

PSYC 315: Childhood and Adolescence
September - December 2012, Sections 001 & 002
University of British Columbia

The Basics

Course Day and Time:

M-W-F 10:00-11:00 am (section 001) – BUCH A103

M-W-F 11:00-12:00 pm (section 002) – BUCH A103

Your instructor:

Dr. Andrew Baron

Office: Kenny 2402

Phone: 604-822-6311

Course E-mail: please use VISTA mail

Office hours by appt.

Your TA:

David Williamson

Kyle Danielson

The best way to reach me is via e-mail (VISTA).

Course email will be read several times a week (including weekends).

I am *more than happy* to schedule individual meetings with you at any time. You're welcome to call me on my office phone, however, email is always the quickest and preferred way to reach me. All emails will be responded to within 72 hours.

Course Goals and Description

Welcome to Psychology 315! As a 300-level course, some background in psychology is required.

The primary goal for this course is to provide you with a foundation in child development.

This course is only a semester long and thus it is impossible to cover in depth all of what constitutes childhood and adolescence. As such, we will focus on those areas that represent some of the most current and exciting areas of active research in the field.

Overview

This course meets three times a week (Mondays, Wednesdays & Fridays). To help reduce the extent of written notes you will need to take, lecture slides will be posted on the class website by 8am on the morning of class. These notes are not complete, but rather will serve as an outline for the lecture that day, making it easier for you to take notes in class. These slides will be posted in color, however, it is possible to print them in black and white (saves ink, is faster to print and is easier to read since my slides normally have a color background unless you select the option to print in black and white).

Readings are assigned on a weekly basis. It is not necessary that you do the entire week's reading prior to the first class. However, to get the most out of lecture and the course, you will want to both attend each lecture AND do the assigned readings during that week.

There is a firm *no laptop* policy in this course. While many use computers to take notes, they also become substantial distractions to students around you if they are also being used for emailing, surfing the web, etc. If you feel you qualify for an exception to this rule, please contact me in advance (e.g., injury, etc.).

Course Website

You can access the course website through VISTA.

We will use the course website extensively, so please check it regularly. Lecture slides will be posted prior to each class (by 8am on the morning of class) and links to supplemental reading materials will be posted as well.

Course Requirements and Grading

1. Class Participation

Attendance is expected. Although we will not take attendance at each class, there will be material covered in class in substantially greater depth than what is covered on the lecture slides on VISTA. By regularly attending class you ensure yourself the best chance to excel.

2. Application Assignments (2 total, 15% each for a total of 30% of the final grade)

To help you develop your ability to engage in the readings and draw connections between the theories and phenomena we study and our daily life, you will be asked to complete 2 application assignments where you identify a current event (e.g., popular news story) and show how developmental research can inform our thinking about that issue. You will prepare a one-page essay broken into 2 parts: a) a description of the issue and b) what developmental theory or phenomenon the issue speaks to and how developmental psychology can inform our understanding of the issue. Part A receives 5 points and part B receives 10 points. You will be asked to identify and read a journal article related to this issue and use this paper to help support your argument in part B. More details will be discussed in class. When submitting these assignments via VISTA please include a separate title page and use one full page (single spaced) for completing parts A and B. Late submissions will not be accepted. More details will be discussed in class.

3. Midterm (30% of final grade)

4. Final Exam (40% of final grade)

This course will have a cumulative final exam. A greater portion will be devoted to post-midterm material but it will still cover key material from before the midterm.

The Final Exam and Midterm will consist of approximately 70% Multiple Choice, Fill-in-the-Blanks, and List questions (e.g., list 4 pieces of evidence that support the claim that...) and approximately 30% short essay format (e.g., “From a socio-cultural perspective describe 3 factors that have the most influence on...”).

Other Important Information: Course Policies

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 or 400-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.

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>).

Readings

Required textbook: How Children Develop (3rd edition) by Siegler, DeLoache and Eisenberg. This is available at UBC Bookstore.

You will also be assigned to read several journal articles. E-Links to these articles will be posted on VISTA. You are responsible for reading this material and it will be discussed in lecture and be included in your exams.

Detailed Syllabus

WEEK OF SEPTEMBER 3rd

COURSE INTRODUCTION:

Introductions. Review syllabus, course requirements, and expectations. We will also review the breadth of topics covered in our course.

No assigned readings this week.

