PSYCHOLOGY 319

APPLIED DEVELOPMENTAL PSYCHOLOGY

Fall 2007

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TEACHING ASSISTANTS:

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COURSE DESCRIPTION:
A comprehensive overview of the application of theories and research in developmental psychology to contemporary social issues. Developmental psychology has the potential to make meaningful contributions to the myriad issues concerning infants, children, adolescents, and families in contemporary society. Students will have the opportunity to explore ways in which developmental research enriches our understanding and guides our treatment of contemporary social issues. Public policies will be evaluated in light of psychological research. The course has a lecture format with class discussions.

PREREQUISITES:
- (a) PSYC 100, *or* (b) PSYC 101 and 102, *or* (c) 6 credits of 200-level Psychology (but not PSYC 205 or 263); *and*
- in third year or later (if you have not yet completed at least 36 previous credits you may not take this course); *or*
- permission of the professor.

Note: For useful information about the major/honors programs in psychology, please access the Department's web-site.

DEVELOPMENTAL PSYCHOLOGY COURSES:
This course complements several other developmental psychology courses in the department:
- 302 (*Infancy*)
- 315 (*Childhood and Adolescence*)
- 320 (*Psychology of Gender*)
- 322 (*Adulthood and Aging*) – not offered 2007-08
- 325 (*Socialization: Media Content and Effects*)
- 336 (*Psychology of Language I*)

- 337 (*Psychology of Language II*) – not offered 2007-08
- 412 (*Cognitive Development*) – not offered 2007-08
- 413 (*Social and Personality Development*) – not offered 2007-08
- 414 (*Research Methods in Developmental Psychology*).

Psychology 319 serves as a prerequisite for these fourth-year developmental psychology courses.

COURSE PACKET:

A course packet (copies of 352 slides presented in lectures) will be available for $15 from the professor during the first week of classes. Throughout the term you should be noting issues relevant to the course that are reported in the media, particularly in terms of Canadian public policy concerning children and families.

COURSE REQUIREMENTS:

- an 80-min in-class **midterm exam** (35%) – covering all material to that point in the course (somewhere around the section on marital transitions). The format will probably be both multiple-choice and short-answer questions.

- a **paper** (25%) – The assignment involves finding and reviewing two related articles on one of the following topics:
   a. diversity in families (single parent, adoptive, gay/lesbian, reconstituted, etc.) and children's development
   b. aggression and antisocial behavior
   c. positive youth development and the social context

Both of these articles must report original empirical research on your topic and be published in a psychology journal. One article must have been published this year (2007); the other article must have been published since 2002. The *PsycInfo* database is a good way to find articles in psychology. It is prudent to avoid overly short or overly lengthy articles.

In the introduction to your paper, you should explain the social context for your topic. For each article, you should provide a clear and concise summary (being careful to avoid plagiarism) as well as a critical evaluation. You should discuss the conceptual issues that are at stake, features of the research design and measures, and practical implications for public policy. The two articles should be integrated in your paper. The inclusion of a creative proposal for further research on the topic is especially desirable.

The body of your paper must not exceed 1500 words. Use the author/date form of citations, include a reference list, and use headings, as appropriate, to organize your paper. Your paper must be in Times New Roman 12-point font, double-spaced, and with 1" margins all around.

Please email an electronic copy of your paper to the TA of your section of the course, with your name and student number in the subject heading. Name your electronic file with your first and last name (e.g., FirstLast.doc). Also submit a hard copy of your paper, along with a copy of both articles. Both electronic and hard copies are due November 13th. Find a heavy-duty stapler and staple everything together—do not use clips or binders.

- a 2-hour **final exam** (40%) – covering only the material from the midterm to the end of the course. The format of the final exam will probably be multiple-choice, short-answer, and essay questions.

- participation in the department's **subject pool** research (4%) – You may earn extra points for research participation (at a rate of ½ point for ½ hr, to a maximum of 4 points) or, as an

alternative, by completing a library-writing project. Your earned points are added to your final (scaled) grade. For complete details, see "Subject Pool Information for Participants".

