

PSYCHOLOGY 302
Infancy: AERL 120

September – December, 2017
Section 02; T/Th, 9:30 – 11:00

Instructor: Dr. Janet F. Werker
Office: Kenny 2404
Office Hours: Thur 3-4 thru Nov 30
Email: jwerker@psych.ubc.ca

TA: Sheri Dawoon Choi
Office: Kenny 2015
Office Hours: Wed 2-3 thru Nov 30
Email: dchoi@psych.ubc.ca

Prerequisites and/or Course Restrictions

Enrollment in this course is 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, but only if one of the above criteria is satisfied. Please check your eligibility and take appropriate steps before the add/drop date passes.

Introducing your Instructor and TA

Dr. Janet Werker is a University Killam Professor and Canada Research Chair in the Department of Psychology. Her BA is in Psychology and Social Relations from Harvard University, and her Ph.D. is from UBC, in Developmental Psychology. Her first academic position was at Dalhousie University in Halifax before she returned to UBC. Her research focuses on the perceptual foundations of language acquisition in typically developing monolingual- and bilingual-learning infants, and in infants at risk for language delay. She uses both behavioral and neuroimaging methods in her work. She is also one of the co-founders of the new university-wide Language Sciences initiative. She has two married sons, and three grandchildren, aged four, five, and six years.

Sheri Choi received her Bachelor of Arts&Sciences and Psychology, Neuroscience and Behaviour at McMaster University and MSc in Cognitive Neuroscience at the University of Trento. She is a graduate student in the department of psychology working with Dr. Janet Werker in the Infant Studies Center. Her research explores whether speech perception is multisensory from early in life and how multisensory perception contributes to the acquisition of language. Currently, she is investigating the influence of relevant sensorimotor cues on infants' perception of speech sounds using both behavioral (eye tracking) and EEG methods. Her goal is to understand whether the acquisition of speech production and speech perception are independent or inter-linked from early on.

Course Description

The rapid and profound changes that occur in all aspects of psychological functioning in the infancy period are unparalleled in other periods of human development. Within the first two years of life, infants develop from relatively helpless newborns to walking, talking, intentional beings, with likes, dislikes, friends, expectations, and surprisingly sophisticated reasoning abilities. It is thus perhaps no surprise that we are inundated with news concerning infant development! To even document, let alone fully understand, how infants develop so rapidly and what the impact of infant development is on later functioning, rigorous empirical research is essential. Psychology 302 is designed to introduce you to key empirical findings, and to provide you with the theoretical foundations and methodological tools for understanding and critically evaluating both empirical work and media claims about infant development.

Required Readings

*Siegler, R., Eisenberg, N., DeLoache, J., Saffran, J. & Graham, S. How Children Develop. Worth Pub, NY. 4th or 5th Canadian Edition

Additional required readings are listed on the course outline and/or posted on Canvas.

Course Website on Canvas

Key information will be posted on Canvas, including your course outline, links to assigned readings for each week, and/or other URLs to consult, important announcements, lecture slides, and grades. It is your responsibility to check the class website WEEKLY for updated information. Lecture slides will typically be posted by the evening before the class. The information on the slides provides *only* an outline of what will be presented in class and is not a substitute for coming to class and taking notes.

Course Requirements and Grading

Grades will be determined on the basis of Midterm Exam 1 (30%), Midterm Exam 2 (30%), and a Final exam (35%). There will also be in-class impromptu brief quizzes. These will be worth 5% of the grade. It is expected that you will have completed all assigned readings prior to the lectures each week. In-class quizzes

will require familiarity with the assigned readings as well as with the material from previous lectures. There is no make-up option for missed in-class quizzes.

Each exam will consist of multiple-choice questions, plus some short answer, fill-in-the-blank, or True/False questions. Multiple choice questions will have 5 options each, including, for some questions, “all of the above,” “a and b only,” etc. Short answer questions will require 2-5 sentence answers, and each will be weighted on the basis of difficulty and complexity.

For each exam, approximately half of the focus will be on material covered in lecture and the other half will be on material from the textbook and readings. Thus, yes, you ARE responsible for reading material even if it isn’t even mentioned in class.

Each midterm will be 60 minutes in length and will cover the material only from that portion of the course (up through the week preceding the midterm).

The final exam will be 90 minutes in length, and will focus on the lecture and reading material from the final portion of the course, but will also test cumulative knowledge from the entire course. You will only be asked detailed questions from the text and readings covered after the second midterm. However, you will be expected to have reviewed all the lectures, and to integrate themes or ideas from across the entire course, and will thus be tested on your cumulative understanding of those broad themes as well.

The date of the final exam will be announced in October. You cannot take the final exam at another time/date unless you have a documented medical reason that has been discussed with your instructor and/or with Arts or Science Advising. Thus, it is best not to plan travel until after the exam date is announced.

It is expected that all students will attend all classes, and arrive on time. If you miss a class, it is your responsibility to get the notes from another student in the class, not from the instructor. If you are late, again, it is your responsibility to find out from other students what you missed.

Typically, my classes are quite interactive – which makes it more engaging for everyone. Thus, please feel free to share your questions and comments! If a

question seems too specific to be of interest to the whole class, I may, on occasion, defer discussion to a one-on-one with me.

Extra Credit

An **additional 3%** can be obtained by participating in studies using the Human Subject Pool. Participating in studies provides a valuable opportunity to experience 'research in action'. For instructions on how to sign up, see <https://ubc-psych.sona-systems.com/>. You earn 0.5 credit equivalent to the percent point for each half hour of participation (e.g., 1.5 credits for an hour and half study).

