

## Psych 315: Childhood & Adolescence Syllabus [Jan. 2016]

### Instructor:

Dr. Susan Birch  
Office: Douglas Kenny Psychology Bldg. Room 2031 (corner of West Mall and University Blvd.)  
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### Teaching Assistants (TAs):

There are 2 TAs for this course: Siba Ghrear and Taeh Haddock  
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Office Location: In Douglas Kenny Psychology Bldg. Room 3502 for both

### Course Description:

This course will provide an introduction to the major theories and empirical research that is fundamental to Developmental Psychology. This course will also 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, social and emotional development; gender development; and peer 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 (e.g., autism).

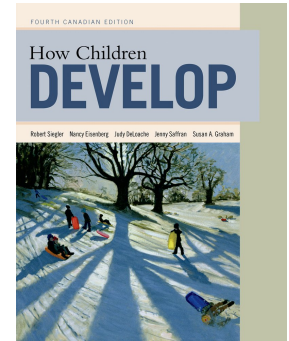
**Course Time and Location:** Thursdays 5-7:30pm in CHEM 300 (2036 Main Mall)

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

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

**Note: This edition is the required edition as other editions differ in content.** Second-hand texts may be available as this text has been used previously and is also used for Psychology 302: Infancy

\* **~3-8 additional readings** will be required (e.g. recent articles). 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.



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

\*Please note: These optional ancillary sites are provided by the publishing company. The latest version of Launchpad coincides with the US version of the text. Neither the instructor nor UBC are responsible for the quality or accuracy 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. If the material on these sites ever conflicts with information provided in the text or in class always defer to the text or the in class material.

**Course Website:** [www.connect.ubc.ca](http://www.connect.ubc.ca)

Please ensure you can access this site within the first week of classes. If you encounter any problems seek help from UBC IT. If the problem persists after 5 days please forward your emails to/from UBC IT to me.

### **Grade Breakdown (out of 100):**

Retention, Understanding, and Participation: 20% (throughout the course)  
Take-home Assignment: 20% (**due February 25<sup>th</sup> by midnight**)  
Midterm: 30% (**held in class March 3rd**; covers material from the beginning of the term)  
Final Exam: 30% (held during exam period: covers material not covered in the midterm, i.e., not cumulative)

Bonus option: HSP credits (up to an additional 3%)

Bonus incentive: Students whose take-home assignment receives one of the top 10 grades (for a maximum of 10 assignments if there are multiple tie scores in the top 10) will be given the option to have the presentation they created be used in class. If they choose this option they can have their take-home assignment count for 30% instead of 20% and have either their midterm or final exam worth 20% instead of 30%.

## Topic Timeline

We will spend 1-3 classes on each of the 8 modules. Note: Information on this syllabus is subject to change. Dates are approximate. To ensure you have the most up-to-date information you must attend class!

### **Module 1: Introduction to Childhood and Adolescence**

Reading: Chapter 1

### **Module 2: Cognitive Development**

Reading: Chapter 4

### **Module 3: Social-Cognitive Development**

Reading: Chapter 7 up to the end of p. 280 & TBD Required Readings

### **Module 4: Language Development**

Reading: Chapter 6

### **Module 5: Emotional Development**

Reading: Chapter 10

### **Module 6: Social Development**

Reading: Chapter 9

### **Module 7: Gender Development**

Reading: Chapter 15

### **Module 8: Moral Development**

Reading: Chapter 14

### **Assessment Information:**

**Retention, Understanding and Participation:** During most classes you will be asked to complete questions via Connect to assess your retention and understanding of the material we just covered. Some questions (e.g., Multiple Choice, True/False, Matching, Fill-in-the-blank) have correct answers, others (e.g., short answer) have no single correct answer but you will receive points for quality. 10% of your final grade will be based on the accuracy and quality of your answers to these questions. If you miss a class you will NOT be allowed to make up for the questions you missed. Only long-term absences (3 or more classes in a row) for documented medical reasons verified through your Dean's office via an official academic concession will be taken into consideration. We have accounted for the occasional missed class due to short-term illness using the following rubric. Grades will be assigned as follows: 10 points to anyone who achieves 80% or more on these questions, 9 points for those who receive 70% or more, 8 for 60% or more, 7 for 50% or more, 6 for 40% or more, 5 for 30% or more, 4 for 20% or more, 0 for less than 20%. Other questions are learning exercises and you will be given points for participation. Similarly, you will be given 10 points if you complete 80% or more, 9 points for 70% or more, and so on. **YOU MUST COME PREPARED TO EACH CLASS WITH A MEANS OF COMPLETING THESE QUESTIONS ON-LINE IN CLASS VIA CONNECT (e.g. bring a laptop, tablet, smartphone).** If Connect goes down during class alternative options will be arranged. If you will NEVER have in-class access to such devices please bring this to your instructor's attention and she will make alternative arrangements.

**Examinations:** The midterm exam will consist of approximately 80% 'recognition' questions (e.g., Multiple Choice, Matching, Fill-in-the-Blanks, or True/False) and approximately 20% written answers such as list questions (e.g., list 4 pieces of evidence that support the claim that...), short answer questions (e.g., ~2-3 sentences, define and give an example of...), or one-page essay(s) (e.g., "From a socio-cultural perspective describe and give examples of 3 factors that have the most influence on..."). The final exam will consist entirely of recognition questions. Note that by 'recognition' question I simply mean the answers are forced-choice rather than open ended—these are not limited to rote memory questions. They will also tap your ability to apply the concepts you have learned and think critically (e.g., which of the following is the best piece of evidence in support of x...).

