

Psychology 302: Infancy

The University of British Columbia, Winter Term I (Fall 2016)

Section 101: Monday/Wednesday/Friday 2:00-2:50pm, CIRS 1250

	Instructor: Kyle Danielson, PhD kdanielson@psych.ubc.ca Office: Kenny 2037 Office Hours: By appointment	Dr. Kyle Danielson is a Lecturer in the Department of Psychology, where he teaches undergraduate courses and researches infant language development. Kyle completed his Bachelor's degree at Duke University, his MSc at the University of Alberta, and his PhD here at UBC.
	TA: Enda Tan, MA enda.tan@psych.ubc.ca Office: Kenny 1101 Office Hours: Thur 3:00-5:00pm	Enda Tan is a second-year PhD student in the Department of Psychology, where he studies the developmental origins of moral and social judgments. He completed his Bachelor's degree at Sun Yat-sen University and his MA here at UBC.

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 302.101" 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, quiz preparation, project questions, grades, or to review quizzes 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 conception and three years of age. Throughout the course, you will gain proficiency in the major theories of infant development. In tandem with this theoretical overview, you will be exposed to the various methodologies used by researchers to study infant development, and to the interesting findings that have emerged from these studies. The topics we will study include language development, social cognition, emotional development, peer and family relationships, and much more. We will predominantly focus on typical infant development, but will also spend some time discussing atypical development.

Prerequisites and/or Course Restrictions: Enrollment in this course is typically 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 in 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.

Course Materials:

Required Textbook:

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

Some important notes about the textbook:

- 1) This is a two-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 quizzes. 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 quizzes.
- 2) This textbook is used both for this course (PSYC 302) as well as for PSYC 315: *Childhood and Adolescence*. We will focus predominantly on the sections of the text pertaining to the age period between conception and 3 years of age, but there may be some overlap between the portions of the book used by PSYC 315.

Connect: You can access the course website through UBC Connect at 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), view your grades, see important announcements, and turn in papers. Lecture slides will also be posted on this website **after** each lecture. **Additional required readings from outside the textbook will occasionally be posted to Connect.**

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 should 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. You can access our class Launchpad at:
<http://www.macmillanhighered.com/launchpadsolo/siegler4ecanadian/4348668>

If you have technical issues using Launchpad, a customer service representative is available to help you between 6:00am 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.

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 quizzes 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, readings, 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.

Course Requirements and Grading: Your mark for PSYC 302 will consist of **seven** equally weighted assignments and assessments (each assignment below will comprise 1/7 of your mark in the course):

- **5 in-class quizzes**
 - There will be 6 in-class quizzes in total, but your lowest quiz mark will be dropped from your grade.
- **1 *Psychology in the News* assignment**
- **1 real-world observation assignment**

1. **Quizzes (worth 1/7 of your mark each):** There will be no long exams in this course, and no final exam. Instead, your mastery of the course material will be tested intermittently throughout the semester, using **six** low-pressure quizzes during class. Your lowest quiz score (or a quiz that you skip) will automatically be dropped from your mark, so only **five** of these quizzes will count toward your grade.

Quizzes will consist of **22 multiple-choice questions** and **one short-answer question** (3-4 sentences). Quiz material will cover everything that we have discussed in class and read in the textbook and

supplemental readings since the last quiz. You will have 30 minutes to complete these quizzes.

Quizzes dates are listed on the course calendar below. On quiz days, the class will start at 2:00pm as usual, and we will have 15 minutes of lecture and/or activities before the quiz begins. **Quizzes will begin promptly at 2:15pm on quiz days and will last for the remainder of the class (until 2:45-2:50pm).**

Multiple-choice questions on the quizzes will be answered 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 quiz. 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 quiz.

Tests 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 quizzes (not just the day before!) to ensure that you feel comfortable going into the quiz.

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 quizzes. Please note that these guidelines are not flexible and will not be modified on an individual basis for any reason:

- **Late arrival to quizzes:** If you arrive after the quiz begins at 2:15pm, you will only be permitted to write the quiz until 2:50pm, when other students have finished. You will not be allotted extra time.
- **Leaving during a quiz:** If you have a medical condition that may require you to leave a quiz and return to the room to continue writing the quiz, 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 quiz in which the medical condition is applicable. Otherwise, no student will be permitted to leave the room during a quiz for **any reason** (including bathroom breaks). If you choose to leave the room during the quiz, you must first turn in your quiz, and you will not be permitted to continue writing the quiz after that point.
- **Quiz 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 quizzes, including while turning your quiz in, until all quizzes have been collected. Not remaining silent, using unauthorized materials during the quiz, and looking at another student's examination materials may be grounds for a 0 on the quiz. Please note that the instructional team reserves the right to ask an individual student to change seats during a quiz for any reason.

- **Missed quizzes:** We understand that circumstances may arise that cause a student to miss a quiz. If you **plan** to miss a quiz 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.

If you miss a quiz because of an *unexpected* illness or event, you have a couple of options:

- **Option 1:** Skip this quiz, receive a 0, and have it count as your lowest quiz grade (that will be dropped from your mark).
- **Option 2: To write a make-up quiz, 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 quiz (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 quiz. 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, you will be allowed to write a make-up quiz. You must write this make-up quiz **before the next scheduled quiz date**.
 - 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.).

