

## Course Syllabus: Psychology 315 Childhood and Adolescence, Sections 001 & 002

### Instructor:

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### Teaching Assistants:

**Section 001** (12:30pm start time):  
**Patricia Brosseau-Liard**  
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**Section 002** (2pm start time):  
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### 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.

### Required Text (Available at the UBC Bookstore):

Siegler, S, Deloache, J, & Eisenberg, N. (2005). **How Children Develop**. 2<sup>nd</sup> Edition. Worth Publishing.

\* up to 6 additional readings will be required (e.g. recent articles or readings for discussion). These will be made available on-line at the class website below. When a reading has been added an announcement will be made in class.

**Class Website:** <http://www.psych.ubc.ca/~sbirch/psych315/> Username: psych315 Password: CleverHans

- Materials such as lecture notes, additional readings, announcements, etc. can be found here. This material is not intended to substitute for attending class. Class attendance is vital for doing well in this course!

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

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

\*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 and 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:

- Quiz 1 worth 25% of your final grade
- Quiz 2 worth 30% of your final grade
- Final Exam worth 45% of your final grade

The final exam and quizzes will consist of approximately 60-70% Multiple Choice, Fill-in-the-Blanks, and List questions (e.g., list 4 pieces of evidence that support the claim that...) and approximately 30-40% in short answer or short essay format (e.g., "From a socio-cultural perspective describe 3 factors that have the most influence on...")

**\*\*Final grades are subject to being scaled. Faculties, departments, and schools reserve the right to scale grades in order to maintain equity among sections and conformity to university, faculty, department, or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department, or school. Grades are not official until they appear on a student's academic record.**

## Topic Timeline

\*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

[Course Introduction, Course Mechanics, Developmental Research Methods, Major Themes]

Reading: Chapter 1

### 2. Biology and Behavior

[Roles of nature (genetics) and nurture (environment), anatomy, perception, physical and motor development]

Reading: Chapter 3

### 3: Theories of Cognitive Development

Reading: Chapter 4

### 4. Theories of Social Development

Reading: Chapter 9

### 5. Gender Development

Reading: Chapter 15

### 6. Language Development

Reading: Chapter 6

### 7. Social Cognition and 'Theory of Mind' Development

Readings: TBA; readings will be available on-line

### 8. Intelligence and Academic Achievement

Reading: Chapter 8

### 9. Emotional Development and Attachment

Reading: Chapters 10 & 11

### 10. Moral, Prosocial, and Antisocial Development

Reading: Chapter 14

### 11. Family and Peer Relations

Reading: Chapters 12 & 13

### 12. Catch-up, and Conclusions (time permitting additional topics/readings will be added)

Reading: Chapter 15

**\*\*Final Exam: TBA (cover materials from entire term with a greater emphasis on material covered since last quiz)**

#### **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>).