

**PSYC 315: Childhood and Adolescence
January – April 2017, 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

Office hours by appt.

Your TAs:

TBD

TBD

The best way to reach me or the TAs is via e-mail (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 (**laptops and tablets are not permitted in 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. Students who do best in this course regularly attend class.

2. Midterms (2 total, Wednesday, **February 8th** and Friday, **March 24nd**, 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..."). More details will be discussed in class.

*****Disputing a grade:** 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 no later than two weeks from the date the exam grade is 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).***

*****Midterm viewing:** there will be an opportunity to review each midterm for a period of two weeks once we have reviewed the midterm answers in class (date posted on Connect for this). Any extension request to view your midterm must be submitted within this two week window.***

*****Academic Dishonesty:** If any cheating is detected, a student may fail the entire assignment and possibly risk failing the entire course or additional University punishment. The extent of the penalty is up to the discretion of the course instructor and depending on the extent of dishonesty detected, a formal investigation by the University may be requested by the course instructor.***

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 and exam hardships/scheduling conflicts.

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).

If there is an exam hardship (too many exams scheduled within a 24hr period), students must contact the course instructor within two-weeks that your PSYC 315 exam date is posted (which for our class will be two weeks from the first day of class).

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.

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 – however, we do not use Launchpad so you don't need to get this component.

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

WEEK OF JANUARY 2nd

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

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

NO CLASS on MONDAY (Univ. Closed)

WEEK OF JANUARY 9th

THEORIES OF COGNITIVE DEVELOPMENT

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

WEEK OF JANUARY 16th

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 OF JANUARY 23rd

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)

Announcements

WEEK OF JANUARY 30th:

**INTELLIGENCE AND ACADEMIC ACHIEVEMENT CONTINUED
&
COURSE MATERIAL CATCH UP & REVIEW**

Readings

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 OF FEBRUARY 6th

MIDTERM 1

Readings

No assigned readings.

Announcements

Monday: Review for Midterm

Wednesday February 8th: MIDTERM #1 in class

Friday: NO CLASS

WEEK OF FEBRUARY 13th

DEVELOPMENT OF SOCIAL COGNITION

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.

Announcements

NO CLASS MONDAY (Family Day)

WEEK OF FEBRUARY 20th

WINTER VACATION

Readings

No assigned readings

Announcements

WINTER RECESS – No classes all week.

WEEK OF FEBRUARY 27th

DEVELOPMENT OF SOCIAL COGNITION CONTINUED

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.

Announcements

Monday: we will go over answers to the first Midterm

WEEK OF MARCH 6th

GENDER DEVELOPMENT

Readings

Textbook Reading: Chapter 15

Announcements

WEEK OF MARCH 13th

GENDER DEVELOPMENT CONTINUED & LANGUAGE DEVELOPMENT

Readings

Additional Readings:

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

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

WEEK OF MARCH 20th

COURSE MATERIAL CATCHUP, REVIEW & MIDTERM 2

Readings

No assigned readings

Announcements

Friday March 24th: MIDTERM #2 (includes all material covered since Midterm #1)

WEEK OF MARCH 27th:

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 OF APRIL 3rd:

REVIEW FOR FINAL EXAM

Readings

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

Announcements

Monday: We will review answers to second midterm

NO CLASS FRIDAY (Term Over)

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.

FINAL EXAM DATE IN APRIL TBD

Congratulations on completing this course!