



# PSYCHOLOGY 302

## INFANCY

**Section 003: Mondays, Wednesdays, & Fridays from 9:00-9:50am in SWNG 121**

### INSTRUCTOR

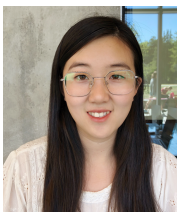
#### **Dr. Lillian May**

- Please call me: Lily or Dr. May (pronouns: she/her)
- Email: [lamay@psych.ubc.ca](mailto:lamay@psych.ubc.ca)
- Office: Kenny 2037
- Drop-in Office Hours: Thursdays, 10:00am-12:00pm
- Appointments: Email or book on [calendly.com/lamay](https://calendly.com/lamay)



*Hi! I'm Lily, your instructor for the term! I'm a Lecturer in the Department of Psychology, where I teach many classes about development. When I'm not in the classroom, you can usually find me hanging out with my husband Tod and 1-year-old daughter Remy! I like camping, tacos, The Bachelorette, and sleep.*

### TEACHING ASSISTANTS



#### **Vivian Qi**

- Please call me: Vivian (pronouns: she/her)
- Email: [vivianqi@psych.ubc.ca](mailto:vivianqi@psych.ubc.ca)
- Office: Kenny 1702 (enter through 1708)
- Office hours by appointment



#### **Julia Van de Vondervoort**

- Please call me: Julia (pronouns: she/her)
- Email: [julia.vandevondervoort@psych.ubc.ca](mailto:julia.vandevondervoort@psych.ubc.ca)
- Office: Kenny 3502
- Office hours by appointment

*Please note that we are all happy to meet with you for any reason! Just email us to set up a meeting, with the course number 302 in the subject line of the email. We strive to respond to all emails within 48 hours.*

### WELCOME TO PSYC302!

This course will provide an introduction to the major theories and current research on human development, focusing on development between 0-3 years of age. We will discuss how infants perceive their world, how they come to understand and use language, how they build special bonds with their caregivers, and so much more!

As a 300-level course, some background in Psychology is expected.

### LEARNING GOALS

By the end of this course, you should be able to:

1. Describe, evaluate, and apply research methods used to study infant development.
2. Assess how both biological influences and experiences impact (and interact to impact) development.
3. Explain how infants respond and behave at different times in development: identify and

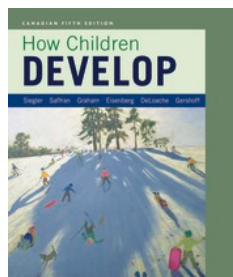
describe important trajectories and milestones in perceptual, motor, language, cognitive, emotional, social, and moral development between conception and 3 years of age.

4. Discuss and contrast major historical and contemporary theories of development; consider how theories guide research and application.
5. Examine how culture and context shape development.
6. Apply developmental psychological theories and research to real-world situations.

## **COURSE MATERIALS**

### **TEXTBOOK**

Siegler, R., Eisenberg, N., DeLoache, J., Saffran, J., Gershoff, E., & Graham, S. (2017). *How Children Develop*. Fifth Canadian Edition.



### *Important notes about the textbook:*

- This textbook is used both for this course (PSYC 302: Infancy) as well as for PSYC 315: Childhood & Adolescence. In this course, we will focus predominantly on the sections of the text pertaining to the age period between 0-3 years, but there may be some overlap between the portions of the book used by PSYC 315.
- Given that the textbook is split between two courses, only portions of chapters are assigned for our class. The specific page numbers are provided in the course schedule below. You will also find that our class may not always follow the textbook in order, such that we can best cover infant development specifically.
- We are currently using the 5<sup>th</sup> Canadian edition of the text. There are other editions of this book available at some outlets (a US version, a 4<sup>th</sup> Canadian edition, etc.). You can use those editions, but at your own risk: there may be some discrepancies between the different versions, and the 5<sup>th</sup> Canadian

### *What will class be like?*

*Classes will primarily be lecture. But, I try to make the lectures as fun and interactive as possible: there will be loads of discussion, activities, and questions. **You will get the most out of class if you participate**—research tells us that active engagement improves learning and memory! Plus, it helps you to stay awake, and you get to know some of your classmates!*

- edition will be the authority for purposes of this course.
- Your book may come bundled with access to Launchpad, an online learning component. Access to Launchpad is NOT required for this course, although you may find it a useful resource with access to the e-book and practice quizzes. To access Launchpad, use <https://www.macmillanhighered.com/launchpad/siegler5ecanadian/12662094>

### **ADDITIONAL READINGS**

Additional readings are assigned to supplement the textbook on certain topics, as well as to highlight exciting research on infant development conducted here at UBC. These are (typically short) experimental articles. Given the statistical content of original research, they can be difficult to understand! Please feel free to come see your instructor or TAs if you have difficulty with the readings.

