



PSYCHOLOGY 315: CHILDHOOD & ADOLESCENCE

Section 102: Tuesdays & Thursdays, 11am-12:20pm, Buchanan A102

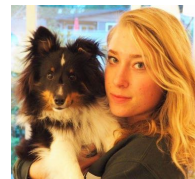
Section 001: Tuesdays & Thursdays, 2-3:20pm, CIRS 1250

WHO?

INSTRUCTOR:

Lillian (Lily) May
lamay@psych.ubc.ca

Office: Kenny 2037
Office Hours:
Wednesdays, 12-2pm &
by appointment



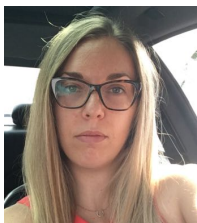
Ellen Jopling
ellen.jopling@psych.ubc.ca
Office Hours: By appointment



Sam Rumak
s.rumak@psych.ubc.ca
Office Hours: By appointment

TEACHING ASSISTANTS:

Section 102



Taeh Haddock
taehaddock@psych.ubc.ca
Office: Kenny 3502
Office Hours: Tuesdays, 12:30-
1:30pm & by appointment

Section 001



Miranda Sitch
sitchm@psych.ubc.ca
Office: Kenny 2015
Office Hours: Tuesdays, 12:45-
1:45pm & by appointment

Please note that we are all happy to meet with you for any reason! Just email us to set up a meeting, with the course number 315 in the subject line of the email. We strive to respond to all emails within 48 hours.

WHAT?

Welcome to PSYC 315! This course will provide an introduction to the major theories and empirical research on human development, focusing on development between 3-18 years of age. We will discuss topics such as social cognition, identity, the influence of family and peers, gender development, and much more. While the focus of

the course will be on typical development, we will also touch on examples of atypical development.

As a 300-level course, some background in Psychology is expected.

LEARNING GOALS

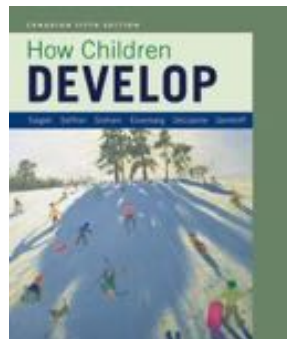
By the end of this course, you should be able to:

1. Describe and evaluate the research methods employed by developmental psychologists.
2. Discuss and contrast major historical and contemporary theories of development, such as those by Piaget, Freud, Erikson, & Bronfenbrenner.
3. Identify and describe important trajectories and milestones in cognitive, social, moral, and gender development between 3 and 17 years of age.
4. Appreciate the impact of family, peers, culture, and context on development.
5. Apply developmental psychology theories and research to real-world situations.
6. Apply critical thinking skills to scholarly and popular media writing on developmental psychology research.

COURSE MATERIALS

TEXTBOOK

Siegler, R., Eisenberg, N., DeLoache, J., Saffran, J., Gershoff, E., & Graham, S. (2017). *How Children Develop*. Fifth Canadian Edition.



Important notes about the textbook:

- This is a new edition of the textbook (5th Canadian). Previous years of this class have used the prior 4th Canadian edition. For this year only, you can use either the 5th or 4th edition: page numbers are provided for readings in both editions, and exam questions will come from lecture and/or

textbook material that is covered in both editions. That said, the 5th edition has the most up-to-date information. If you are unsure as to which edition to purchase, we recommend the new 5th edition.

- This textbook is used both for this course (PSYC 315: Childhood & Adolescence) as well as for PSYC 302: Infancy. In this course, we will focus predominantly on the sections of the text pertaining to the age period between 3-17 years, but there may be some overlap between the portions of the book used by PSYC 302. Also note that if you plan to take PSYC 302 in a future year, you will need to have the 5th edition.
- There is also a US version of this text available at some outlets. You can use this version at your own risk: there may be some discrepancies between the two versions, and in the case of any discrepancy, the Canadian version will be the authority for purposes of this course.
- Depending on which version of the textbook you purchase and where you purchase it, your book may come bundled with access to Launchpad, an online learning component. Access to Launchpad is NOT required for this course, although you may find it a useful resource with access to the e-book and practice quizzes.