2. ***Psychology in the News* (worth 1/7 of your mark):** 2 pages **maximum**, size 12 Times New Roman font, double-spaced (not including references). **Due on Connect, Friday, October 14, by 11:59pm.** A rubric will be posted on Connect.

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 conception and age three **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 (2014, 2015, or 2016). 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 14 by 11:59pm** Pacific Time, using the course website on Connect. No late

assignments will be accepted and 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. **Real-world observation (worth 1/7 of your mark):** 2 pages **maximum**, size 12 Times New Roman font, double-spaced (not including references). **Due on Connect, Friday, November 25, by 11:59pm.** A rubric will be posted on Connect.

For this unique assignment, you will be required to observe an infant (between birth and 3 years of age) engaging in play or interaction with a caregiver or other individuals and yourself. Using some of the skills and knowledge that you will have acquired this term, you will observe the child in two ways: in a **naturalistic observation** and in a **structured observation**. Further details on this project will be made available on Connect in October. In the meantime, begin to talk to friends and family members to find a child to observe!

4. **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 closes on the last day of classes on December 2, not on the last day of exams**, so please give yourself plenty of time to complete your extra credit before then. **Library assignments are due one week before classes end.** 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

13369088 and the course name is **Psychology HSP (2016-2017)**. The password is **research**.

Grade disputes and changes: If you believe that your quiz 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.

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 a 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 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. Please read these assignments BEFORE class on the day on which they are listed. Remember to check Connect each week for any changes!

Mondays	Wednesdays	Fridays
September 5 No Class (Labour Day)	September 7 Introduction: Why study infant development? Syllabus overview	September 9 Why study infant development? Ch. 1 (pp. 1-22)
September 12 Prenatal development and birth Ch. 2 (pp. 39-66)	September 14 Prenatal development and birth Ch. 2 (pp. 66-83)	September 16 Prenatal development and birth Reading to be posted on Connect
September 19 Genetics, Brain development, and Growth Ch. 3 (pp. 85-106)	September 21 Genetics, Brain development, and Growth Ch. 3 (pp. 106-127)	September 23 Quiz 1 <i>covers material from September 7 to September 21</i>
September 26 Theories of Development Ch. 4 (pp. 129-144)	September 28 Theories of Development Ch. 4 (pp. 145-161)	September 30 Theories of Development Ch. 4 (pp. 162-169)
October 3 Methods and Design Ch. 1 (pp. 23-37)	October 5 Research Ethics Reading to be assigned on Connect	October 7 Quiz 2 <i>covers material from September 23 to October 5</i>
October 10 No Class (Thanksgiving)	October 12 Perceptual Development Ch. 5 (pp. 171-198 top)	October 14 Perceptual Development Reading to be assigned on Connect <i>Psychology in the News paper due by 11:59pm</i>

<p>October 17</p> <p>Learning, Memory, & Attention</p> <p>Ch 5 (pp. 198-205)</p>	<p>October 19</p> <p>Learning, Memory, & Attention</p> <p>Ch. 5 (pp. 205-213)</p>	<p>October 21</p> <p>Quiz 3 <i>covers material from October 7 to October 19</i></p>
<p>October 24</p> <p>Language Development</p> <p>Ch. 6 (pp. 215-223)</p>	<p>October 26</p> <p>Language Development</p> <p>Ch. 6 (pp. 223-247)</p>	<p>October 28</p> <p>Language Development</p> <p>Ch. 6 (pp. 247-253) Additional reading to be assigned on Connect</p>
<p>October 31</p> <p>Conceptual Development</p> <p>Ch. 7 (pp. 262-266)</p>	<p>November 2</p> <p>Conceptual Development</p> <p>Ch. 7 (pp. 281-297)</p>	<p>November 4</p> <p>Quiz 4 <i>covers material from October 21 to November 2</i></p>
<p>November 7</p> <p>Emotional Development</p> <p>Ch. 10 (pp. 384-394 top)</p>	<p>November 9</p> <p>Emotional Development</p> <p>Ch. 10 (pp. 398-414)</p>	<p>November 11</p> <p>No Class (Remembrance Day)</p>
<p>November 14</p> <p>Attachment</p> <p>Ch. 11 (pp. 426-429)</p>	<p>November 16</p> <p>Attachment</p> <p>Ch. 11 (pp. 430-439)</p>	<p>November 18</p> <p>Quiz 5 <i>covers material from November 4 to November 16</i></p>
<p>November 21</p> <p>Understanding Self & Other</p> <p>Ch. 7 (pp. 268-269); Ch. 11 (pp. 440-443)</p>	<p>November 23</p> <p>Understanding Intentions</p> <p>Reading to be assigned on Connect</p>	<p>November 25</p> <p>Moral Development</p> <p>Ch. 14 (pp. 568-573)</p> <p>Real-world observation paper due by 11:59pm</p>
<p>November 28</p> <p>Moral Development</p> <p>Reading to be assigned on Connect</p>	<p>November 30</p> <p>Babies come to class</p>	<p>December 2</p> <p>Quiz 6 <i>covers material from November 18 to November 30</i></p>