Readings are posted on Canvas, under the Modules tab.

### **COURSE WEBSITE**

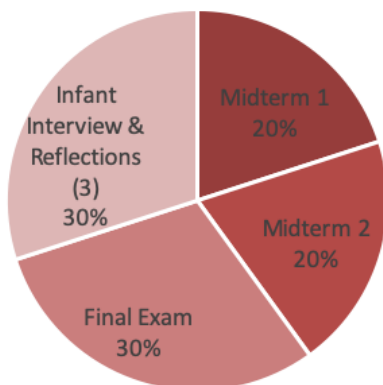
You are responsible for checking the course website at [www.canvas.ubc.ca](http://www.canvas.ubc.ca) often throughout the term. You use your CWL to login. This is where you can access and download the course syllabus, find the course readings, and see important announcements. ***Please make sure your Canvas settings are such that you see course announcements when they are released—they will be used frequently and to convey important***

**information** (go to Account → Notifications → Announcements → select Notify me right away)

Lecture slides can be found on Canvas, under the “Modules” tab. Draft slides will be posted on Canvas by 12am (midnight) the night before each lecture. *This is done as a courtesy.* Please be aware, however, that it is likely changes will be made to the slides between that time and/or or some material may be missing from the draft slides. Final versions of the slides will be posted following a lecture, and will be marked as ‘Final Version.’ Lecture slides will only be provided in PDF format: it is not possible to provide slides in alternative formats. Also note that lecture slides will not include everything discussed in lecture. If you miss a class, try to get notes from a classmate!

*If you are struggling to acquire course materials, or find yourself choosing between purchasing the text or personal necessities— please let me know so I can help!*

## **COURSE REQUIREMENTS & EVALUATION**



### **ATTENDANCE**

Attendance is expected in this course, and is necessary in order for you to do well. Although attendance will not be taken in class, there will be material covered in lecture in substantially greater depth than what is posted in lecture slides to

Canvas. By regularly attending class you ensure yourself the best chance of success. If you do have to miss a class, you are responsible for getting notes from another student.

### **MIDTERM EXAMS (40%)**

Two non-cumulative quizzes given during class time (80 minutes), each worth 20%. Midterm exams will cover material from both lecture and assigned readings. The exams will consist mainly of multiple-choice questions, and 1-2 short answer questions.

- **Midterm #1 (20%): February 7**
- **Midterm #2 (20%): March 16**

### **FINAL EXAM (30%)**

Cumulative final exam, covering material from across the course. The final exam will consist of multiple choice and short-answer questions. The final exam will be scheduled during the University exam period (April 14-29). There will be no makeup exam for the final. If you miss the final exam, you must immediately apply for academic concession from your Faculty. They will process your request and will contact the instructor with their decision regarding your concession.

### **Notes on Exams:**

- Midterms are not cumulative; the final is cumulative.
- There will be topics covered in class that are not in the text/readings, and topics in the text/readings that are not covered in class. You will be responsible for both. That is, anything from class lecture and the text/readings can be tested on the exam.
- Remember to bring a dark (#2) pencil and your UBC student ID to all exams!
- Late arrival to exams: if you arrive to an exam late, you will still be allowed to write the exam *provided that no other student has finished before your arrival.* (UBC Policy)
- You are strongly encouraged to review your exam(s) with your TA. Most requests for grade adjustments can be settled directly with your TA. If you still have a concern after speaking with the TA, please write a summary of your issue and send it to the instructor for evaluation.

- No makeup exams are offered. Points for missed exams will be reweighted to the cumulative final.

### **INFANT INTERVIEWS & REFLECTIONS (30%)**

***Submit 3 (of 5 possible; due dates below), each worth 10%***

600-900 words (not including references), typed, size 12 font, double spaced.

