WHO?

INSTRUCTOR:

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

Office:
Kenny 2037
Office Hours:
Tuesdays, 1-3pm & by appointment

TEACHING ASSISTANTS:

Avarna Fernandes
avarna@alumni.ubc.ca
Office Hours: By appointment

Nathalie Sagar
nathalie.sagar@alumni.ubc.ca
Office Hours: By appointment

WHAT?

Welcome to PSYC 302! This course will provide an introduction to the major theories and empirical research on human development, focusing on development between 0-3 years of age. We will discuss topics such as perception, language, attachment, 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 research methods used to study infant development.
2. Assess how both biological influences and experiences impact (and interact to impact) development.
3. Explain what infants do and need at different times: identify and describe important trajectories and milestones in perceptual, motor, language, cognitive, emotional, social, and moral development between conception and 3 years of age.
4. Discuss and contrast major historical and contemporary theories of development; consider how theories guide research and application.
5. Apply developmental psychological theories and research to real-world situations.
6. Find, discuss, and critically engage with scholarly research on infant development.

WHEN & WHERE?

Wednesdays, 5:00-7:50pm in CIRS 1250
COURSE MATERIALS

TEXTBOOK

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 302: Infancy) as well as for PSYC 315: Childhood & Adolescence. In this course, we will focus predominantly on the sections of the text pertaining to the age period between 0-3 years, but there may be some overlap between the portions of the book used by PSYC 315. Also note that if you plan to take PSYC 315 in a future year, you may 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.

COURSE WEBSITE
You are responsible for checking the course website at https://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 information on assignments, 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 to convey important information (go to Account → Notifications→ Announcements → Notify me right away)

Draft versions of lecture slides will be posted on Canvas by 12am (midnight) the night before each class. 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 lecture, or items/slides may be missing. 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.

During your time in this course, if you encounter medical, emotional, or other personal problems that impact your attendance or academic performance, please notify any members of the instructional team, and we will do our best to help.

MIDTERM EXAMS (50%)
Two non-cumulative exams 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, with a few short-answer questions.

• Midterm #1 (25%): January 31
• Midterm #2 (25%): March 14

Podcast Assignment (20%)
You are going to be a podcaster! Podcasts—audio programs, or “radio for internet”—are a popular format for sharing information and insights. This assignment will give you the opportunity to apply what you have learned in class to create original content that engages and informs your audience.

Final Exam (30%)
Cumulative final exam, covering material from across the course (but weighted heavily towards material covered after the 2nd midterm). The final exam will consist of multiple choice and short-answer questions.

The final exam will be scheduled during the University exam period (April 10-25, including Saturdays). 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.

PODCAST ASSIGNMENT (20%)
You are going to be a podcaster! Podcasts—audio programs, or “radio for internet”—are a popular format for sharing information and insights. This assignment will give you the opportunity to apply what you have learned in class to create original content that engages and informs your audience.
new way of sharing information. For your assignment, you will be creating a podcast as a way to explore and discuss research on infant development. In groups of 2-4, you will locate research on a topic of your interest, then design and record a 10-15 minute podcast focused on your topic. The goals of this assignment are to provide you with practice reading and analyzing research, working to connect with an audience, and using novel technologies.

Your podcast must discuss at least one recent (2010 or later) peer-reviewed research article on infant development. Other than this requirement, you are encouraged to think creatively about ways to critically engage with your topic in a way that will be entertaining for your listeners. Options might include interviewing an expert (a professor, a child care provider, etc.), discussing research findings with a parent, or a debate between individuals with different viewpoints or experiences.

You will first submit an 1-2 page outline for your podcast, where you identify your topic and structure for the podcast. You will also identify and briefly describe one peer-reviewed article that will be discussed on the podcast.

You will receive feedback on your outline to help you make any necessary adjustments before recording the podcast. You will have approximately 3 weeks to record and edit the podcast after receiving feedback.

Podcasts will be graded through peer review. You will each be randomly assignment podcasts of 3 peers, and will submit your grades and feedback. The final grade of the podcasts will be the mean of the 3 peer review marks given, barring any extreme discrepancies in peer review grades (if there is greater than 20% difference in peer marks, your assignment will also be graded by a member of the instructional team).

Further instructions for the podcast outline, instructions for recording/editing podcasts, a grading rubric, and resources for help will be posted to Canvas by late January.

- Podcast Outline (5%): due Sunday, February 18 @ 11:59pm
- Podcast Recording (12%): due Sunday, March 25 @ 11:59pm
- 3 Podcast Peer Reviews (3%): due Sunday, April 8 @ 11:59pm

If you do not wish to complete a group podcast for your assignment, you can elect to complete an alternative assignment. Please speak to your instructor by February 7 if you wish to pursue this option.

