasp of other's intentions. *Current Directions in Psychological Science*, 18(1), 53-57. (Nov. 10-12)

Xu, F. & Kusnir, T. (2013). Infants are rational constructivist learners. *Current Directions in Psychological Science*, 22(1), 28-32. (Oct. 27-29)