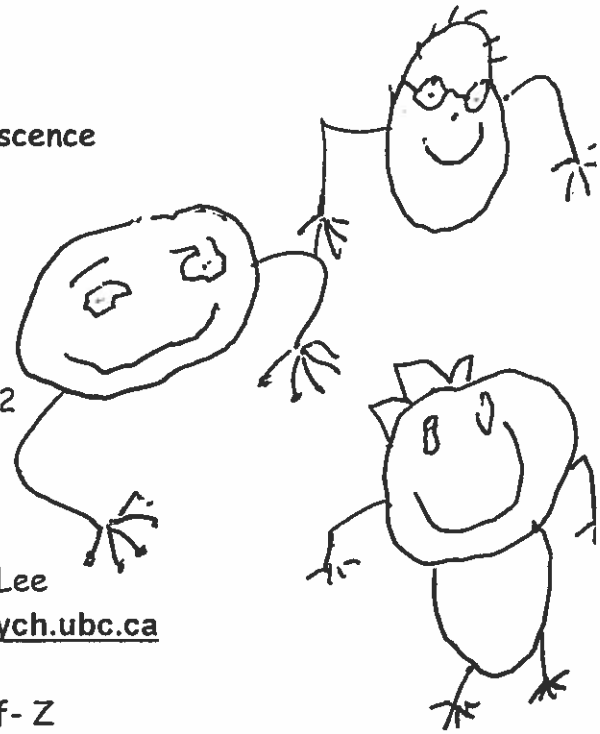


Psychology 315: Childhood and Adolescence  
Section 901

Instructor: Dr. Mary Ann King  
Class Time: Monday 5-7:30 pm  
Place: West Mall Swing Space Room 122  
Office: Kenny Building Room 3502  
Office Hours: Monday, 4:00-4:45 p.m.  
Telephone: 822-6069  
T.A.: For students with last names A-Lee  
Stephanie Denison: [steph@psych.ubc.ca](mailto:steph@psych.ubc.ca)  
Office Hours  
For students with last names Lef- Z  
Kathryn Dewar [kathrynd@psych.ubc.ca](mailto:kathrynd@psych.ubc.ca)  
Office Hours: Thursdays 11:00 to 12:00 Kenny 1005



**Required Text**

Berk, Laura with Shankar, Stuart. (2006). *Child Development: Second Canadian Edition*. Toronto: Allyn and Bacon.

Be certain to purchase the correct version and edition of the text as different Berk texts are sold at the bookstore.

**Course Outline and Reading Assignments**

This course will introduce students to current research and theory in psychological development from early childhood through to adolescence. The reading assignments are listed below. Students are advised to read assigned pages in advance of class times. In addition to the omitted pages noted below you are not responsible for the MILESTONES pages found throughout the text, e.g., p. 246.

Date	Topic	Reading
Sept. 10	Introduction to the course/ Historical conceptions of the child	Chapter 1, Omit pp. 31-37

Sept. 17	Theory and themes in developmental psychology	Chapter 2
Sept 24	Cognitive development I	Chapter 6, Omit pp.222-231 and "Piaget and education" section p. 251 and "Vygotsky and education" p.264-6.
Oct. 1	Cognitive development II/ Measuring intelligence	Chapter 7, Omit pp. 300-304 till "Scientific reasoning" section Read "Theory of mind" material on pp. 441-5 of Chapter 11 and pp. 312-328 of Chapter 8.
Oct. 8	Thanksgiving	No Class
Oct. 15	Language development	Chapter 9, Omit section on "Bilingualism" pp.389-90
Oct. 22	Midterm Exam/ Self and Identity Development	Read pp. 446-460 of Chapter 11
Oct. 29	Gender and development	Chapter 13
Nov. 5	Moral Development/	Chapter 12

**COURSE PAPER DUE**

Nov.12	Remembrance Day	No Class
Nov. 19	Family life and the child	Chapter 14 Omit p.561 Read pp. 114-120
Nov. 26	Peers, Media and Schooling	Chapter 15 Omit pp.626-639

**TBA FINAL EXAM**

**Evaluation**

Your grade for the course will be based on a midterm and final exam and one paper. You are required to complete both exams in order to receive credit for the course. Exams will include multiple choice and written questions. An advanced study question graded for ten marks will be included in the final exam. Details regarding the advance study question and the course paper are included with this handout.

<b>Midterm Exam (Oct. 22)</b>	<b>40 marks</b>
Lectures and assigned reading material from Sept 10 to Oct. 15 inclusive.	
<b>Final Exam (TBA: University Exam Period)</b>	<b>45 marks</b>
Lectures and assigned reading material from Oct. 22 to Nov. 26 inclusive.	
<b>Course Paper (Due Nov. 5)</b>	<b>15 marks</b>

**Course policies**

Regular attendance will contribute to your success in the course, as examinations will draw from both assigned reading and lecture material. Examinations are to be taken on dates noted herein. Please do not approach me to request an exam time change because of academic workload or personal conflicts. Re-scheduling will be granted only with valid medical excuse.

