

INFANCY
Psychology 302, 3 credits
September 4th-November 30th, 2007
Tuesday and Thursday 12:30-2:00, Room: SCARFE 100

	Instructor	TA
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Office	1101 Kenny bldg	1912 Kenny bldg
Office hours	Before Class or by appointment	By appointment
Web page	The page is on Vista @ www.elearning.ubc.ca	

Required Textbook: Gross, D. (2008). *Infancy: Development from Birth to Age 3*. Pearson Education. ISBN: 978-0-205-41798-8. Additional **required** readings are available on the Vista Website.

Course Description: This course is designed to give you an introduction to the study of infancy and infant development. It will focus on development from conception to age two, during which humans develop from helpless newborns to walking, talking, intentional beings. This course is designed to give you an understanding of how these remarkable achievements can occur in such a brief period of time. Many aspects of infant development will be covered, from early brain development, perceptual development, and cognition to social/emotional development, attachment, and parenting. Theory, history, and method will also be included to help explain why it is only recently that we have come to realize just how competent the young infant is, and to give you the tools to think critically about the discoveries that have been made.

Prerequisites and/or Course Restrictions: Enrolment in this course is restricted to students in 2nd year or above. Pre-reqs: Either (a) PSYC100 or (b) all of PSYC101, PSYC102 (or (c) six credits of 200-level Psychology (but not 205 or 263).

Course Requirements and Grading:

Exams:

- There will be one closed-book in-class midterm examination (worth 20% of final grade), consisting of short answer or essay questions.
- There will be a closed-book final examination (worth 30% of final grade). The final exam will emphasize material covered after the midterm.
- There will be weekly quizzes on the course website. Each quiz will be worth 5%. They will comprise 50% of your final grade.

For both exams, you are responsible for all the material assigned in readings and all the material covered in class.

NOTE: Make-up exams will be given under exceptional medical circumstances only, and if the instructor is contacted **prior** to the exam.

Lectures: Lecture notes will be available on the Course Web Page, usually (but not necessarily always) before the lecture. It is important to note that the web-posted lectures will be outlines, not full lectures. So, you will need to attend class to understand the posted lecture, as I will be expanding greatly on the topics as I lecture.

You will be expected to have done the readings prior to each lecture. Participation in class discussions is encouraged and will be easier if you have done the readings!

Course Schedule (subject to moderate revision)

Week	Topic	Readings	Quiz
Sept. 4 & 6	Intro and History & Theoretical Approaches	Chapter 1	
Sept. 11 & 13	Research Methods	Chapter 2	
Sept. 18 & 20	Environmental & Biological Foundations of Development	Chapter 3	#1
Sept 25	Prenatal Development (<i>No class on the 27th</i>)	Chapter 4	#2
Oct. 2 & 4	Birth & the Newborn, Physical Development	Chapter 5	#3
Oct. 9 & 11	<i>Review & Midterm (on the 11th)</i>		
Oct. 16 & 18	Perceptual and Motor Development	Chapter 6	#4
Oct. 23 & 25	Cognitive development	Chapter 7	#5
Oct.30 & N. 1	Language Acquisition	Chapter 8	#6
Nov. 6 & 8	Social Development	Chapter 9	#7
Nov. 13 & 15	Temperament & Self	Chapter 10	#8
Nov. 20 & 22	Building Better Babies	Chapter 11	#9
Nov. 27 & 29	Babies of tomorrow	Chapter 12	#10
TBA	Final Exam		

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 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. Do **not** use Google/Yahoo/MSN Search/etc. to find articles for assignments in this course. **Do** use any of the indexes and databases listed under Indexes and Databases, Subject Resources, OneSearch or Metasearch on the Library's website at <http://www.library.ubc.ca>. (Not sure which index to use? Click HELP on the library homepage at www.library.ubc.ca or try Subject Resources.)

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>).

Attendance: The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. 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.

Assigned Standing Review: Students should retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standings. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Psychology Department's Policy on Grade Distributions and 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 mean grade in a 300-level class is 70 for a good class, 68 for an average class, and 66 for a weak class, with a standard deviation of 13). The corresponding figures for 100- and 200-level Psychology courses are 67, 65, and 63, with a standard deviation of 14. **Scaling** is likely to be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department.

Extra Credits: You may earn up to 2 extra credits by participating in the Psychology Department Subject Pool. For more information on how to participate, visit this website: <http://www.psych.ubc.ca/resguide.htm>. To participate, you must login to this website: <http://hsp.psych.ubc.ca/>