ADDITIONAL READINGS

Additional readings are assigned to supplement the textbook on certain topics. These are (typically short) experimental articles. Some may be difficult readings, but can be re-read multiple times for better understanding. Please feel free to come see your instructor or TAs if you have difficulty with the readings.

Readings are posted on the course website, or can be found through Library course reserves:

Section 102:

<https://courses.library.ubc.ca/c.z4tb6r>

Section 001:

<https://courses.library.ubc.ca/c.vXrxZT>

COURSE WEBSITE

You are responsible for checking the course website at www.canvas.ubc.ca often throughout

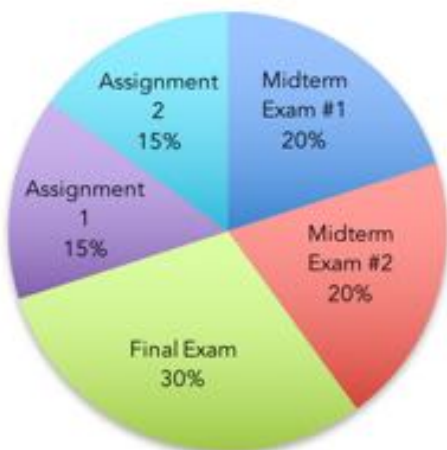
the term. You use your CWL to login. This is where you can access and download the course syllabus, find the course readings, and see important announcements. ***Please make sure your Canvas settings are such that you see course announcements when they are released—they will be used frequently and to convey important information*** (go to Account → Notifications → Announcements → Notify me right away)

Lecture slides can be found on Canvas, under the “Modules” tab. Slides will be posted on Canvas by 12am (midnight) the night before each lecture. *This is done as a courtesy.* Please be aware, however, that it is likely changes will be made to the slides between that time and/or some material may be missing from the draft slides. Final versions of the slides will be posted following a lecture, and will be marked as ‘Final Version.’ Lecture slides will only be provided in PDF format: it is not possible to provide slides in alternative formats. Also note that lecture slides will not include everything discussed in lecture. If you miss a class, try to get notes from a classmate!

Discussion forums have also been made available on Canvas to support peer and self-motivated learning. They will not be actively monitored by the instructor/TAs, but will be checked on occasionally for any signs of threats/cheating/etc.

Please remember that Canvas is a new online system at UBC this year: we ask for your patience as we all learn how to navigate the platform together.

COURSE REQUIREMENTS & EVALUATION



ATTENDANCE

Attendance is expected in this course, and is necessary in order for you to do well. Although attendance will not be taken in class, there will be material covered in lecture in substantially greater depth than what is posted in lecture slides to Canvas. By regularly attending class you ensure yourself the best chance of success. If you do have to miss a class, you are responsible for getting notes from another student.

MIDTERM EXAMS (40%)

Two non-cumulative quizzes given during class time (80 minutes), each worth 20%. Midterm exams will cover material from both lecture and assigned readings. The exams will consist mainly of multiple choice questions.

- **Midterm #1 (20%): October 10**
- **Midterm #2 (20%): November 9**

Accommodations for missed midterm exams will only be given with a valid medical reason (with doctor’s note). In the case of illness, please contact the instructor as soon as possible.

FINAL EXAM (30%)

Cumulative final exam, covering material from across the course. The final exam will consist of multiple choice and short-answer questions.

The final exam will be scheduled during the University exam period (December 5-20). There will be no makeup exam for the final. If you miss the final exam because of an unexpected illness or event, you must immediately apply for academic concession from your Faculty. They will process your request and will contact the instructor with their decision regarding your concession.

