

**PSYC 315: Childhood and Adolescence
Distance Education
University of British Columbia**

The Basics

Your instructor:

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Course E-mail: **p315distance@psych.ubc.ca**

The best way to reach me or the TA is via e-mail (**p315distance@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.

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. Moreover, this Distance Education course has been significantly revamped since its last offering to bring it more in line with the learning goals set by the Department of Psychology at UBC to provide more seamless transition between traditional in person courses and distance education courses.

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

Lecture slides posted on the class website are not complete, but rather serve as an outline of many of the key points from the readings assigned for that week. Lecture slides also expand on topics covered in the readings and introduce some new concepts not covered in the readings.

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. I recommend doing the full set of readings *before* reviewing the lecture slides and any other supporting materials (e.g., posted videos, youtube links, etc.).

Course Website

You can access the course website through CONNECT.

We will use the course website extensively, so please check it regularly.

Course Requirements and Grading

1. Class Participation

Participation in class discussion forums is expected. Students must make one thoughtful post 4 of the 13 weeks (after week I). Students must also comment on a peer's post 4 of the 13 weeks. More than 8 posts/replies are permitted but all you need to do is the total of 8. Thoughtful posts are worth a combined 10% of the final grade. Posts are graded in terms of credit/no credit – in most cases students receive full marks for this. Example good/bad posts will be provided during Week I.

2. Quizzes. There are 3 weekly quizzes (**Weeks 2, 3, 5**) each worth 6% of the final grade. These are administered online.

3. Midterm (1 total, **Week 9**, worth a combined total of 20% of final grade). This is administered online.

4. Final Exam (52% of final grade, this is a cumulative exam). You have to pass the final exam in order to pass this course. The Final exam will be invigilated (at UBC or a local site per arrangements made by you and the University).

Quizzes, midterm and the final exam are closed book – meaning you are not permitted to use any notes or to discuss any questions with anyone. Any evidence of cheating will result in an automatic failing of the course and appropriate disciplinary action taken by the University – plus you’ll just feel really bad about yourself and that isn’t worth it. All testing 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. This form is available on Connect and must be submitted within two weeks from when grades for the disputed exam (quiz, midterm or final) are posted on Connect. Final decisions rest with the course instructor. TAs are not permitted to re-grade any portion of any exam (midterm or final).

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 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 (4th edition) by Siegler et al. This is available at UBC Bookstore (note, we will not be using Launchpad. Although this is offered with the textbook the price without was the same).

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

You will also be assigned to read several journal articles. E-Links to these articles will be posted on CONNECT. If a link is not working you can always access the article yourself through UBC's online library. You are responsible for reading this material and it will be included in your exams.

Detailed Syllabus

WEEK 1

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

Review syllabus, course requirements, and expectations. We will also review the breadth of topics covered in our course and will focus on methods of cognitive development.

Readings

Textbook reading: pp 1-37

Announcements

WEEK 2

THEORIES OF COGNITIVE DEVELOPMENT PART I

Readings

Textbook Reading: pp. 129-161

Announcements

First weekly quiz (inclusive of material covered in Weeks 1 and 2 – readings and lecture.

WEEK 3

THEORIES OF COGNITIVE DEVELOPMENT PART II

Readings

Textbook Reading: 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

Second weekly quiz (on material covered in Week 3 – readings and lecture).

WEEK 4

SELF, FAMILY AND PEERS

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

WEEK 5

SELF, FAMILY AND PEERS CONTINUED

Readings

No assigned readings.

Announcements

Third weekly quiz (on material covered in Weeks 4-5 – readings and lecture).

WEEK 6

INTELLIGENCE AND ACADEMIC ACHIEVEMENT

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

WEEK 7

DEVELOPMENT OF SOCIAL COGNITION PART I

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.

Gonzalez, A., Steele, J., & Baron, A.S. (in press). Reducing children's implicit racial bias through exposure to positive outgroup exemplars. *Child Development*.

Announcements

WEEK 8

DEVELOPMENT OF SOCIAL COGNITION PART II

Readings

Additional Readings:

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.

Dunham, Y., Baron, A.S., & Carey, S. (2011). Consequences of "minimal" group affiliations in children. *Child Development*, 82(3), 793-811.

Announcements

WEEK 9

LANGUAGE DEVELOPMENT

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

Midterm is administered this week and must be completed between 9am and 4pm PST on Friday, July 8th (completed online). This midterm is based on all material covered to date from Weeks 6-8.

WEEK 10

GENDER DEVELOPMENT

Readings

Textbook Reading: Chapter 15

Announcements

WEEK 11

GENDER DEVELOPMENT CONTINUED

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

WEEK 12

MORAL DEVELOPMENT & PROSOCIAL DEVELOPMENT

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

WEEK 13

REVIEW FOR FINAL EXAM

Readings

Optional reading: pp. 638-656 (up to but not including Theme 6)

Announcements

This week will be used to review material for the final exam and focus on areas in more depth where students' were more challenged during the term. I will adapt this lecture after the midterm based on how the class has performed on the 3 quizzes and the midterm.

***** ?? of August – Final Exam (completed in person)***

Time/Date/Location TBA by Enrollment Services (I don't set this info). If you cannot come to UBC to complete this exam you can work with Enrollment Services to schedule an invigilator near where you are. The course instructor does not make these arrangements directly.

Congratulations on completing this course!