WEEK OF SEPTEMBER 10th

WHY A THEORY OF DEVELOPMENT IS ESSENTIAL FOR PSYCHOLOGY

Readings

Textbook reading: pp 1-24 (inclusive up to but not including the section on Methods for Studying Child Development).

Announcements

Prepare to discuss in-class a) some aspect of psychology (e.g., a phenomenon) that you find interesting and b) how developmental psychology can inform your understanding of that aspect of psychology. Please also come prepared to discuss your top expectation for this course.

WEEK OF SEPTEMBER 17th

THEORIES OF COGNITIVE DEVELOPMENT

Readings

Textbook Reading: Chapter 4; pp. 351-353 (beginning with Watson's Behaviorism); **pp. 366-367** (The Bioecological Model)

Announcements

WEEK OF SEPTEMBER 24th

THEORIES OF COGNITIVE DEVELOPMENT CONTINUED & METHODS OF CHILD DEVELOPMENT

Readings

Textbook Reading: pp 24-39 (beginning with section on Methods for Studying Child Development).

Announcements

WEEK OF OCTOBER 1st:

SELF, FAMILY AND PEERS

Readings

Textbook Reading: pp. 438-446 (from The Self in Childhood up to but not including Ethnic Identity) & **pp. 466-478** (up to but not including section on Mothers, Fathers, and Siblings) & **pp. 519-523** (up to but not including section on Status in the Peer Group).

Announcements

WEEK OF OCTOBER 8th

**DEVELOPMENT OF THEORY OF MIND AMONG TYPICALLY AND ATYPICALLY
DEVELOPING CHILDREN**

Readings

Textbook Reading: pp. 266-272

Announcements

Monday: No class. Canadian Thanksgiving!

Friday: In class video on Theory of Mind among autistic children.

Application Assignment Due Sunday by 10pm on VISTA

WEEK OF OCTOBER 15th

LANGUAGE DEVELOPMENT & MIDTERM

Readings

Textbook Reading: pp. 215-223 (up to but not including section on A Human Environment) and **pp. 244-251** (beginning with section on Conversational Skills).

Announcements

Monday: Guest Lecture – don't miss – material will be on exam!

Wednesday: Review for Midterm

Friday: Midterm in class

WEEK OF OCTOBER 22nd

DEVELOPMENT OF INTERGROUP COGNITION (ATTITUDES AND STEREOTYPES)

Readings

Additional Readings:

Rudman, L. A. (2004). Sources of implicit attitudes. *Current Directions in Psychological Science*, 13(2), 79-82.

Baron, A., & Banaji, M. (2006). The development of implicit attitudes: Evidence of race evaluations from ages 6, 10 & adulthood. *Psychological Science*, 17(1), 53-58.

Announcements

WEEK OF OCTOBER 29th

DEVELOPMENT OF INTERGROUP COGNITION (PART 2)

Readings

Additional Readings:

Gelman, S. A., & Heyman, G. D. (1999). Carrot-eaters and creature-believers: The effects of lexicalization on children's inferences about social categories. *Psychological Science*, 10(6), 489-493.

Announcements

WEEK OF NOVEMBER 5th

GENDER DEVELOPMENT

Readings

Textbook Reading: Chapter 15

Announcements

WEEK OF NOVEMBER 12th

INTELLIGENCE AND ACADEMIC ACHIEVEMENT

Readings

Textbook Reading: Chapter 8

Additional Readings:

Ambady, N., Shih, M., Kim, A., & Pittinsky, T. L. (2001). Stereotype susceptibility in children: Effects of identity activation on quantitative performance. *Psychological Science, 12*(5), 385-390.

Announcements

Monday: No class. University holiday.

Application Assignment 2 Due Sunday by 10pm on VISTA

WEEK OF NOVEMBER 19th

MORAL DEVELOPMENT & PROSOCIAL DEVELOPMENT

Readings

Textbook Reading: pp. 543--566

Additional Readings:

Warneken, F. & Tomasello, M. (2009). Varieties of altruism in children and chimpanzees. *Trends in Cognitive Sciences*, 13,9, 397-402.

Announcements

WEEK OF NOVEMBER 26th:

WRAP-UP SUMMARY, REVIEW FOR FINAL EXAM

Readings

Optional reading: pp. 623-643 (up to but not including Theme 6)

Announcements

This week will be used for review for the Final Exam.

No class on Friday. Use extra time to review for the exam.

WEEK OF DECEMBER ??th

FINAL EXAM

**** ??th of December – Final Exam**

Still waiting for date and location to be announced by the University

Congratulations on completing this course!