Contact your TA immediately in the event an exam is missed due to illness.

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Psychology 315 Section 901 King  
Course Paper (15 %) Due: November 5, 2007

Developmental Research in the News

Child development research can be pretty "darn" interesting; hence developmental findings are often reported in newspapers, magazines and TV programs. The downside to popularized accounts of research however is that you often get only the surface details of a research study. To learn more about the actual science behind the findings you have to locate and read the original published research. It is this exercise that you are being asked to do for the class assignment. The starting point for the assignment is a Time magazine feature article that surveys a variety of research findings emerging from research on sibling relationships. This author of this article presents this research field in a lively and engaging manner accompanying the text with cameos and photos of real life siblings.

How to Complete Your Assignment

Step 1. Using UBC's internet library resources\*, read the above mentioned Time article. The citation is as follows:

Kluger, Jeffrey, (July 10, 2006). The science of siblings. *Time: Canadian Edition*, pp.31-39.

\*For information on how to access UBC's library resources visit the UBC Library website.

Step 2: The article touches on a number of research findings. Select one research finding from the article that interests you. Note the name of the researcher(s) and the educational institution associated with this finding. E.g., you may decide you are interested in learning more about the Laurie Kramer's study of sibling conflict that is mentioned on page 32 of the article. Dr. Kramer is identified as a professor of applied family studies working at the University of Illinois at Urbana Champaign.

Step 3: Locate a citation for a journal article authored by the researcher or researchers you have selected from the Time article.

You will have to use your internet research skills to do this but oftentimes University departments have links to a researcher's websites where you will be able to locate a list of his/her published papers. Find one example of a published paper that relates to the topic you first read about in the Times article. You may find you have located the same research study discussed in Time or you may locate a related but more recently published study in the same topic.

Step 3 Using UBC's internet library resources again, locate the full text of the journal article you have selected.

Note you need to have selected a research article and not a position paper or literature review, i.e., your paper should include an abstract, an introduction, methods, results and discussion section. Check with me if you are unsure about your choice.

Step 4: Read your selected article.

For students unfamiliar with research writing, a short guideline for reading a research report is attached. You are not expected to understand any complicated statistical analysis found in your selected article. Instead aim to understand the article in terms of the question(s) investigated, the manner in which the study was conducted and the implications of the findings.

Step 5: Write a paper in two parts. Your paper should be double-spaced in 12 point font and no longer than five pages in length.

Part A: Write in your own words, a two-page summary of the research article you have selected.

Clearly explain the question(s) investigated in the study, the methodology employed and exactly what the findings were. You should write your summary assuming the reader has not read the article.

Students often complain that they cannot condense the details of a study down to two pages but notice that your article opens with an abstract that compresses the study details down to a paragraph.

Part B: Write up your thoughts on one researchable question that would extend the findings of the original study. Part B of your paper should be a page or two in length.

Assume you are a researcher with unlimited funds interested in extending the findings presented in your chosen article. Include an explanation of how your question builds upon the original findings, why you feel this would be an interesting question to explore and how answers to this question would extend the findings of the original study, e.g., the question you suggest may address a limitation in the original study or it may extend it in a new direction.

#### Step 6 Get your paper ready for submission

A copy of the research paper you used must be attached to your submission. Note you do not have to attach a copy of the original Time article. Your paper will be wrapped entirely around the article you have selected; hence reference citations are not necessary.

#### Evaluation Criteria:

Your assignment will be evaluated according to the following criteria:

- Adherence to assignment directions.
- Evidence that you have read and understood your selected article.
- Insight and creativity in your suggestion for a follow up study.
- Clear and well organized writing.

#### Checklist before submitting

##### My paper:

- Is double spaced and meets the assignment length guidelines.
- Has been proofread and spell-checked.
- Has a title page which includes my name
- Includes a hard copy of the research article I selected to write about
- Is stapled.
- Will be passed in at the beginning of class Nov. 5.
- Is not being sent as an electronic attachment.

## Guidelines for reading a research report

Prepared by Mary Ann King

### Opening information

An article begins with the title of the study and the name(s) of the researcher(s) who conducted the study. Collaborative efforts are common in psychology. You will find numerous examples of coauthored and group authored articles in your textbook bibliography.

The journal in which the article was published is also noted. There are a number of journals published in the field of psychology. Different journals specialize in the publication of research devoted to a certain aspects of psychology, e.g. cognition, abnormal psychology, etc. Journals perform an invaluable function. They provide a forum for the publication of research and enable psychologists to keep abreast of current research findings in their field of interest.