In this class, we will learn primarily about infant development *in general*—we will discuss the average ages infants meet certain milestones, what typical abilities infants have at different stages, what the normative course of development is, etc. But development for each individual infant differs, as we are all influenced by our own genetic tendencies, our family, our culture, and other aspects of our developmental context. For this assignment, you will be focusing on the development of one infant in particular: at 3 points, you will conduct interviews with a parent (or parents) about their child's development, and then will relate this information to course content—analyzing where the infant's development aligns with what we've learned, and when (and why) it may not.

Who can you interview for this assignment? Any parent you wish! One possibility is your own parent(s)—you can use yourself as the target infant! You can also interview a friend or family member who has had a child (you probably want the child to now be at least 2/3 years; older is fine). If you are having trouble finding a parent to interview, contact Lily at least 2 weeks in advance of the submission deadline.

For each of your 3 interview/reflections, your task is to:

1. Conduct an interview (on the phone/Skype, or over email) with a parent, in which you will gather information about how the infant developed. A list of sample questions for each interview unit will be provided on Canvas, but you will also likely want to add your own!

2. Write and submit a 600-900 word reflection. Your reflection will have 3 components:

- Discuss one specific example where the infant's development aligns with developmental theory or research. This aspect of your reflection should be around 100-200 words.
- Discuss one specific example where the infant's development does not align with developmental theory or research. Provide a brief analysis of *why* you think the infants' development differed. For a strong analysis, support your explanation with research (including citations). This aspect of your reflection should be around 200-300 words.
- Based on your interview, provide one theory or idea you have about infant development that could be tested through a research study. Describe how you would design a research study to investigate your idea—what methodology would you use? What are the limitations of this methodology? This aspect of your reflection should be around 300-400 words.

There are 5 different interview/reflection topics and due dates; you choose which 3 to submit:

1. **Prenatal & Newborn Development: due January 31 @ 11:59pm**
2. **Motor Development: due February 14 @ 11:59pm**
3. **Language Development: due March 6 @ 11:59pm**
4. **Emotion & Temperament: due April 3 @ 11:59pm**
5. **Attachment & The Self: due April 8 @ 11:59pm**

Your reflection should pertain to material covered for that topic in lecture, the textbook, and/or assigned readings, and should focus on development from conception through 3 years of age.

In writing your reflection, we encourage you to respect the target family's privacy. You can use a pseudonym for the infant (and other family members), or only first names.

Submit your reflections to Canvas. Late assignments will be marked 10% off per calendar day late.

Further details on the IIRs, including a rubric, are available on Canvas

### **HUMAN SUBJECTS POOL CREDITS (UP TO 3% EXTRA CREDIT)**

You may earn up to 3% extra credit to your final course grade through participating in research studies (or by completing library assignments).

More information can be found at <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/>

### **ACCOMMODATIONS FOR MISSED EXAMS AND/OR LATE ASSIGNMENTS**

I acknowledge that life happens, and sometimes circumstances can get in the way of coursework. As such, I am happy to provide a *one-time* accommodation for **one** missed midterm exam *or* late assignment with no penalty:

- For missed midterms, there will be no make-up exams. Your points will be reweighted to the cumulative final exam. *There are no exceptions to this policy.*
- For late assignments, a 1-week grace period will be provided.

For a one-time accommodation, no doctor's note or verification is necessary. Contact the instructor as soon as possible, ideally within 24 hours of the missed exam/assignment.

If you need more than one accommodation (i.e. more than one missed exam *or* one late assignment), you will need to apply for in-term concession with your faculty's advising office. They are best able to provide the support for students needing multiple or extended accommodations.

For UBC policies regarding in-term academic concessions, visit: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>.

If you miss the final exam, you must apply for deferred standing through your department's advising office as soon as possible.

## **GRADE DISTRIBUTION & 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 average grade in a 300-level class is 70 for a strong class, 68 for an average class, and 66 for a weak class; with a standard deviation of 13.

Class Performance	Mean	SD
Strong class	70%	13%
Average class	68%	13%
Weak class	66%	13%

Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department. Each student will earn a percent grade for this course and will be automatically assigned a corresponding letter grade by the Registrar.

## **DIVERSITY & INCLUSION**

Similar to the broader UBC community, the Psychology Department—and this class—seeks to build a community where students feel included and are treated equitably. This class aims to be inclusive of gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political and religious affiliation, ability, health, and age (this is not an exhaustive list!)