Notes on Exams:

- Midterms are not cumulative; the final is cumulative.
- There will be topics covered in class that are not in the text/readings, and topics in the text/readings that are not covered in class. You will be responsible for both. That is, anything from class lecture and the text/readings can be tested on the exam.

- Remember to bring a dark (#2) pencil and your UBC student ID to all exams!
- Late arrival to exams: if you arrive to an exam late, you will still be allowed to write the exam *provided that no other student has finished before your arrival*.
- There will be no makeup exams.
- You are strongly encouraged to review your exam(s) with your TA. Most requests for grade adjustments can be settled directly with your TA. In cases of a dispute that cannot be satisfactorily resolved, the instructor will render a decision after reviewing the exam and talking to both parties.

ASSIGNMENT 1: DEVELOPMENTAL PSYCHOLOGY IN THE MEDIA (15%)

For this assignment, you may choose to work alone or with 1 other classmate in your section.
500-700 words, typed, size 12 Times New Roman font, double spaced, .doc/.docx format.

Often, psychological research is summarized in the news. But how accurate are these popular media depictions of research?

For this assignment, your job is to read **one** of 4 selected popular media articles that describes recent scholarly research on cognitive development. In addition, you will read the original scholarly source on which the popular media article is based. Both the popular and scholarly media articles are available on Canvas.

In a 500-700 word paper, you should first describe the research question, hypothesis, methods, results, and conclusions from the original scholarly article. Then you should analyze the way that the popular media represented the scholarly work. Did the media story do an accurate job relating the researchers' findings and conclusions? How/why? What aspects 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? Think about what you have learned in class and in course readings.

All courses must be cited in-text and in a reference list, using APA format. You should have at least two sources (your new story and your scholarly source), but you can have additional sources as well. Your reference list is not part of the word limit.

Due October 24 by the start of class.

Submit on Canvas as well as on Turnitin.com (instructions to be posted on Canvas). Late assignments will be marked 10% off per calendar day late.

Further details on Assignment 1, including a rubric, are available on Canvas.

ASSIGNMENT 2: DESIGN A CHILDREN'S TOY (15%)

For this assignment, you may choose to work alone or with 1 other classmate in your section.
500-700 words (not including drawings/figures or references), typed, size 12 Times New Roman font, double spaced.

Children love toys! And toy manufacturing is a huge industry. Developmental psychologists know that toys can have a significant impact on a child's development.

For this assignment, you are to design a new toy for children aged between 3-17 years of age. Your toy should be created with the aim of helping your target audience's development, using concepts covered in this course (ie, language development, gender development, identity development, etc.).

In your paper, you should describe your toy and how it will aid in children's development. What age(s) is your toy for, and why? What skills or abilities is your toy designed to influence, and how? Use and cite research and theories you have learned in this class. You can rely on the textbook, assigned readings, or other scholarly sources to write your paper (do not use popular books or media). You must also include a drawing/blueprint/model of your toy as part of the assignment (which will not count towards the length requirement).

Please do not plagiarize toy designs from each other or from the real world! Inventing a new toy

may be challenging, but should also be rewarding. You may, however, choose to get inspiration from visiting a toy store and observing what toys already exist. Just make sure that your design is original.

All courses must be cited in-text and in a reference list, using APA format. Your reference list is not part of the word limit.

Due November 28 by the start of class.

Submit in class, as well as on Canvas. Late assignments will be marked 10% off per calendar day late.

Further details on Assignment 2, including a rubric, will be available on Canvas by early November.

HUMAN SUBJECTS POOL CREDITS (UP TO 3% EXTRA CREDIT)

You may earn up to 3% extra credit to your final course grade through participating in research studies (or by completing library assignments).

More information can be found at <http://psych.ubc.ca/internal/human-subject-pool/>

GRADE DISTRIBUTION & 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 in a 300-level class is 70 for a strong class, 68 for an average class, and 66 for a weak class; 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 professor or department. Each student will earn a percent grade for this course and will be automatically assigned a corresponding letter grade by the Registrar.