### The abstract

The short paragraph found under the title information is called the abstract. The abstract of an article provides a concise summary of the question investigated in the study, the research methods used and the results. Abstracts are useful. Reading the abstract of an article carefully will provide you with a general understanding of the research question and findings. A busy researcher can skim through a large number of abstracts. If an abstract describes a study of direct interest, the researcher will devote time to careful reading of the full details in the report that follows.

### Introduction

The introduction provides the reader with background material necessary for understanding the purpose for which the study was conducted. Typically the introduction includes a review of relevant research, the goal of the research and the research method to be used. Researchers will identify limitations in the available literature, which provides the rationale for their investigation. The introduction section of a report typically ends with an outline of the research strategy the investigators will use in their study.

The **Method** section presents all the details pertaining to how the study was conducted. Psychologists read the method section of an article to understand how the results of the study were derived. Whether the participants in a study were college students or middle aged business people, whether a study was conducted in a lab or in a more homelike setting are important details especially when one needs to compare results from different studies. Even small variations in methodology can change results.

The Method section typically includes three subsections:

*Subjects.* In this section, the number and pertinent characteristics of the study participants are described, e.g., sex, age, education level etc. Other than these details the anonymity of the participants is respected. Full information on the selection process is provided.

The *Materials* section of a report details the equipment used in the study such as recording devices, stopwatches, screens etc.

*Procedure.* Step by step information concerning the manner in which the study was conducted is provided in the Procedure section. The details of the procedure section of a report will be more meaningful if you imagine yourself going through the same steps as one of the participants.

*Results.* The findings of the study are presented in the Results section. Written description of the findings is usually supplemented with statistical analyses of the data. The results section is often the most difficult section to read because of the complexity of the statistical analysis. You are not expected to understand terms such as "split plot analysis of variance". Instead aim to understand the results at a conceptual level. Ask yourself: "What did these researchers discover from their study?"

Tables and graphs are a common feature of Results sections as they provide the reader with a compact overview of the findings.

### **Discussion**

The discussions section is often the most interesting segment of a report. Here the authors interpret their findings in light of issues or predictions outlined in the Introduction. The discussion section is also the place for researchers to comment on the limitations of their study and to provide suggestions for future research studies.

### **References**

The full reference for any work cited in the body of a report is listed alphabetically in the references



## Advance Study Question for Psychology 315 Final Exam

The following two-part question will be found on the final exam for this course. It will be worth ten marks.

Drawing from the assigned article, the lecture notes and the text reading develop a response to the following:

- a) Outline the nature of the debate between behavioral geneticist, Sandra Scarr and socialization researcher, Diane Baumrind on the role of parenting in determining adult outcomes.
- b) Clearly describe two examples of study findings that support the conclusion that the quality of parenting does influence childhood outcomes. (You can discuss any relevant examples from the Collins et al article)

The following provides some context for this question:

A lively debate in present day developmental psychology is in regards to the role that parenting plays in determining adult outcomes, i.e., the intellectual, personality, and social abilities we demonstrate as adults.

In 1992, Sandra Scarr, outgoing president of the Society for Research in Child Development gave an address in which she argued that data from the field of behavioral genetics suggest that the genotype, the genetic package each of us is born with, strongly influences the developmental outcomes of humans. More recently, Judith Rich Harris (1999) has published a book, *The Nurture Assumption: Why children turn out the way they do* in which she argues that the assumption that parents plays a critical role in shaping their children's personality, intellect, etc, is wrong. Citing varied research, Harris argues, much like Scarr, that the genotype plays a stronger role than parenting style in determining who we become as adults. Harris argues for example that parenting findings are often misleadingly presented. Note for example that Berk in Chapter 14 (pp. 563-566) discusses Diane Baumrind's classic work on parenting styles. Berk notes that Baumrind's findings suggests that authoritative parenting leads to children with high self esteem and maturity and that a less favorable parenting style such as the permissive approach leads to children with poor self control and accomplishments. Harris points out that the suggestion of a causal relation here is suspect as the conclusions are based on data that is correlational. The same pattern of findings could just as easily be interpreted as reflecting the role of genetics. E.g., confident, mature parents are genetically more likely to bear confident and mature children. Impulsive and poorly disciplined parents are genetically more likely to bear impulsive and poorly disciplined children.

To further explore this issue you are asked to read an article by Collins et al (2000), copies of which are available in the Reserve section of Koerner library. You can also access this article via library internet access.

Collins, W. Maccoby, E., Steinberg, L., Hetherington, M. & Bornstein, M. (2000). Contemporary research on parenting: The case for nature and nurture. *American Psychologist*, 2, 218-232.

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### ***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](http://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>).

### **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-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.