Students, instructors, visitors, and readings may sometimes raise controversial and/or sensitive issues. Respectful and productive discussion is encouraged, and students should feel safe to explore ideas without fear of being judged. Our goal is not to always agree, but rather to disagree



without being threatening or alienating. However, if a statement or behaviour is likely to offend others or make others feel alienated in any way, it should not be shared with the class (but can be shared with me after class or in office hours). If at any point you feel offended, threatened, or alienated by anything that happens in our class, please feel welcome to let me or a TA know.

I (like many people) am always learning about diverse perspectives and identities. If at any point you feel as though I am failing to live up to an inclusive classroom, I encourage you to let me or a TA know.

## **ETHICAL & RESPONSIBLE CONDUCT**

***Always treat yourself, your classmates, and your instructors with respect both in and outside of class.*** This includes being on time to class, and being aware of your words and actions. Be mindful of other students during class. If you choose to take notes on a laptop, please consider quitting/minimize any programs that may distract others (internet, facebook, games, etc). If you choose to have your cell phone on during class, please consider setting it on vibrate or only allowing calls from important numbers (try the Do Not Disturb rules/functions!)

Cheating of any type is not tolerated. Just don't do it—it is not worth your education, your reputation, or your future. Any cheating will result in failing the assignment or exam, and may lead to an automatic fail for the course and/or expulsion from the university. If you have any questions about citing or using sources in your assignments, please see your Instructor or TA *BEFORE* the assignment is due.

## **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>).

## **RESOURCES**

We participate in the Early Alert program, which helps us support students who are facing difficulties that are interfering with school. For answers to frequently asked questions regarding the Early Alert program, please visit: <https://facultystaff.students.ubc.ca/systems-tools/early-alert>

## ACADEMIC RESOURCES

- **UBC Academic Regulations:** <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,0,0,0> Information on UBC regulations, including academic concession and accommodation.
- **UBC Learning Commons:** <http://learningcommons.ubc.ca/> Offers a variety of learning and research sources for students. The website includes tutoring, workshops, study groups, and many other online tools and links to academic resources offered at UBC.
- **Access and Diversity:** <http://students.ubc.ca/about/access> or 604-822-5844. Provides accommodations for students living with physical, mental, and/or learning disabilities.

## WELLNESS RESOURCES

- **Campus Lightbox:** [campuslightbox.ca](http://campuslightbox.ca) A student-created website noting many of the mental health support resources available to UBC students.
- **The Kaleidoscope:** <http://the-kaleidoscope.com/> A confidential peer-run mental health support group that takes place on campus 2-3 times a week. You may attend the group if you are experiencing any kind of mental health related challenges, or if you're just feeling stressed about school in general. Registration is not required to attend. See the website for meeting times and locations. Food and drink is provided.
- **UBC Counselling Services:** <http://students.ubc.ca/livewell/services/counselling-services> or 604-822-3811. Counselling services offers a variety of resources to help you maintain your mental health while in school. You may see a counselor on an individual basis, attend group counseling, or to document an illness if you should require academic concession.
- **SpeakEasy:** <http://www.ams.ubc.ca/services/speakeasy/> A student run service that offers confidential support for students experiencing crisis. Also a good resource for additional information and referrals within the UBC community.
- **UBC Wellness Centre:** <http://students.ubc.ca/livewell/services/wellness-centre> or 604-822-8450. Speak with other students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex, and more.
- **Student Health Services:** <http://students.ubc.ca/livewell/services/student-health-service> or 604-822-7011. Provides students with a variety of healthcare related services to help you maintain your health. Access to doctors and registered nurses.
- **Live Well, Learn Well:** <http://students.ubc.ca/livewell> The Live Well, Learn Well Initiative is a resource hub that provides students with information to help improve physical and mental wellbeing.
- **Mental Health Awareness Club:** <http://blogs.ubc.ca/ubcmhac/> A club that offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community.
- **AMS Food Bank:** <http://www.ams.ubc.ca/services/food-bank/> If you are in a financial emergency, the AMS food bank can provide you with a food hamper. You are able to use the service for up to 6 times per term.
- **BC Crisis Center:** [www.crisiscentre.bc.ca](http://www.crisiscentre.bc.ca) or 604-872-3311. Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7.
- **Pacific Spirit Addiction Services:** 3<sup>rd</sup> floor, 2110 West 43<sup>rd</sup> Ave, Vancouver BC, V6M 2E1, 604-267-3970. A free and confidential service for youth and young adults up to the age of 24. Services include counseling, access to an Addiction Physician- including usage of a methadone maintenance program, and a drug education series.
- **Distress Line:** 1-800-Suicide (784-2433). If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day.

