

# Infancy

Psychology 302, Section 005  
Thursday January 3<sup>rd</sup>, 2019 – Thursday, April 4<sup>th</sup>, 2019  
Section 005: Buchanan A104; 11-12:20

## Instructors

### Professor:

Dr. (Jane) Kiley Hamlin (note I am listed as Jane on course listings)

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Office Hour: Mondays 12 PM – 1 PM, Kenny 2019 or by appointment

### Teaching Assistants:

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## Course Description

Welcome to Infancy! There are rapid and profound changes in all aspects of psychological functioning in the infancy period. Within the three years after conception young humans develop from a few cells, to relatively helpless newborns, to walking, talking, intentional beings, with likes, dislikes, friends, expectations, and reasoning abilities. 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 some of the key empirical findings, and provide you with a theoretical foundation for understanding and critically evaluating this work.

### Course information is on Canvas ([www.canvas.ubc.ca](http://www.canvas.ubc.ca))

Lecture notes will be posted before class (probably late the previous evening or early that morning – I update my slides each year). Also, there will be an online forum from which to ask questions of your TAs and your fellow students. The TAs will forward me any questions they do not know the answers to.

### Notes on course information:

- 1) This is a large course with ~150 students; per section therefore, I sometimes receive *hundreds* of emails per week asking questions that have been answered in class, are answered on the syllabus, etc. You are responsible for keeping track of what is going on the course by coming to class, knowing the syllabus, and reading messages posted on Canvas (both notes from myself and TA, as well as what has been written on the online discussion boards – usually if you have the question someone else does too). You should also have a go-to buddy in the class who can update you should you have to miss class for any reason. We are **very happy** to help answer any and all questions that you still have *after you have reviewed available course information*.
- 2) Please sign your emails with your full name and student number, as it is common for multiple students in a class to have the same name. Please do not expect a response immediately; we will strive to respond within 48 hours (or faster), but please plan ahead for tests/due dates/etc.

## Course Materials:

The course will involve a combination of classroom lectures (including short film clips), textbook readings, online quizzing of textbook materials, and 14 (mostly very short!) empirical/theoretical papers on Canvas. There is also an optional “how to study” paper provided on Canvas.

## Lectures

During lecture I will cover the critical information in each topic area of infancy we are studying. Lecture slides will be provided before class in pdf format, in most cases the night before class (though I do not guarantee this). **Lectures will include some material not covered in the textbook, which you will be responsible for.**

## **Textbook (Mandatory; must be 5<sup>th</sup> Canadian Edition)**

Siegler, R., Saffran, J., Graham, S., Eisenberg, N., DeLoache, J., & Gershoff, E. (2018). *How Children Develop, 5<sup>th</sup> Canadian Edition*. New York: Worth Publishers. ISBN-13: 978-1-319-05908-8. Available at the bookstore. You may use just the e-book (via Launchpad) if you prefer.

## **Launchpad**

Launchpad is an online textbook platform that comes with the textbook or can be purchased separately. It has an e-book, tons of videos, study tools, and lots of quizzes, all of which are designed to test your knowledge and to help you do better in the course!

Note: Launchpad will only cover material from the textbook – it will not cover material only gone over in lecture and will not cover outside readings.

### **Learning Curve – not for credit**

Your LaunchPad includes **LearningCurve** activities, game-like quizzing that adapts to your needs based on your performance. You can use LearningCurve to help you prepare for class or review material after class. LearningCurve includes reports that show you what areas of the course you understand well, and where you should continue to study. *Learning Curve is not mandatory. It is for you to use to help you study and to get practice answering the kinds of questions that will be on the ~weekly chapter quizzes for credit as well as your exams. Highly recommended!!!*

### **Chapter Quizzes – for credit**

LaunchPad includes Chapter Quizzes; *these are mandatory and for credit*. For each chapter, the quiz will be due by the start of class on the same day the chapter is to be read for class (about once per week). The quizzes each involve 12 questions chosen randomly from a test bank, and so you and your classmates will all have largely different questions. Questions are rated as “easy”, “moderate”, or “hard” – due to randomization some of your quizzes might be harder than others and/or harder than your classmates’ quizzes in given week, but it should all turn out even in the end. The quizzes are not timed, but you must do all questions in one sitting. You only get one chance to get the correct answer on each question.