Class Performance	Mean	SD
Strong class	70%	13%
Average class	68%	13%
Weak class	66%	13%

ETHICAL & RESPONSIBLE CONDUCT

Always treat yourself, your classmates, and your instructors 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, facebook, games, etc).

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 citing or using sources in your assignments, please see your Instructor or TA *BEFORE* the assignment is due.

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 4.5 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. 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>).

RESOURCES

We participate in the Early Alert program, which helps us support students who are facing difficulties that are interfering with school. For answers to frequently asked questions regarding the Early Alert program, please visit:

<https://facultystaff.students.ubc.ca/systems-tools/early-alert>

ACADEMIC RESOURCES

- **UBC Academic Regulations:** <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,0,0,0> Information on UBC regulations, including academic concession and accommodation.
 - **UBC Learning Commons:** <http://learningcommons.ubc.ca/> Offers a variety of learning and research sources for students. The website includes tutoring, workshops, study groups, and many other online tools and links to academic resources offered at UBC.
 - **Access and Diversity:** <http://students.ubc.ca/about/access> or 604-822-5844. Provides accommodations for
- students living with physical, mental, and/or learning disabilities.

WELLNESS RESOURCES

- **The Kaleidoscope:** <http://the-kaleidoscope.com/> A confidential peer-run mental health support group that takes place on campus 2-3 times a week. You may attend the group if you are experiencing any kind of mental health related challenges, or if you're just feeling stressed about school in general. Registration is not required to attend. See the website for meeting times and locations. Food and drink is provided.
- **UBC Counselling Services:** <http://students.ubc.ca/livewell/services/counselling-services> or 604-822-3811. Counselling services offers a variety of resources to help you maintain your mental health while in school. You may see a counselor on an individual basis, attend group counseling, or to document an illness if you should require academic concession.
- **SpeakEasy:** <http://www.ams.ubc.ca/services/speakeasy/> A student run service that offers confidential support for students experiencing crisis. Also a good resource for additional information and referrals within the UBC community.
- **UBC Wellness Centre:** <http://students.ubc.ca/livewell/services/wellness-centre> or 604-822-8450. Speak with other students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex, and more.
- **Student Health Services:** <http://students.ubc.ca/livewell/services/student-health-service> or 604-822-7011. Provides students with a variety of healthcare related services to help you maintain your health. Access to doctors and registered nurses.
- **Live Well, Learn Well:** <http://students.ubc.ca/livewell> The Live Well, Learn Well Initiative is a resource hub that provides students with information to help improve physical and mental wellbeing.
- **Mental Health Awareness Club:** <http://blogs.ubc.ca/ubcmhac/> A club that offers opportunities to speak about mental health with others and strives to promote

mental health awareness throughout the UBC community.

- **AMS Food Bank:** <http://www.ams.ubc.ca/services/food-bank/>
If you are in a financial emergency, the AMS food bank can provide you with a food hamper. You are able to use the service for up to 6 times per term.
- **BC Crisis Center:** www.crisiscentre.bc.ca or 604-872-3311. Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7.
- **Pacific Spirit Addiction Services:** 3rd floor, 2110 West 43rd Ave, Vancouver BC, V6M 2E1, 604-267-3970. A free and confidential service for youth and young adults up to the age of 24. Services include counseling, access to an Addiction Physician- including usage of a methadone maintenance program, and a drug education series.
- **Distress Line:** 1-800-Suicide (784-2433). If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day.