**Take Home Assignment:** Your task is to a) choose a topic, or question of interest, that is relevant to child and/or adolescent development, b) research that topic/question using scientific and reputable sources (i.e., peer reviewed research articles or research review manuscripts, textbooks, or book chapters written by developmental

psychologists), c) clearly and succinctly present your findings to a lay audience (i.e., someone who likely has little background knowledge of the topic and has not had access to the research you did).

Students may work in pairs (but not in larger groups) and each member of the pair will receive the same grade for the assignment. You may choose one of the following formats for your assignment. Option 1: Videotape yourself (or you and your partner) giving a 6-12 minute educational oral presentation on your topic. Option 2: If you don't want to appear in the video you can choose to create an animated 6-12 minute educational video presentation (e.g., using video editing software such as Camptasia or by producing a high-quality 'voice-over' video (e.g., you video-record your presentation slides while you narrate it from the background). Alternative options: If you do not have access to a video-recording device (e.g. a smartphone) or do not wish to participate for religious, cultural, or personal reasons please bring this to your instructor's attention during the first 3 weeks of class and she will provide you with a comparable assignment that does not require recording you or your voice. Detailed instructions on how to complete this assignment and an evaluation rubric will be made available on Connect.

### PEER REVIEW

One of the best methods for learning to write effectively is to evaluate and provide critical, constructive feedback on the written work of peers and to review and learn from the constructive feedback of others. As such, peer review will be used for some of the retention, understanding, and participation questions throughout the course as well as the written answers on the midterm. Each submission will be randomly assigned to peers (3-10 depending on the length and value of the submission) for evaluation/assessment and critical, constructive comments. Each student/peer is required to evaluate and provide constructive feedback on the submission using the rubric provided. Peer reviews must be completed by the due date. Failure to complete ALL of the required peer reviews by the due date will result in a grade of zero for this course component for the peer reviewer. The final grade awarded is the median of the grades assigned by the peer evaluators (i.e. the mid-point score, more resistant to error than the mean/average). There is considerable research showing that grades derived in this manner are of the same as or higher quality than grades assigned by a TA or by an instructor (see Cho, Schunn & Wilson, 2006). More importantly, by using peer evaluators, the author of each submission will not only receive a grade on his/her work, but will also receive specific feedback from several reviewers and will have had the benefit of seeing a range of other answers and learning from their variety and insights and their strengths and weaknesses. TAs will do quality control checks of the peer evaluations (e.g., examining the data for outliers, use of sampling techniques). If after a self-evaluation of your submission using the provided rubric you feel that the median grade from the peer reviewers is not at all merited you may request that your submission also be graded by a TA; note however doing so may result in either a higher or lower grade depending on the TA's assessment (using the same rubric provided to the peer reviewers).

## BONUS: HSP Optional Research Participation

Psychology is an active and exciting scientific discipline. Up to 3 additional points can be added to your grade after any scaling that may be needed is applied. To earn these points you have two options:

1. **Participate in the Psychology Department Human Subjects Pool:** Most students will choose to participate in psychology studies (earning 1% point for each hour) through the Department of Psychology's Human Subject Pool (HSP) system. You can locate, create an account, and sign up for studies by going to <https://hsp.psych.ubc.ca>. Please register on the system by the end of the first month of classes, for the opportunity to earn your first ½ hour credit with a brief online survey that will increase your eligibility for more studies.

Once registered on the system, you will be able to browse through and select the studies in which you wish to participate, sign up for an available timeslot, and confirm the points you have earned. At the end of the last day of class for the term, the subject pool closes. After this day, you will no longer be able to earn points by participating in research. Therefore, we strongly urge you to participate long before the last week of class.



For instruction on how to use the HSP online system, go to <http://www.psych.ubc.ca/resguide.psy>, and read the document entitled “Subject Pool Information for Participants.”

**2. Alternative assignment -- Library writing projects:** As an alternative to participation in psychology subject pool experiments, you may complete a library-writing project. Such projects consist of reading and summarizing 1) the research question, 2) the methods and 3) the results (in written form) of a research article from the peer reviewed journal *Psychological Science*. You will receive one (1) research participation credit for each article summary that meets the following requirements:

- The article must have been published in the journal titled “*Psychological Science*”
- The article must have a publication date from the year 2000 to the present (i.e. papers from 2001 are acceptable; those from 1999 or earlier are not)
- The article must be a research article; it cannot be a review, a news item, a notice, a letter to the editor, etc.
- The summary should be approximately 500 words in length
- You must include your name, student number, course, section, instructor and email address on each summary
- You must log on to the Human Subject Pool system (<http://hsp.psych.ubc.ca/>) and create an account before submitting your article summaries. Course credit for submitting article summaries is assigned via the online system.

For each course, you may obtain the same number of extra credits via the library option as specified in the course syllabus (i.e. the same number of credits available for students who participate in research).

Summaries must be submitted no later than 10 days before the end of classes.

You are to submit your article and your summary to turnitin.com. If you don't have a turnitin account already (from a previous course), you will need to create a user account in Turnitin. For the library assignment the class ID is 6880064, class name is Library Option for HSP, and password is research. See [www.turnitin.com](http://www.turnitin.com), and click on the “Training” link at the top of the page for detailed instructions on how to submit papers to Turnitin.

Any student who is suspected of plagiarism will, at a minimum, not be granted credit, and their course instructor will be notified. Further action may be taken at a departmental or university level.

#### **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 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 TA or instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>).

#### **Psychology Department's Policy on Grade Distributions and Scaling**

To reduce grade inflation and maintain equity across multiple course sections, psychology courses are required to comply with departmental norms regarding grade distributions. According to departmental norms, the mean grade in a 300-level class is 69-70% 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. Official scaling is applied at the end of the course.