As an alternative extra credit option to participating in studies, you may choose to complete a library writing project, in which you read and summarize a research article; each article summary counts as one hour of research participation (i.e. 1 percentage point). You must select a research article (not a letter to the editor, commentary, or review paper) published between 2005-present in the journal *Psychological Science*. Each summary should be about 500 words and should include the purpose, method, and results of the study. The paper you choose to summarize must be checked with the Instructor or TA. If you choose the library option, you must create an account on the online HSP system and follow the instructions provided at this link:

<http://psychology.sites.olt.ubc.ca/files/2017/09/HSPParticipantInformation2017.pdf>

Psychology Department's Position on Academic Misconduct

Cheating, plagiarism, and other forms of academic misconduct are of serious concern to the University (and to me!), 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, or if specified, in a group. 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 (<http://www.universitycounsel.ubc.ca/policies/policy69.html>).

Special Arrangements for Exams

Please note that the University accommodates students with physical or mental disabilities who have registered with the Disability Resource Centre (Access and Diversity). The University also accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance in the first week of class if you will require any special requirements as such. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments cannot assume they will be accommodated and should discuss their commitments with Dr. Werker before the drop date.

If you become ill or experience a serious mishap, you, or someone you designate, must contact Dr. Werker or Sheri Choi *before* the exam. Written documentation is required. This applies to both midterms and to the final. Without such documentation, a make-up exam will not be given, and, you will receive a 0 for that exam. Under special circumstances when you had to miss a midterm, an option will be given for your two midterm marks to be determined by the single midterm you were able to write. This will only apply in extraordinary circumstances, with documentation for missing the exam, and with a discussion with us. When make-up exams are given, they may be different in format from the standard exam.

See Next Page for Class Schedule

Class Schedule (additional reading may be assigned, and will be indicated on Canvas)

DATE	TOPIC	READINGS (4th Edition)
Sept 5	NO CLASS – IMAGINE DAY	
Sept 7	Why Study Infant Development?	Ch 1, to pp 23
Sept 12	Methods & Design	Ch 1, pp 23-38; reread Box 3.3
Sept 14	Prenatal Development	Ch 2, pp 40-66
Sept 19 & 21	Genetics, Brain Dev, & Growth	Ch 3, pp 86- 119; Johnson, 2003
Sept 26	Birth and the newborn	Ch 2, 66-81
Sept 28	MIDTERM 1	
Oct 3 & 5	Theories of Development	Ch 4, pp 129-139; 155-169
Oct 10	Learning, Memory & Attention	Ch 4, pp 145-150; Ch 5, pp 198-205; Saffran, Aslin, & Newport, 1996
Oct 12	Perceptual Dev	Ch 5, pp 171-188; Scott et al., 2007
Oct 17	Perceptual Dev 2	
Oct 19	Motor Dev	Ch 5, pp 189-198; Adolph, 2008
Oct 24 & 26	Language Development	Ch 6 all; Kandhadai, Hall & Werker, 2017
Oct 31	Understanding Self & Other	Ch 11 pp 440-441
Nov 2	MIDTERM 2	
Nov 7	Roots of Autism: Dr. Suzanne Curtin	Curtin & Vouloumanos, 2013
Nov 9	Emotional Development	Ch10 pp 383-394, 398-400; 402-410; 417-418;

Nov 14	Core Knowledge	Spelke & Kinzler, 2007
Nov 16	Cognition & Conceptual Dev	Ch 5, pp. 205-211; Ch 7, 261-271; 281-283; 289-293
Nov 21 & 23	Attachment	Ch 11, pp. 426-439; Johnson, Dweck & Chen, 2007
Nov 28	Moral Development	Ch 14, pp 553-561 (optional); 566-571; Vandervoort & Hamlin, 2016
Nov 30	Babies come to class & Review	

Readings in alphabetical order (please see class schedule above for date)

Adolph, K. E. (2008). Learning to move. *Current Directions in Psychological Science*, 17, 213-218. (Oct. 13 - 15 class)

Curtin, S., & Vouloumanos, A. (2013). Preference for speech in infancy predicts autistic-like behavior at 18 months, *Journal of Autism and Developmental Disorders*, 43(9), 2114-2120.

Johnson, M.H. (2003). Development of brain functions. *Biological Psychiatry*, 54, 1312-1316.

Johnson, S.C., Dweck, C.S., & Chen, F.S. (2007). Evidence for infants' internal working models of attachment. *Psychological Science*, 18(6), 501-502.

Kandhadai, P., Hall, D.G., & Werker, J.F. (2017). Second label learning in monolingual and bilingual infants. *Developmental Science*, 20(1), e12429.

Saffran, J. R., Aslin, R. N., & Newport, E. L. (1996). Statistical learning by 8-month-old infants. *Science*, 274, 1926-1928.

Scott, L.S., Pascalis, O., & Nelson, C.A. (2007). A domain-general theory of the development of perceptual discrimination. *Current Directions in Psychological Science*, 16, 197-201.

Spelke, E.S. & Kinzler, C.D. (2007). Core Knowledge. *Developmental Science*, 10 (1), 89-96.

Van de Vondervoort, J. & Hamlin, J.K. (2016). Evidence for intuitive morality: preverbal infants make sociomoral evaluations. *Child Development Perspectives*, 10 (3), 143-148.