

**PSYC 315: Childhood and Adolescence  
January – April 2016, Sections 003 & 004  
University of British Columbia**

**The Basics**

Course Day and Time:

M-W-F 10:00-11:00 pm (section 003) – BUCH A102

M-W-F 11:00-12:00 pm (section 004) – BUCH A103

**Your instructor:**

Dr. Andrew Baron

Office: Kenny 2402

Phone: 604-822-6311

Course E-mail: [psyc315@psych.ubc.ca](mailto: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](mailto: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. Midterms** (2 total, **February 10<sup>th</sup>** and **March 23<sup>rd</sup>**, 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 Midterms** 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.

\*\*\*Any changes to the course grades (or any remarking of completed exams) must be approved by the course instructor. If a student wishes to contest the validity of an answer provided on an exam (midterm or final), the student will need to complete a form provided by the course instructor stating the reasons for their request that a mark be reconsidered. Final decisions rest with the course instructor. TAs are not permitted to re-grade any portion of any exam (midterm or final).\*\*\*

**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.**

#### **POLICY on missed exams/tests/assignments and make-ups.**

The decision to offer a make-up exam/assignment is solely at the discretion of the course instructor. If a student is unable to complete an exam/assignment would like to receive consideration for a make-up, that student is required to contact the instructor **before** the start of their exam (or before the assignment is due if not an exam). In addition, the student must obtain a Drs note specifically excusing the student from the exam/assignment on its due date and specifically noting when the period of the noted absence ends. Regardless of the note, it is still the discretion of the course instructor to authorize a make-up/rescheduling of the original exam. If the make-up is granted it will have to take place on the very next calendar day following the end of the period of absence discussed in the Drs. note. There may still be point deductions for the exam/assignment grade as determined by the course instruction even if a make-up assignment is approved. No exceptions will be made. For non-medical reasons (eg. Varsity or Olympic athletic competitions, students must contact the course instructor at least two weeks prior to make alternative arrangements).

#### **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](http://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 (4<sup>th</sup> edition) by Siegler et al. This is available at UBC Bookstore.**

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

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**WEEK OF JANUARY 4<sup>th</sup>**

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

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

**Readings**

**Textbook reading: pp 1-37**

**Announcements**

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**WEEK OF JANUARY 11<sup>h</sup>**

**THEORIES OF COGNITIVE DEVELOPMENT**

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**Readings**

**Textbook Reading: pp. 129-161; 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**

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

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**WEEK OF JANUARY 18<sup>th</sup>**

**SELF, FAMILY AND PEERS**

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## 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

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**WEEK OF JANUARY 25<sup>th</sup>**

### INTELLIGENCE AND ACADEMIC ACHIEVEMENT

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## 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

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**WEEK OF FEBRUARY 1<sup>st</sup>:**

### COURSE MATERIAL CATCH UP & REVIEW

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## Readings

**No assigned readings.**

## Announcements

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**WEEK OF FEBRUARY 8<sup>th</sup>**

### MIDTERM 1

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## Readings

No assigned readings.

## Announcements

**Monday: No class. Family Day. Enjoy the long(er) weekend.**

**Wednesday: Midterm #1**

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**WEEK OF FEBRUARY 15<sup>th</sup>**

**WINTER VACATION**

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## Readings

No assigned readings

## Announcements

**WINTER RECESS – No classes all week.**

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**WEEK OF FEBRUARY 22<sup>nd</sup>**

**DEVELOPMENT OF SOCIAL COGNITION**

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## 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.

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**

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**WEEK OF FEBRUARY 29<sup>th</sup>**

**DEVELOPMENT OF SOCIAL COGNITION CONTINUED &  
GENDER DEVELOPMENT**

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**Readings**

**Textbook Reading: Chapter 15**

**Announcements**

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**WEEK OF MARCH 7<sup>th</sup>**

**GENDER DEVELOPMENT CONTINUED**

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**Readings**

**Additional Readings:**

Olson, K. R., Key, A. C., & Eaton, N. R. (2015). Gender cognition in transgender children. *Psychological Science, 26*(4), 467-474.

**Announcements**

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**WEEK OF MARCH 14<sup>th</sup>**

**LANGUAGE DEVELOPMENT**

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**Readings**



**Textbook Reading: pp. 215-222** (up to but not including section on A Human Environment); Boxes 6.1 and 6.2, and **pp. 232-253** (beginning with section on *the Problem of reference* up to but not including section labeled *Review*).

### **Announcements**

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**WEEK OF MARCH 21<sup>st</sup>**

### **COURSE REVIEW & MIDTERM 2**

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### **Readings**

**No assigned readings**

### **Announcements**

**Wednesday: Midterm #2 (includes all material covered since Midterm #1)**

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

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**WEEK OF MARCH 28<sup>th</sup>:**

### **MORAL DEVELOPMENT & PROSOCIAL DEVELOPMENT**

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### **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**

**Monday: No class. University closed. Enjoy the long(er) weekend.**

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**WEEK OF APRIL 4<sup>th</sup>:**

**COURSE MATERIAL CATCH UP  
&  
REVIEW FOR FINAL EXAM**

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**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.

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***\*\* ?? of April – Final Exam***

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

***Congratulations on completing this course!***