MY EXPECTATIONS OF YOU

- **Come to class and arrive on time; stay until the end of lecture**
- **Read your textbook and assigned readings in a timely fashion** (prior to class, if possible). There are over 400 pages to read during this term. It is not possible to do all the reading the night before the exam! Doing the readings prior to the class for which they have been assigned will allow you to best participate in any activities/discussions.
- **Ask for help or assistance at *any time***
- **Regularly check Canvas and your email for announcements**
- **Silence or turn off your cell phone during class**
- **Be respectful when using electronic devices during class.** Laptops are allowed for note-taking purposes. However, keep in mind that research shows better memory retention when taking notes by hand versus with a laptop (Mueller & Oppenheimer, 2014). Moreover, multi-tasking while taking notes on a laptop is detrimental not just to your own learning, but to classmates sitting nearby (Sana et al., 2013)! *Please be considerate.*
- **Engage in productive classroom discussion and debate**
- **Respect your classmates, your TAs, and your instructor**
- **Maintain academic integrity**

YOUR EXPECTATIONS OF ME

- **Come to class and arrive on time; end lecture on time**
- **Respond to your emails within 48 hours**
- **Be willing to meet with you for any reason**
- **Post “draft” lecture slides to Canvas by 12am the night before class; post “final” lecture slides to Canvas by 12am the night following class**
- **Post grades in a timely fashion.** We will aim to return exam grades within 2 weeks, and assignment grades within 3 weeks.
- **Do my best to keep class fun, funny, lively, organized, interactive, and educational**

COURSE SCHEDULE

Schedule is subject to change at any point. Changes will be announced in lecture and on Canvas.

September 2017

Tuesday	Thursday
<p style="text-align: right;">5</p> <p>NO CLASS: IMAGINE DAY</p>	<p style="text-align: right;">7</p> <p>COURSE OUTLINE & EXPECTATIONS</p>
<p style="text-align: right;">12</p> <p>INTRODUCTION & HISTORY 4th Edition: Chapter 1, pgs. 1-22 5th Edition: Chapter 1, pgs. 1-24 (up to, but not including, Methods for Studying Child Development)</p>	<p style="text-align: right;">14</p> <p>METHODS FOR STUDYING DEVELOPMENT 4th Edition: Chapter 1, pgs. 23-37 5th Edition: Chapter 1, pgs. 25-38</p>
<p style="text-align: right;">19</p> <p>COGNITIVE DEVELOPMENT: INTRODUCTION & THEORIES 4th Edition: Chapter 4, pgs. 130-161 (up to, but not including, Dynamic-Systems Theories) 5th Edition: Chapter 4, pgs. 142-167 (up to, but not including, Core-Knowledge Theories), pgs. 172-178 (up to, but not including, Dynamic-Systems Theories)</p>	<p style="text-align: right;">21</p> <p>COGNITIVE DEVELOPMENT: LANGUAGE & SYMBOLS, PART 1 4th Edition: Chapter 6, pgs. 216-224 (up to, but not including, The Process of Language Acquisition), pgs. 242-247 (up to, but not including, Theoretical Issues in Language Development) 5th Edition: Chapter 6, pgs. 240-249 (up to, but not including, The Process of Language Acquisition), pgs. 268-273 (up to, but not including, Theoretical Issues in Language Development)</p>
<p style="text-align: right;">26</p> <p>COGNITIVE DEVELOPMENT: LANGUAGE & SYMBOLS, PART 2 4th Edition: Chapter 6, pgs. 250-251; Box 6.4, pgs. 253-257 5th Edition: Chapter 6, pgs. 276-277; Box 6.4, pgs. 279-282 Additional Reading: Cook, S.W., Mitchell, Z., & Goldin-Meadow, S. (2008). Gesturing makes learning last. <i>Cognition</i>, 106, 1047-1058.</p>	<p style="text-align: right;">28</p> <p>COGNITIVE DEVELOPMENT: SOCIAL COGNITION, PART 1 4th Edition: Chapter 7, pgs. 268-275 5th Edition: Chapter 7, pgs. 293-300 (up to, but not including, Knowledge of Living Things)</p>

