

Course Syllabus: Psychology 315 Childhood and Adolescence, Section 902 Jan 2013

Instructor:

Dr. Susan Birch
Office: Douglas Kenny Psychology Bldg. Room 2031 (corner of West Mall and University Blvd.)
Office hours: TBA and by appointment
Primary (Shared) Email: P315@psych.ubc.ca
Secondary (Private) Email: sbirch@psych.ubc.ca

Teaching Assistants (TAs):

There are 2 TAs for this course that will share an office and email:
Dave Williamson and Jonathan Blasberg
Office Hours: Weds 10-11am (beginning Jan 9th) in Kenny Room 1910 or by appointment
Email: P315@psych.ubc.ca (Emails will be checked at least once per week)

Course Description:

This course will provide an introduction to the major theories and empirical research that is fundamental to Developmental Psychology. In addition to an overview of the theories and foundations of childhood and adolescent development, this course will provide an introduction to some of the most influential recent findings in the developmental psychology literature. Such topics include: language and conceptual development; social cognition, emotional development; gender development; and peer and family relations. In learning about typical development it is important to discuss how atypical development can shed light on many key issues. In accord with this, we will also touch on examples of atypical development.

Course Time and Location: Wednesdays 5-7:30pm, Room 121 West Mall Swing Space

Required Text (Available at the UBC Bookstore as well as other on-line sources):

Siegler, S, Deloache, J, & Eisenberg, N., **How Children Develop**. 3rd Edition. Worth Publishing.

Note: The **THIRD** edition (published in 2011) of the text is required; several second-hand texts are available as this text has been used previously and is also the required text for Psychology 302: Infancy

* **up to 8 additional readings** will be required (e.g. recent articles or readings for discussion). These will be made available on-line through the vista course website below under 'Required Readings'. The timeline for completing these readings will be announced in class.

Course Website: www.vista.ubc.ca

Please ensure you can access this site within the first 2 weeks of classes.

A **Text Website** is available for ancillary materials such as chapter outlines and practice quizzes:

<http://bcs.worthpublishers.com/howchildrendevelop3e/>

*Please note: This website is provided by the publishing company of the textbook. Neither the instructor nor UBC are responsible for guaranteeing the quality of the material on this site nor the availability of these resources. This site has been known to go down during peak usage periods (e.g., the night before exams), so plan ahead.

Course Requirements:

Midterm Exam worth 40% of your final grade (Held in class; February 13th)
Final Exam worth 60% of your final grade (During Exam Period; Date TBA)

The final exam and midterm will consist of approximately 80% Multiple Choice, Fill-in-the-Blanks, and List questions (e.g., list 4 pieces of evidence that support the claim that...) and approximately 20% short essay format (e.g., "From a socio-cultural perspective describe 3 factors that have the most influence on...")

Topics Covered and Required Readings

* Information on this syllabus is subject to change. To ensure you have the most up-to-date information you must attend class!

1. Introduction to Childhood and Adolescence [Jan 2 & 9]

- Course Introduction & Course Mechanics
- Developmental Research Methods
- Enduring Themes & Key Concepts (e.g., Nature vs. Nurture)

Reading: Chapter 1

2: Cognitive Development, Language, and Symbol Use [Jan 16]

Reading: Chapters 4 & 6

3. The Development of Social Cognition [Jan 23 & 30]

- ‘Theory of Mind’ and Social Perspective Taking
- Language and Theory of Mind
- Other aspects of Social-Cognitive Development

Reading: Ch. 7 up to p. 279 and supplementary readings

4. Emotional Development [Feb 6]

Reading: Chapter 10

*****Note: Midterm Exam: Wednesday, February 13 in class; Midterm Break: February 20*****

5. Social Development, Moral, Prosocial, and Antisocial Development [Feb 27 & Mar 6]

Reading: Chapters 9 and 14

6. Gender Development [Mar 13 & Mar 20]

Reading: Chapter 15

7. Family and Peer Relations & General [Mar 27]

Reading: Chapters 12 & 13

8. Applications and Conclusions [April 3]

Chapter 16

***The Final Exam will take place during exam period for 2.5 hours and covers material from the *entire* term with a somewhat greater emphasis on material covered since the midterm.**

Psychology Department’s Policy on Grade Distributions and Scaling

To reduce grade inflation and maintain equity across multiple course sections, 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. Official scaling is applied at the end of the course.

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>).