Given that you can use your book during quizzes, and all the answers are in the book, these quizzes should be a great way to help you to learn the material and to boost your course grade. Each quiz is worth 5 points, and at the end of the semester your scores on all quizzes will be averaged for 5% of your final course grade. *Quizzes must be completed before the start of class on the due date; late quizzes will receive 0 points **no matter what** – please plan accordingly.*

## **Outside Readings**

Throughout the semester there will be 14 (mostly quite short) outside readings consisting mainly of journal articles of important infant studies or brief reviews of a theoretical issue. These can be found on the course website. You are responsible for the contents of **every** article for the exams (except the optional “How to Study” article). That said, the articles are primarily assigned to give you experience reading primary sources from the psychological literature; although you will be tested on them expect the questions to be relatively “easy” – if you’ve read (and understood) the papers you should have no trouble getting the questions correct. That said, do not expect to be able to get these questions correct if you have merely read the abstracts. All readings on Canvas within each topic module.

**Twice** during the semester, you will be required to write a 2-(double-spaced)-page response paper on one of the articles (see below for details).

## **Course Requirements**

### **Exams – 60% of grade**

You will be evaluated through one in-class midterm and one final exam. The final exam is cumulative; however, at least 50% of it will include material from the second half of the course. For the exams, you are responsible for all the readings (textbook and articles), lectures, and in-class films. All exams will be multiple choice.

My exams are designed to test students on their ability to interpret **new** information in terms of psychological theories/concepts/previous studies, rather than their ability to memorize authors' names/dates/exactly what week infants start doing X/etc. Only very famous researchers' names will be tested on (think historical figures). When I provide definitional terms, though, you should be able to identify what they refer to, as these terms may be used in test questions and/or answers. You should be able to integrate new information with major themes from throughout the course (hint hint, first book chapter). You should understand the basic milestones reached, and the differences between, infants at birth, 3 months, 6 months, 9 months, 12 months, 18 months, and 24 months – nothing more specific than this.

This might sound like a lot, but I think you'll see your concept of a "three-month-old" will become pretty clear pretty fast – I might suggest making a list of the features of infants at each age as we go through, and adding to it throughout the semester.

There will be a review session, run by the TAs, before each exam. See details below and stay tuned for further updates.

The midterm will contribute 25% toward your final grade; the final will contribute 35% toward your final grade, for a total of 60%.

### Special Arrangements

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 the instructor **before** the drop date. If you become extremely ill or experience a serious mishap, you, or someone you designate, must contact me **and** the TA **before** the start of the exam. Written documentation is required for any makeup exams, and (given issues with forged doctor's notes in past courses) this documentation must be **verified by Arts Advising**. If you miss the final exam you **must** take a DS and take the final in the summer.

*\*\*Generally speaking, I try to accommodate everyone with a reasonable reason for needing accommodation on any assignment (except the online quizzes) as long as I am given sufficient warning. I recognize you are adults with lives as well as visible and invisible disabilities; if something is preventing you from succeeding in the course please bring it to my attention\*\**

### Writing – 35% of grade

At 2 points in the semester, you will be required to write a 2-(double-spaced)-page response paper on one of the articles that you read for that ~1/2 of the course. That is, you can choose which article you wish to write your paper on, but the article you choose for RR1 **must** have been due BEFORE the due date for RR1; the article you choose for RR2 **must** have been due ON or AFTER the due date for RR2.