October 2017

Tuesday	Thursday
3	5
<p>COGNITIVE DEVELOPMENT: SOCIAL COGNITION, PART 2</p> <p>Additional Reading: Baron, A., & Banaji, M. (2006). The development of implicit attitudes: Evidence of race evaluations from ages 6, 10 & adulthood. <i>Psychological Science</i>, 17(1), 53-58.</p>	<p>WRAP-UP & MIDTERM REVIEW</p>
10	12
<p>MIDTERM EXAM #1</p>	<p>COGNITIVE DEVELOPMENT: INTELLIGENCE & ACADEMIC ACHIEVEMENT, PART 1</p> <p>4th Edition: Chapter 8, pgs. 300-338 5th Edition: Chapter 8, pgs. 326-366</p>
17	19
<p>COGNITIVE DEVELOPMENT: INTELLIGENCE & ACADEMIC ACHIEVEMENT, PART 2</p> <p>4th Edition: Chapter 9, pgs. 360-362 (up to, but not including, Current Perspectives) 5th Edition: Chapter 9, pgs. 388-390 (up to, but not including, Current Perspectives)</p> <p>Additional Reading: Claro, S., Paunesku, D., & Dweck, C.S. (2016). Growth mindset tempers the effect of poverty on academic achievement. <i>Proceedings of the National Academy of Sciences</i>, 113(31), 8664-8668.</p>	<p>SOCIAL DEVELOPMENT: INTRODUCTION & THEORIES</p> <p>4th Edition: Chapter 9, pgs. 342-357 (up to, but not including, Theories of Social Cognition), pgs. 363-380 5th Edition: Chapter 9, pgs. 372-384 (up to, but not including, Theories of Social Cognition), pgs. 392-412</p>
24	26
<p>SOCIAL DEVELOPMENT: THE SELF, PART 1</p> <p>4th Edition: Chapter 11, pgs. 439-464 5th Edition: Chapter 11, pgs. 481-504</p> <p>ASSIGNMENT 1: DEVELOPMENTAL PSYCHOLOGY IN THE MEDIA DUE</p>	<p>SOCIAL DEVELOPMENT: THE SELF, PART 2</p> <p>Additional Reading: Hallett, D., Want, S.C., Chandler, M.J., Koopman, L.L., Flores, J.P., & Gehrke, E.C. (2008). Identity in flux: Ethnic self-identification, and school attrition in Canadian Aboriginal youth. <i>Journal of Applied Developmental Psychology</i>, 29, 62-75.</p>
31	
<p>SOCIAL DEVELOPMENT: FAMILY</p> <p>4th Edition: Chapter 12, pgs. 468-500 (up to, but not including, The Effects of Child Care) 5th Edition: Chapter 12, pgs. 510-538 (up to, but not including, Childcare Contexts)</p>	

November 2017

Tuesday	Thursday
	2
	SOCIAL DEVELOPMENT: PEERS 4 th Edition: Chapter 13, pgs. 510-549 5 th Edition: Chapter 13, pgs. 550-584
7	9
WRAP-UP & MIDTERM EXAM REVIEW	MIDTERM EXAM #2
14	16
MORAL DEVELOPMENT, PART 1 4 th Edition: Chapter 14, pgs. 554-578 (up to, but not including, Antisocial Behaviour) 5 th Edition: Chapter 14, pgs. 590-614 (up to, but not including, Antisocial Behaviour)	MORAL DEVELOPMENT, PART 2 4 th Edition: Chapter 14, pgs. 578-590 5 th Edition: Chapter 14, pgs. 614-628
21	23
GENDER DEVELOPMENT, PART 1 4 th Edition: Chapter 15, pgs. 594-633 5 th Edition: Chapter 15, pgs. 634-673	GENDER DEVELOPMENT, PART 2 Additional Reading: Olson, K.R., Key, A.C., & Eaton, N.R. (2015). Gender cognition in transgender children. <i>Psychological Science</i> , 26(4), 467-474.
28	30
ATYPICAL DEVELOPMENT Additional Reading(s) TBA ASSIGNMENT 2: DESIGN A TOY DUE	COURSE WRAP-UP

FINAL EXAM TO BE SCHEDULED DURING UNIVERSITY EXAM PERIOD (DECEMBER 5-20)