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 100 Psychology course is 67 for an exceptionally strong class, 65 for an average class, and 63 for a weak class, with a standard deviation of 14.

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.

<table>
<thead>
<tr>
<th>Class Performance</th>
<th>Mean</th>
<th>SD</th>
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<tr>
<td>Strong class</td>
<td>70%</td>
<td>13%</td>
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<tr>
<td>Average class</td>
<td>68%</td>
<td>13%</td>
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<tr>
<td>Weak class</td>
<td>66%</td>
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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 silence any mobile devices 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](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/](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](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/](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](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](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](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](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](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/](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/](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](http://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 s 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 in class until the end of lecture (7:50pm)
- 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 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 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 at 7:50pm
- Allow for at least one 10-minute break during lecture
- 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.
- Do my best to keep class fun, funny, lively, organized, and educational
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>4th Edition</th>
<th>5th Edition</th>
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<tr>
<td>January 3</td>
<td>COURSE OUTLINE &amp; EXPECTATIONS WHY STUDY DEVELOPMENT?</td>
<td>Chapter 1, pgs 1-23</td>
<td>Chapter 1, pgs 1-24</td>
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<td>January 10</td>
<td>RESEARCH METHODS &amp; BIOLOGICAL FOUNDATIONS</td>
<td>Chapter 1, pgs 23-37; Chapter 3, pgs 85-126</td>
<td>Chapter 1, pgs 25-38; Chapter 3, pgs 91-136</td>
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<td>January 17</td>
<td>PRENATAL DEVELOPMENT &amp; BIRTH</td>
<td>Chapter 2, pgs 39-82</td>
<td>Chapter 2, pgs 43-85</td>
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<td>January 24</td>
<td>THEORIES OF DEVELOPMENT</td>
<td>Chapter 4, pgs 130-144, 162-167; Chapter 9, pgs</td>
<td>Chapter 4, pgs 142-157, 167-172, 178-182; Chapter 9, pgs</td>
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<td>350-357, 363-370, plus posted pages on Core Knowledge</td>
<td>379-383, 392-401</td>
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<td>January 31</td>
<td>MIDTERM #1 (80 minutes @ start of class)</td>
<td>Chapter 5, pgs 189-198</td>
<td>Chapter 5, pgs 208-218</td>
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<td>February 7</td>
<td>PERCEPTUAL DEVELOPMENT</td>
<td>Chapter 5, pgs 171-188</td>
<td>Chapter 5, pgs 189-208</td>
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<td>February 14</td>
<td>LANGUAGE DEVELOPMENT</td>
<td>Chapter 6, pgs 215-253</td>
<td>Chapter 6, pgs 239-279</td>
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### February 21

**READING BREAK - NO CLASS**

### February 28

| COGNITIVE DEVELOPMENT | **4th Edition:** Chapter 5, pgs 198-208; Chapter 7, pgs 261-266, 281-296  
| **5th Edition:** Chapter 5, pgs 218-230; Chapter 7, pgs 287-291, 306-320 |

### March 7

| SOCIAL COGNITION | **4th Edition:** Chapter 5, pgs 208-212; Chapter 7, pgs 268-273  
| **5th Edition:** Chapter 5, pgs 230-234; Chapter 7, pgs 293-298  
| Additional Reading: Onishi & Baillargeon (2005). Do 15-month-old infants understand false beliefs? |

### March 14

| MIDTERM #2 (80 minutes @ start of class) EMOTION DEVELOPMENT | **4th Edition:** Chapter 10, pgs 383-394, 398-410, 415-420  
| **5th Edition:** Chapter 10, pgs 417-433, 435-445 |

### March 21

| ATTACHMENT | **4th Edition:** Chapter 11, pgs 425-441  
| **5th Edition:** Chapter 11, pgs 465-484  
| Additional Reading: Johnson, Dweck, & Chen (2007). Evidence for infants’ internal working models of attachment |

### March 28

| SOCIAL DEVELOPMENT & MORAL DEVELOPMENT | **4th Edition:** Chapter 14, pgs 554-561, 568-578  
| **5th Edition:** Chapter 14, pgs 589-599, 605-613  
| Additional Reading: Hamlin, Mahajan, Liberman, & Wynn (2013). Not like me = bad: Infants prefer those who harm dissimilar others |

### April 4

| ATYPICAL DEVELOPMENT & COURSE WRAP-UP | Additional Reading: Curtin & Vouloumanos (2013). Speech preference is associated with Autistic-like behavior in 18-months-olds at risk for Autism Spectrum Disorder |

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**FINAL EXAM TO BE SCHEDULED DURING UNIVERSITY EXAM PERIOD (APRIL 10-25)**