Your response should include a brief (~200 word) summary of: 1) the question of interest, 2) the basic methodology or methodologies used, 3) the results, and 4) the conclusion(s) the authors draw. In the following ~300 words, you should choose to do 1 of the following (one per assignment, by the end of the course you will have done **one of each**):

- 1) Describe **another method** one could utilize to test the same hypothesis. This should *not* be as simple as changing the stimuli in the study from dolls to ducks and keeping the rest the same, but something like changing the kind of method used (an attentional versus an action task, for instance) or by using the same kind of method to explore a different (but related) hypothesis, such as one might do in a follow-up study. For examples, pay attention during class, as the process of studying a similar overall question in many different ways will be illustrated in lectures a LOT.
- 2) Describe one or more **alternative explanations** for the results. For instance, sometimes authors claim their results are due to one thing, when they could equally be due to another; this is often referred to as an *experimental confound*. We will discuss a lot of examples of this in class as well.

Your first paper will be 15% of your final grade, and your second will be 20% of your final grade. Note that students tend to find these papers difficult, and we want you to do well on them. Please don't hesitate to discuss your specific ideas with me and/or with your TA, and start thinking about them sooner than later!

All responses are due **by 5 PM on Turnitin**, a service that checks textual material for originality. Due dates are listed on the calendar. **Stay tuned for login info for Turnitin.**

Notes on writing assignments:

- 1) Late papers (beginning at 5 PM) will be penalized one point (out of the 15 or 20 total possible) **per day**. This is a hard cutoff at 5 PM – **lateness of more than a few minutes is not tolerated** so please be uploading well in advance of the deadline to prevent uploading problems (obviously crises with the website will be considered, but it's best to avoid them in the first place).
- 2) Please **stay approximately within the word limits**. Papers that are too short OR too long (more than +/- 50 words in either section), or papers that are highly lopsided in terms of the advised section length, will be penalized. This is not because I wish to penalize students who did less or more work – I am trying to teach you how to get important points across in a simple and clear way – you should be able to do this within the assigned word limits.
- 3) Please write the citation for the paper you chose on the third page of your response **in APA format**.
- 4) **NO OUTSIDE SOURCES ARE ALLOWED**. I want you to use what you've learned in class to come up with your own ideas. Don't worry – these ideas don't have to be brilliant, just well reasoned/articulated and argued based on what we've learned in class. Also, if we've discussed a *specific* alternative for a paper, or another way of asking the *particular* question, during class, you **can't use it** for your paper. It must be your own work. If you want to support your thinking with something from the text or that we learned in class, please note where you have done so (just say text, pp. XX, or "Perceptual Development Lecture" – no need to use APA format here).

## Grading

### Grade break down

Online Quizzes: 5 points possible  
Midterm: 25 points possible  
RR1: 15 points possible  
RR2: 20 points possible  
Final Exam: 35 points possible  
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For 100 total points possible

### Grading on a curve

As you are likely aware, the psychology department grades all courses on a curve, with a set average (about 68) and standard deviation (about 13), which requires that a certain percentage of students get A's, B's, a failing grade, etc. This is not my rule, but I must follow it. I will absolutely do my best to ensure that grades come out appropriately without the need for adjustments, but if they do not, I will have to make adjustments to your grade. This could mean your grade will go up (this happens most years), but it also could mean your grade will go down (this happened one year). Please be prepared for such an occurrence and keep an eye on your grade relative to the class average, as well as the cumulative class average. It's probably a good idea to do so in all your psych courses so you are not shocked by your grade at the end of the term!

### Extra Credit – Up to 3 points

1. **Participate in the Psychology Department Human Subjects Pool.** You can earn up to 3 extra credit points on your final grade by spending **three hours participating in psychology studies (worth 1% point for each hour)** through the Department of Psychology's Human Subject Pool (HSP) system. You can locate, create an account, and sign up for studies by going to [ubc-psych.sona-systems.com](http://ubc-psych.sona-systems.com). **Please register in the system by the end of the first month of class to have the opportunity to earn your first ½ hour credit with a brief online survey that will increase your eligibility for more studies.** Once registered in the system, you will be able to browse through and select which studies you wish to participate in, sign up for an available timeslot, and confirm your accumulated credits afterward. At the end of the last day of class for the term, the subject pool is closed. At that point, you will no longer be able to receive credits.
  - a. I **strongly** urge you to use this option – I cannot tell you how many students have missed improving their grade by a letter because they chose not to take advantage of this extra credit opportunity – nor the number of students who have escaped failing the course simply by participating in studies. **Critically, the extra credit is added AFTER THE CURVE so it is**

