

**University of British Columbia
Psychology Department**

Childhood and Adolescence (PSYC315-951)

Summer 2010/ Course Syllabus

Instructor	Bahman Najarian, PhD
Office Location	TBA
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Homepage	http://www.psych.ubc.ca/~najarianb/

Teaching Assistant	TBA
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Office Hours	TBA
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Class Location and Time:

PSYC 315-951 classes will be held from 5 to 7pm on Monday thru Friday in BUCH (A-Block) Room #203. The first class is on August 2, and the last class will be held on August 19.

Course Objectives and Description:

Within a lifespan developmental perspective, PSYC315 explores the cognitive, perceptual, physical, moral, personality and social aspects of human development through childhood and adolescence. This course examines research methods, developmental theories, and application of research findings to selected problems in childhood and adolescence. PSYC315 is aimed at helping students understand how each major model conceptualizes the emergence of normal and abnormal human development through childhood and adolescence.

Attendance:

It is highly recommended that students attend all lectures regularly, particularly because lectures will consist of additional material drawn from sources and texts other than the assigned textbook. Lecture material will not be posted on the course website.

Evaluation Plan:

Both midterm and final exams will cover material from the assigned textbook. A mixed format of about 40 multiple-choice and 10 true/false questions will be used for each exam. The grade breakdown for this course will be as follows: Midterm Exam: 50%; Final Exam: 50%. The final exam is not cumulative. The final exam will account for 100% of the final score in the course only for students who miss the midterm exam for justified reasons (e.g., valid medical excuses; documentation will be required within one week following the midterm exam). In any case, opportunity to rewrite the midterm exam won't be granted to students. If the final examination is missed, students must present with documentation of a valid medical excuse before an opportunity for a re-write is granted. Students granted a deferred standing will write the final examination for the course during an alternate writing period scheduled by the Registrar's Office. The midterm and final exams are scheduled for August 11 and 20, respectively.

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. 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.

Required Reading:

Santröck, J.W., MacKenzie-Rivers, A., Ho Leung, K., and Malcomson, T. (2008). *Life-Span Development* (3rd Canadian Edition). McGraw-Hill Ryerson: Toronto.

Recommended Reading:

Berger, K.S. (2009). The Developing Person: Through Childhood and Adolescence (8th Rev Edition). New York: Worth Publishers.

Siegler, S, Deloache, J, & Eisenberg, N. (2010). *How Children Develop* (3rd Edition). Worth Publishing.

Schedule:

Chapter	Topics
5	Physical and Cognitive Development in Infancy (review)
6	Socio-emotional Development in Infancy (review)
7	Physical and Cognitive Development in Early Childhood
8	Socio-emotional Development in Early Childhood
-	Midterm Exam (August 11)
9	Physical & Cognitive Development in Middle & Late Childhood
10	Socio-emotional Development in Middle and Late Childhood
11	Physical and Cognitive Development in Adolescence
12	Socio-emotional Development in Adolescence
-	Final Exam (August 20)