

Infancy
Psychology 302 – 921
3 credits

Summer Term 2008 [5 May – June 13 2008]
Monday & Wednesday, 5pm-7:30pm
Irving Barber Learning Centre room 182

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Course Materials

Textbook: GROSS, D. (2008) *Infancy: Development from Birth to Age 3*. Boston: Allyn & Bacon. ISBN 9780205417988.

Additional Readings: 1-2 research articles per session will be posted on the Vista site (www.vista.ubc.ca)

Lecture notes will be posted on Vista before class.

Quizzes must be completed on Vista. You are also required to post your comments/discussions concerning the topics covered in class (or in the textbook and the additional readings) on Vista.

Prerequisites/Course Restrictions

Enrollment in this course is restricted to students in 3rd 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

From birth to 3 years of age, human infants undergo an astounding transformation, learning complex motor skills and behaviors, developing sophisticated cognitive abilities, acquiring language and learning to interact with other people. Understanding this developmental trajectory and the mechanisms underlying it allows us to take better care of our children and provides us with a window into human nature. This course will offer you the theoretical and

empirical knowledge necessary to understand and critically evaluate scientific and everyday claims, ideas and observations about infancy.

The course will involve classroom lectures and demonstrations, as well as classroom and online discussions. You will be evaluated through online quizzes and discussions concerning the assigned readings. For your exams, the readings, lecture notes and classroom discussions will be required.

Course Requirement and Grading

Requirement	Description	Date	Grading
Midterm Examination	closed-book examination consisting of essay questions	May 26	30%
Final Examination	closed-book examination consisting of essay questions	June 14	30%
Quizzes	on-line multiple choice questions covering textbook chapters, additional readings and lecture notes	May 13, June 3, June 10 [by 5pm]	30% [3 x 10%]
Comments/Discussion	five on-line writing assignments: questions or short comments about any issue or material covered in the two previous classes	May 12, May 21, May 26, June 2, June 9 [by 5pm]	10% [5 x 2%]

An additional 3% might be obtained for participation in studies using the Human Subject Pool.

Rules and Accommodations

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 (first week of class), if you require any special arrangements. 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.

Students who become extremely ill or experience a serious mishap should contact (personally or by a designated person) the instructor or the teaching assistant **before** the exam.

Course Schedule

Class	Date	Topic	Assignments	Readings
Class 1	May 5	Overview; Introduction: History and Theory; Research Methods		Chapters 1-2; Aslin & Fiser 05
Class 2	May 7	Genetics and Prenatal Development		Chapter 3; Nelson et al. 06 Chapter 1
Class 3	May 12	Birth and the Newborn	Quiz 1 Comment 1	Chapter 4; Fewtrell 03; Paul & Singh 04
Class 4	May 14	Physical Growth		Chapter 5; Chen 04; Thelen 02
	May 19	Victoria Day		
Class 5	May 21	Perceptual and Motor Development	Comment 2	Chapter 6; Scott et al. 07
Class 6	May 26		Midterm Comment 3	
Class 7	May 28	Cognitive Development		Chapter 7; Spelke & Kinzler 07; Onishi & Baillargeon 05
Class 8	June 2	Language Development	Quiz 2 Comment 4	Chapter 8; Chomsky 59; Pinker 95
Class 9	June 4	Social Development		Chapter 9; O'Connor et al 03; Gergely & Csibra 06
Class	June 9	Temperament &	Quiz 3	Chapter 10;

10		Emotion	Comment 5	Feldman 07
Class 11	June 11	Applied Issues		Chapter 11-12

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 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>).