### **MY EXPECTATIONS OF YOU**

- **Email me and/or the TAs if you need help or have any questions! We are happy to meet with you for *any* reason.** Don't suffer in silence—it's our job to help you out.
- **Come to class.** It will be very hard to succeed in this class without attending.
- **Please try to arrive to class on time and stay until the end of lecture without disrupting fellow students.** I understand that the UBC campus is large, and you may be running to-and-from classes! But many late students, or students packing up their belongings early, can be very distracting to others trying to listen to lecture.
- **Complete assigned readings in a timely fashion.** Doing the readings prior to the class for which they have been assigned will allow you to best participate in any activities/discussions.
- **Regularly check Canvas and your email for announcements.**
- **Be respectful when using electronic devices during class.**
  - You can have your cell phone with you in class-- emergency calls happen! But I ask that you be mindful of other students, of the instructor, and of your own learning. Consider turning your phone on vibrate or only allowing calls from important numbers.
  - Laptops are allowed for note-taking purposes. However, keep in mind that research shows better memory retention when taking notes by hand versus with a laptop (Mueller & Oppenheimer, 2014). Moreover, multi-tasking while taking notes on a laptop is detrimental not just to your own learning, but to classmates sitting nearby (Sana et al., 2013)! *Please be considerate.*
- **Engage in productive classroom discussion and debate.**
- **Respect your classmates, your TAs, and your instructor.**
- **Maintain academic integrity.**

### **YOUR EXPECTATIONS OF ME**

- **Respond to your emails within 48 hours** (if it's been more than 48 hours, email me again! Your email may have gotten lost in my spam folders).
- **Be willing to meet with you for any reason**
- **Come to class and arrive on time; end lecture on time.**
- **Post "draft" lecture slides to Canvas by 12am the night before class; post "final" lecture slides to Canvas by 12am the night following class**
- **Post grades in a timely fashion.** We will aim to return exam grades within 1 week, and Assignment grades within 2 weeks. Do note that this means for some of the IIRs, the grades will not be returned before the next one is due—you may choose to keep this in mind when deciding which reflections to submit.
- **Do my best to keep class fun, funny, lively, organized, interactive, and educational**



# COURSE SCHEDULE

*Schedule is approximate and subject to change at any point. It is likely that we will run behind at various points during the term.*

## January

Monday	Wednesday	Friday
6 <b>COURSE OUTLINE &amp; EXPECTATIONS</b>	8 <b>WHY STUDY INFANCY?</b> Textbook: Chapter 1, pgs. 1-24 (Start of chapter, up to, but not including, 'Methods for Studying Child Development')	10 <b>METHODS FOR STUDYING DEVELOPMENT</b> Textbook: Chapter 1, pgs. 25-38 ('Methods for Studying Child Development', through end of chapter)
13 <b>METHODS FOR STUDYING DEVELOPMENT</b>	15 <b>BIOLOGICAL FOUNDATIONS</b> Textbook: Chapter 3, pgs. 91-136 (Entire chapter)	17 <b>BIOLOGICAL FOUNDATIONS</b>
20 <b>PRENATAL DEVELOPMENT, BIRTH, &amp; THE NEWBORN</b> Textbook: Chapter 2, pgs. 43-71 (Start of chapter, up to, but not including, 'The Birth Experience')	22 <b>PRENATAL DEVELOPMENT, BIRTH, &amp; THE NEWBORN</b>	24 <b>PRENATAL DEVELOPMENT, BIRTH, &amp; THE NEWBORN</b> Textbook: Chapter 2, 71-85 ('The Birth Experience', through end of chapter)
27 <b>PERCEPTUAL &amp; MOTOR DEVELOPMENT</b> Textbook: Chapter 5, pgs. 189-208 (Start of chapter, up to, but not including, 'Motor Development')	29 <b>PERCEPTUAL &amp; MOTOR DEVELOPMENT</b>	31 <b>PERCEPTUAL &amp; MOTOR DEVELOPMENT</b> Textbook: Chapter 5, pgs. 208-218 ('Motor Development', up to, but not including, 'Learning'); Chapter 4, pgs. 178-183 ('Dynamic Systems Theories' through end of chapter)  <b>INFANT INTERVIEW &amp; REFLECTION #1: PRENATAL &amp; NEWBORN DUE</b>