COURSE OUTLINE and CALENDAR:

Sept 04 (Tuesday)	course overview
Sept 06 (Thursday)	context and themes/issues
Sept 11 (Tuesday)	
Sept 13 (Thursday)	
Sept 18 (Tuesday)	last day for withdrawal from this course without withdrawal standing ("W") recorded on your academic record
Sept 18 (Tuesday)	day care and parental employment
Sept 20 (Thursday)	
Sept 25 (Tuesday)	parenting styles
Sept 27 (Thursday)	
Oct 02 (Tuesday)	
Oct 04 (Thursday)	child abuse
Oct 08 (Monday)	Thanksgiving Day (university closed)
Oct 09 (Tuesday)	marital transitions
Oct 11 (Thursday)	
Oct 12 (Friday)	last day to withdraw from this course with "W" recorded on your academic record (otherwise "F")
Oct 16 (Tuesday)	**midterm exam**
Oct 18 (Thursday)	marital transitions
Oct 23 (Tuesday)	media influences (television and computers)
Oct 25 (Thursday)	
Oct 30 (Tuesday)	antisocial behavior and delinquency
Nov 01 (Thursday)	
Nov 06 (Tuesday)	gender and morality
Nov 08 (Thursday)	
Nov 12 (Monday)	holiday in lieu of Remembrance Day (university closed)
Nov 13 (Tuesday)	**term paper due**
Nov 13 (Tuesday)	character
Nov 15 (Thursday)	guest lecture
Nov 20 (Tuesday)	character
Nov 22 (Thursday)	
Nov 27 (Tuesday)	adolescent risk-taking behavior
Nov 29 (Thursday)	
Dec 05-19	final exam period

COURSE POLICIES (for additional information see the section of the UBC Calendar on academic regulations):

Attendance	Regular attendance is expected and strongly advised (exams cover material presented in lectures).
Participation	Questions, comments, and participation in class discussions are encouraged. Students are expected to share their ideas and opinions. Tutoring is not done by email (by either the professor or the TAs), but you are welcome to ask questions before, after, or during lectures, as well as during office hours. Your feedback on the course (even anonymously) is also welcome.
Class etiquette	Please, in consideration of the instructor and your fellow students: (a) no conversations during lectures; (b) no audible communication devices (cell-phones, etc.); (c) if you arrive at class late or need to leave early, do so with minimal disruption; and (d) no recording of lectures.
Academic concession	If you encounter medical, emotional, or personal problems that affect your attendance or academic performance, please notify the instructor as well as your faculty's Academic Advising Office. See the section of the UBC Calendar on academic concession.
Late assignments	Extensions are given only on compassionate grounds and are granted only in advance. Extensions are not given because of academic workload or conflicts. Marks will be deducted for late papers (20% of the assignment's value for each day beyond the deadline).
Research materials	You must retain a copy of all submitted papers (in case of loss), and you must retain materials used in writing your paper (photocopies of articles, notes, etc.).
Format of assignments	Marks will be deducted for assignments that do not conform to format and length requirements. Spelling and grammar will be considered in evaluating all written work.
Return of exams	Exams will not be returned to students, although they may be viewed during the TA's office hours. Grades will be posted on the course website as soon as they are available.
Scaling of grades	Final grades may be scaled if necessary to achieve an appropriate grade distribution. Department policy requires an average performance of 66-70% (with a standard deviation about 13% and a failure rate of 6-11%). Bonus points for research participation are added after any scaling has been applied.
Plagiarism	Plagiarism is a form of academic misconduct in which an individual submits or presents the work of another person as his/her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. When referring to the ideas or findings of someone else, acknowledge such with author/date citations. When quoting directly, indicate such with quotation marks and author/date/page citations. Plagiarism is also submitting the same paper more than once at this or another institution. The Department subscribes to *TurnItIn*—a service designed to detect and deter plagiarism. See the UBC Calendar for additional information regarding academic offences and penalties. Also see the guidelines regarding

	academic integrity on the Faculty of Arts website.
Cheating and other academic offences	Cheating devalues the genuine achievement of other students and will not be tolerated. The Department has implemented software that, can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. See the UBC Calendar for additional information regarding academic offences and penalties.
Missed exams	Examinations will be given on published dates only. Re-writes will be granted only for documented medical reasons.