**definitely worth your while to do it.** I also urge you to participate in and confirm your credits long *before* the last week of class (as there might not be enough studies to do if you leave it until the last minute).

2. **Alternative extra credit:** As an alternative to participation in psychology subject pool experiments, you may complete a library-writing project. Such projects consist of reading and summarizing 1) the research question, 2) the methods and 3) the results (in written form) of a research article from the peer reviewed journal *Psychological Science*. You will receive one (1) research participation credit for each article summary that meets the following requirements.

Requirements:

- The article must have been published in the journal titled "*Psychological Science*"
- The article must have a publication date from the year 2000 to present (i.e. papers from 2001 are acceptable; those from 1999 or earlier are not)
- The article must be a research article; it cannot be a review article, a news item, a notice, or a letter to the editor, for example
- The summary should be approximately 500 words in length
- You must include your name, student number, course, section, instructor and email address on each summary
- You must log on to the Human Subject Pool system (<http://hsp.psych.ubc.ca/>) and create an account before submitting your article summaries. Your credit is assigned using the online system.

You may obtain the same number of extra credits via the library option as specified in the course syllabus (i.e. the same number of credits available for students who participate in research).

Summaries must be submitted **no later than 10 days before the end of classes**.

You are to submit your article and your summary to turnitin.com. See HSP Info sheet on Connect for instructions.

Any student who is suspected of plagiarism will, at a minimum, not be granted credit, and their course instructor will be notified. Further action may be taken at a departmental or university level.

## Academic Misconduct

### Psychology Department's Position

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 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 me or your TAs. 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>).

### Instructor Position

**I find cheating of any kind to be inexcusable**, and your TAs and myself will be vigilant in weeding it out to the fullest extent possible. All written work will be submitted to Turnitin, a website that monitors the originality of written work against your peers, paper mills, websites, and academic journals. Any student caught cheating on any assignment/exam will receive NO CREDIT for that assignment/exam; this typically leads to a failing grade in the course. In addition, I will pursue further disciplinary action with the University. Honestly, it is just NEVER worth it to cheat. You will always get more points on an assignment if you complete some of it/get some questions correct than if you get a zero. Furthermore, you and/or your families are paying a lot of money for your education – don't waste it.

## COURSE OUTLINE:

Note: Depending on our progress, this outline is subject to revision.

