

**PSYCHOLOGY 302**, Section 902  
Infancy  
3 credits

January – April 2013  
Tuesdays, 5:00 – 7:30  
Buchanan A203

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### **Introducing your Instructor and TA**

Dr. Werker is a Professor and Canada Research Chair in the Department of Psychology. Her BA is in Psychology and Social Relations from Harvard University, and her PhD is from UBC, in Developmental Psychology. 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.

Kyle Danielson is a PhD Student in Developmental Psychology at UBC. His BA is in interdisciplinary linguistics and education from Duke University in the U.S., and his MSc is in Linguistics, from the University of Alberta. He studies speech perception in bilingual and monolingual speakers, and multisensory processing in young infants.

### **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 needed for understanding and critically evaluating both empirical work and the media claims about infant development.

### **Prerequisites and/or Course Restrictions**

Enrollment in this course is restricted to students in 3<sup>rd</sup> 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 for students who are still officially 2<sup>nd</sup> year, but only if one of the above criteria is satisfied. Please check your eligibility and take appropriate steps before the add/drop date passes.

### **Required Readings**

Textbook: Siegler, R., DeLoache, J., & Eisenberg, N. (2011). *How Children Develop* (3<sup>rd</sup> Edition). New York: Worth Publishers.

\*please note: this edition differs from previous editions so it is necessary to stick with the 3<sup>rd</sup> edition.

Additional required readings are listed on the course outline and will be posted on the course website.

### **Course Website**

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

### **Course Requirements and Grading**

Grades will be determined on the basis of Midterm Exam 1 (25%), Midterm Exam 2 (30%), a Final exam (40%), and three in-class short writing projects for a total of 5%. It is expected that you will have completed all assigned readings prior to the lectures each week. In-class assignments will require familiarity with the assigned readings. There is no make-up option for missed in-class writing assignments.

Each exam will consist of both multiple-choice and short-answer 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 on material from the textbook and readings.

Each midterm will be 1 hour 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 2 hours in length, and will cover the lecture and reading material from the final portion of the course as well as require 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 review all the lectures, and to integrate themes or ideas from across the entire course.

The date of the final exam will be announced in February. 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 will 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 come in late, again, it is your responsibility to find out from other students what you missed.

Typically my classes are quite interactive, so please feel free to share your questions and comments! If a question seems to 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 <http://www.psych.ubc.ca/resguide.psy>. You earn 1 percentage point for each hour of participation. Partial hours are rounded down (1.5 = 1 % point).

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. 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://www.psych.ubc.ca/hsp/Subject%20Pool%20Information%20for%20Participants.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 extremely ill or experience a serious mishap, you, or someone you designate, must contact Dr. Werker or Kyle Danielson *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, in the case of the midterms, your 55% will be determined by the midterm you were able to write. When make-up exams are given, they may be different in format from the standard exam.

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

Date	Topic	Readings
January 8	Introduction, History, & Methods	Chapter 1; Werner, 1995 - resilience
January 15	Prenatal Dev and Birth	Chapter 2
January 22	Genetics, Brain Dev, & Growth In-Class Assignment (Johnson)	Chapter 3 to page 118; Johnson, 2003 – Dev of brain function
January 29	Theories of Development	Chapter 4 128-137 ; 154-158 ; 164-170 Spelke & Kinzler, 2007 – core knowledge
February 5	Midterm 1 Learning to walk	
February 12	Perception, Learning & Cognition	Chapter 5 to 208 Saffran, 2003, statistical learning Scott, Pascalis, & Nelson, 2007 – domain general model perceptual development
February 19	Midterm Break	
February 26	Special Visitor: Dr. Ron Barr Shaken Baby From Research to Policy In-class assignment (topic for last class)	Barr & Trent, 2006 –crying & shaking  Chapter 16 646 – 652
March 5	Language Development	Chapter 6 to page 253; Weikum, et al, 2007; visual language discrimination Golinkoff & HirshPasek, 2006 word learning
March 12	Midterm 2 Special Visitor: Dr. Reiko Mazuka	
March 19	Social Cognition, Theory of Mind, Autism In-Class Assignment (Vaccines)	Chapter 7 to 271; Onishi & Baillargeon, 2005, theory of mind Doja & Roberts, 2006, vaccines & autism
March 26	Attachment/Social Development	Chapters 11: pp 423-438; pp. 208-211. Johnson, Dweck, & Chen, 2007; attachment
April 2	Moral Dev & Special Topic	Chapter 14: pp. 545-551 Hamlin, Wynn, & Bloom, 2007; baby morality

