

INFANCY  
Psychology 302, section 002, 3 credits  
January -April, 2008: M-W-F 10:00 – 10:50 Buchanan A202

Professor: Dr. Janet Werker  
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\*\*\*The course is on Vista, which you can reach at [www.vista.ubc.ca](http://www.vista.ubc.ca)

Lecture notes will be posted before class, and all readings and discussion topics will be posted there as well. Quizzes must also be completed on this website.

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.

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).

Course Description: There are rapid and profound changes in all aspects of psychological functioning in the infancy period. Within the first two years of life, infants develop from relatively helpless newborns to walking, talking, intentional beings, with likes, dislikes, friends, expectations, and reasoning abilities. It is thus perhaps no surprise that we are inundated with news concerning infant development. It may be about infant sign language, co-sleeping, the use of flash cards, sibling rivalry, etc. 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.

The course will involve a combination of classroom lectures, films, demonstrations, and both classroom and on-line discussions. You will be evaluated through on-line quizzes on a (nearly) weekly basis on your knowledge of the material in the textbook. For the exams, you are also responsible for all the readings, lectures, discussions, demonstrations, and films.

Course Requirements and Grading:

- There will be one closed-book in-class midterm examination on February 15 (worth 31% of final grade), consisting of short answer or essay questions.
- There will be a closed-book final examination during the April exam period (worth 35% of final grade). The final exam will emphasize material covered after the midterm.
- On-Line Weekly Assessments: There will be weekly quizzes on the course website. The quizzes will comprise 25% of your final grade. They will be weighted equally (just over 2% each), except quizzes 1 & 10, which each cover two chapters. Except where noted, the quizzes will be open from the end of class on Wednesday, to 9:50 am on the following Monday.
- Essay Questions: You will have three writing assignments throughout the term, due February 1, March 7, and April 5. Each will be worth 3% of your grade. In each case, you are required to pose an integrative essay question over some of the material covered up to that time, and to write a 1 paged (250 word) answer. You are to submit the assignment in the **Assignments Section** on the website by 9:50 am the day it is due. I will share particularly good essay questions and answers with the entire class.
- Issues for on-line discussion will be posted on Vista. Your participation in the on-line discussions will not be graded, but similar issues could come up on the exams.

### Rules and Accomodations

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 or Henny Yeung before the exam.

### Course Schedule

Week	Date	Topic	Reading
1	January 7-11	Introduction and Overview Theory & History	Chapter 1
2	January 14-18	Research Design & Methods	Chapter 2
	<b>Quiz 1 – Chapters 1 &amp; 2</b>		Aslin & Fizer, 2005; Aslin, 2007
3	January 21- 25	Genetics & Prenatal Dev	Chapter 3
	<b>Quiz 2 - Chapter 3</b>		Johnson, 2003 ; DiPietro, 2004
4	January 28- Feb. 1	Birth and the Newborn	Chapter 4
	<b>Quiz 3 – Chapter 4</b>		Doja& Roberts 2004; Melendez, 05
	Essay question 1 & answer due, Feb. 1		optional Honda et al, 2005
5	February 4- 8	Physical Growth, Health	Chapter 5
	<b>Quiz 4 – Chapter 5</b>		Chen, 2004; Thelen et al, 2002
6	February 11 -13	Perceptual & Motor Dev	Chapter 6
	<b>Quiz 5 – Chapter 6</b>		Kinzler, et al, 2007; Scott, et al, 2007
	February 15	Midterm Exam in Class	
	February 18-22	Midterm Break	
7	February 25-29	Cognitive Development	Chapter 7, Spelke & Kinzler, 2007
	<b>Quiz 6 – Chapter 7</b>		Onishi & Baillargeon 2005 Perner & Ruffman, 2005
8	March 3-7	Cognitive Development (cont)	Keen, 2003; DeLoache, 2004
	Essay Question 2 & answer due, March 7		
9	March 10-14	Language Development	Chapter 8
	<b>Quiz 7 - Chapter 8</b>		Saffran, 2003; Baldwin, 2000; Waxman & Braun, 2005
10	March 17-19	Language Development (cont)	Weikum, et al, 2007; Johnston, et al, 2003
	March 21 & 24	No Class, Good Friday & Easter Monday	
11	March 26 & 28	Social Development	Chapter 9
	<b>Quiz 8 -Chapter 9</b>		O'Connor, et al, 2003
12	Mar 31-Apr 4	Temperament & Emotions	Chapter 10
	<b>Quiz 9 - Chapter 10</b>		Feldman, 2007; Wolf & Bell, 2007
	Essay Question 3 & answer due, April 4		
13	April 7 -11	Applied Issues	Chapters 11 & 12
	<b>Quiz 10 - Chapters 11 &amp; 12</b>		Whitfield, 2003; Werner, 1995

### 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>).