<b>Date</b>	<b>Topic</b>	<b>Required Reading/Quizzes Due Today</b>
Thursday Jan 3 <sup>rd</sup>	Syllabus review Introduction & History	"How to Study" Paper is OPTIONAL
Tuesday Jan 8 <sup>th</sup>	Introduction & History, cont. Research Design & Methods 1	Text Chapter 1 & Online Quiz <i>Werner, 1995 - Resilience</i>
Thursday Jan 10 <sup>th</sup>	Research Design & Methods 2	
Tuesday Jan 15 <sup>th</sup>	Research Design & Methods 3	<i>Colombo &amp; Mitchell, 2009 – Infant Habituation Review</i> <i>*this paper is a little longer than usual*</i>
Thursday Jan 17 <sup>th</sup>	Prenatal Development and the Newborn Period 1	Text Chapter 2 & Online Quiz
Tuesday Jan 22 <sup>nd</sup>	Prenatal Development and the Newborn Period 2	<i>Class, Khashan, Lichtenstein, et al., 2013 – Preconception Maternal Stress</i>
Thursday Jan 24 <sup>th</sup>	Brain Development and Genetics 1	Text Chapter 3 (through page 126 – stop at Physical Growth and Development) & Online Quiz
Tuesday Jan 29 <sup>th</sup>	Brain Development and Genetics 2	<i>Briley &amp; Tucker-Drob, 2013 – Heritability increases over development</i>
Thursday Jan 31 <sup>st</sup>	Theories of Cognitive Development	Text Chapter 4 & Online Quiz <i>Spelke &amp; Kinzler, 2007 – Core Knowledge</i>
Tuesday Feb 5 <sup>th</sup>	Perceptual Development 1	Chapter 5 pp. 190-218 & Online Quiz
Thursday Feb 7 <sup>th</sup>	Perceptual Development 2 and Motor Development 1	<i>Meltzoff &amp; Barton, 1979 – Intermodal Perception</i>
Tuesday Feb 12 <sup>th</sup>	Motor Development 2	<i>Thelen, Fisher, &amp; Ridley-Johnson, 2002 – Dynamic Systems in Motor Development</i> <i>Bornstein, Hahn, &amp; Suwalsky, 2013 – Motor Development predicts long-term academic achievement</i>
<b>Wednesday Feb 13<sup>th</sup> 6-7:30 PM</b>	<b>Midterm Review with the TAs</b>	<b>In SWNG 222</b>
<b>Thursday Feb 14<sup>th</sup></b>	<b>Midterm 1 in class</b>	All course material to this point will be covered
<b>Tuesday Feb 19<sup>th</sup> Thursday Feb 21<sup>st</sup></b>	<b>No Classes – Reading Break!</b>	
Tuesday Feb 26 <sup>th</sup>	Cognitive Development 1	Chapter 5 pp. 218-234 & Online Quiz (Learning & Cognition Only) <i>Xu &amp; Garcia, 2008 – Intuitive Statistics</i>
Thursday Feb 28 <sup>th</sup>	Cognitive Development 2	Chapter 7 & Online Quiz <i>Wynn, 1992 – Addition &amp; Subtraction in Infancy (not eligible for RR1)</i>
Tuesday Mar 5 <sup>th</sup>	Social Cognition & Autism	<i>Onishi &amp; Baillargeon, 2005 – False Belief in 15-month-olds</i>
<b>Tuesday Mar 5<sup>th</sup></b>	<b>RR1 due at 5 PM on Turnitin</b>	<b>All previous articles (except Wynn, 1992) ok</b>
Thursday Mar 7 <sup>th</sup>	Language Development 1	Text Chapter 6 & Online Quiz
Tuesday Mar 12 <sup>th</sup>	Language Development 2	<i>Werker, 1989 – Perceptual Narrowing (in Language)</i> <i>Saffran, Aslin, &amp; Newport, 1996 – Statistical (Language) Learning</i>
Thursday Mar 14 <sup>th</sup>	Language Development 3	

Tuesday Mar 19 <sup>th</sup>	Emotional Development 1	Text Chapter 10 & Online Quiz
Thursday Mar 21 <sup>st</sup>	Emotional Development 2	
Tuesday Mar 26 <sup>th</sup>	Attachment 1	Text Chapter 11 & Online Quiz
Thursday Mar 28 <sup>th</sup>	Attachment 2	
Tuesday April 2 <sup>nd</sup>	Moral Development 1	Text Chapter 14 pp. 589-613 & Online Quiz
Thursday Apr 4 <sup>th</sup>	Moral Development 2	<i>Hamlin, Wynn, &amp; Bloom, 2007 – Social Evaluation in Infancy</i> <i>Warneken &amp; Tomasello, 2007 – Natural Altruism in Toddlers</i> <i>Dahl, 2016 – Infants’ Unprovoked Acts of Force</i>
<b>Thursday Apr 4<sup>th</sup></b>	<b>RR2 Due at 5 PM on Turnitin</b>	<b>All articles after Onishi &amp; Baillargeon 2005 OK</b>
<b>TBA</b>	<b>Final Exam Review Session</b>	<b>Location TBA</b>