



Psychology 302: Infancy

The University of British Columbia, Winter Term II (Winter 2017)

Section 004: Monday/Wednesday/Friday 10:00-10:50am, Buchanan A104

	<p>Instructor: Kyle Danielson, PhD kdanielson@psych.ubc.ca Office: Kenny 2037 Office Hours: Tues., 12:30-1:30p</p>	<p>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.</p>
	<p>TA: Siba Ghrear siba.ghrear@psych.ubc.ca Office: Kenny 3502 Office Hours: Tues., 1:00-2:00p; Thurs., 2:30-3:30p</p>	<p>Siba Ghrear is a first-year PhD student in developmental psychology at UBC. Siba's research examines social perspective-taking among children (3- to 12-year-olds). Siba completed her MA in Psychology at UBC, and she obtained her BA at the University of Waterloo.</p>

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 302.004" 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. Connect 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.

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 the following:

- **5 in-class quizzes worth 16% each**
 - Note that there will be 6 in-class quizzes, but your lowest mark of the 6 will be dropped, so only 5 count toward your mark.
 - **1 real-world observation assignment worth 20%**
1. **Quizzes (worth 16% 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 50 minutes to complete these quizzes.

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 10:00am, you will only be permitted to write the quiz until 10:50am, 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 could 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. **Real-world observation (worth 20%):** 3 pages **maximum**, size 12 Times New Roman font, 1.5-spaced (not including references). **Due on Connect, Friday, March 17, by 11:59pm PST.** 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 mid-January. In the meantime, begin to talk to friends and family members to find a child to observe! You may observe an infant using Skype or other distance technology if necessary.

A very important note: The real-world observation assignment is *required* for this course. There will be no exceptions, regardless of rationale. There will not be an alternative assignment. If you are not willing to find an infant to complete this project, it is advisable for you to drop PSYC 302 prior to the add/drop deadline.

3. **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 and library research system closes on the last day of classes, not on the last day of exams**, so please give yourself plenty of time to complete your extra credit before then. Very often, both researchers and students become quite busy near the end of March, 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!

<i>Mondays</i>	<i>Wednesdays</i>	<i>Fridays</i>
January 2 No Class (Statutory Holiday in lieu of New Year's Day)	January 4 Syllabus overview No reading	January 6 Why study infant development? Ch. 1 (pp. 1-22)
January 9 Methods and Design Ch. 1 (pp. 23-37)	January 11 Research Ethics Reading to be assigned on Connect	January 13 Prenatal development and birth Ch. 2 (pp. 39-66)
January 16 Prenatal development and birth Ch. 2 (pp. 66-83)	January 18 Prenatal development and birth No reading	January 20 Quiz 1 <i>covers material from January 6 through January 18</i>
January 23 Genetics, Brain development, and Growth Ch. 3 (pp. 85-106)	January 25 Genetics, Brain development, and Growth Ch. 3 (pp. 106-127)	January 27 Theories of Development Ch. 4 (pp. 129-144)
January 30 Theories of Development Ch. 4 (pp. 145-161)	February 1 Theories of Development Ch. 4 (pp. 162-169)	February 3 Quiz 2 <i>covers material from January 23 through February 1</i>
February 6 Perceptual Development Ch. 5 (pp. 171-198 top)	February 8 Perceptual Development Reading to be assigned on Connect	February 10 Learning, Memory, & Attention Ch. 5 (pp. 198-205)

<p>February 13</p> <p>No Class (BC Family Day)</p>	<p>February 15</p> <p>Learning, Memory, & Attention</p> <p>Ch. 5 (pp. 205-213)</p>	<p>February 17</p> <p>Quiz 3</p> <p><i>covers material from February 6 through February 15</i></p>
<p>February 20</p> <p>No Class (Reading Week)</p>	<p>February 22</p> <p>No Class (Reading Week)</p>	<p>February 24</p> <p>No Class (Reading Week)</p>
<p>February 27</p> <p>Language Development</p> <p>Ch. 6 (pp. 215-223)</p>	<p>March 1</p> <p>Language Development</p> <p>Ch. 6 (pp. 223-247)</p>	<p>March 3</p> <p>Language Development</p> <p>Ch. 6 (pp. 247-253)</p>
<p>March 6</p> <p>Conceptual Development</p> <p>Ch. 7 (pp. 262-266)</p>	<p>March 8</p> <p>Conceptual Development</p> <p>Ch. 7 (pp. 281-297)</p>	<p>March 10</p> <p>Quiz 4</p> <p><i>covers material from February 27 through March 8</i></p>
<p>March 13</p> <p>Emotional Development</p> <p>Ch. 10 (pp. 384-394 top)</p>	<p>March 15</p> <p>Emotional Development</p> <p>Ch. 10 (pp. 398-414)</p>	<p>March 17</p> <p>Attachment</p> <p>Ch. 11 (pp. 426-429)</p> <p>Real-world observation assignment due at 11:59pm</p>
<p>March 20</p> <p>Attachment</p> <p>Ch. 11 (pp. 430-439)</p>	<p>March 22</p> <p>Understanding Self, Other, and Intentions</p> <p>Ch. 7 (pp. 268-269); Ch. 11 (pp. 440-443)</p>	<p>March 24</p> <p>Quiz 5</p> <p><i>covers material from March 13 through March 22</i></p>
<p>March 27</p> <p>Moral Development</p> <p>Ch. 14 (pp. 568-573)</p>	<p>March 29</p> <p>Moral Development</p> <p>Hamlin, Wynn, & Bloom (2007)</p>	<p>March 31</p> <p>Family Relationships</p> <p>Ch. 12 (pp. 468-485)</p>
<p>April 3</p> <p>Family Relationships and Course Conclusion</p> <p>Ch. 12 (pp. 485-504)</p>	<p>April 5</p> <p>Quiz 6</p> <p><i>covers material from March 27 through April 3</i></p>	<p>April 7</p> <p>No Class (Last Day of Classes is April 6)</p>