# February

Monday	Wednesday	Friday
<p>3</p> <p><b>PERCEPTUAL &amp; MOTOR DEVELOPMENT</b></p> <p>Additional Reading: Hoch, J.E., O'Grady, S. M., &amp; Adolph, K.E. (2019). It's the journey, not the destination: Locomotor exploration in infancy. <i>Developmental Science</i>, 22, e12740.</p>	<p>5</p> <p><b>WRAP-UP &amp; MIDTERM REVIEW</b></p>	<p>7</p> <p><b>MIDTERM EXAM #1</b></p>
<p>10</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p>Textbook: Chapter 6, pgs. 239-279 (Start of chapter, up to, but not including 'Non-Linguistic Symbols and Development')</p>	<p>12</p> <p><b>LANGUAGE DEVELOPMENT</b></p>	<p>14</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>INFANT INTERVIEW &amp; REFLECTION #2: MOTOR DEVELOPMENT DUE</b></p>
<p>17</p> <p><b>READING BREAK</b></p>	<p>19</p> <p><b>READING BREAK</b></p>	<p>21</p> <p><b>READING BREAK</b></p>
<p>24</p> <p><b>LANGUAGE DEVELOPMENT: BILINGUALISM</b></p> <p>Additional Reading: Kandhadai, P., Hall, D.G., &amp; Werker, J.F. (2017). Second label learning in bilingual and monolingual infants. <i>Developmental Science</i>, 20, 1-14. Ψ</p>	<p>26</p> <p><b>COGNITIVE DEVELOPMENT: THEORIES</b></p> <p>Textbook: Chapter 4, pgs. 142-156 (Start of chapter, up to, but not including, 'Information-Processing Theories'); pgs. 167-178 ('Core Knowledge Theories', up to, but not including, 'Dynamic-Systems Theories')</p>	<p>28</p> <p><b>COGNITIVE DEVELOPMENT: OBJECTS &amp; PHYSICAL KNOWLEDGE</b></p> <p>Textbook: Chapter 5, pgs. 227-230 ('Cognition', up to, but not including, 'Social Knowledge'); Chapter 7, pgs. 306-320 ('Understanding Why, Where, When, and How Many', through end of chapter)</p>

Monday	Wednesday	Friday
<p>2</p> <p><b>COGNITIVE DEVELOPMENT: NUMBER</b></p> <p>Additional Reading: Wang, J. &amp; Feigenson, L. (2019). Infants recognize counting as numerically relevant. <i>Developmental Science</i>, 22, 1-10.</p>	<p>4</p> <p><b>COGNITIVE DEVELOPMENT: CATEGORIZATION</b></p> <p>Textbook: Chapter 7, pgs. 287-293 (Start of chapter, up to, but not including, 'Knowledge of Other People and Oneself')</p>	<p>6</p> <p><b>SOCIAL COGNITION: THEORY OF MIND</b></p> <p>Textbook: Chapter 5, pgs. 230-234 ('Social Knowledge', through end of chapter); Chapter 7, pgs. 293-300 ('Knowledge of Other People and Oneself', up to, but not including, 'Knowledge of Living Things')</p> <p><b>INFANT INTERVIEW &amp; REFLECTION #3: LANGUAGE DEVELOPMENT DUE</b></p>
<p>9</p> <p><b>SOCIAL COGNITION: THEORY OF MIND</b></p>	<p>11</p> <p><b>SOCIAL COGNITION: SOCIAL GROUPS</b></p> <p>Additional Reading: Pun, A., et al. (2018). Foundations of infants' social group evaluations. <i>Developmental Science</i>, 11, 994-999. <a href="#">Ψ</a></p>	<p>13</p> <p><b>WRAP-UP &amp; REVIEW</b></p>
<p>16</p> <p><b>MIDTERM EXAM #2</b></p>	<p>18</p> <p><b>SOCIAL DEVELOPMENT: THEORIES</b></p> <p>Textbook: Chapter 9, pgs. 372-379 (Start of chapter, up to, but not including 'Learning Theories'), 392-401 ('Ecological Theories of Development', up to, but not including, 'Child Maltreatment');</p>	<p>20</p> <p><b>SOCIAL DEVELOPMENT: EMOTIONS</b></p> <p>Textbook: Chapter 10, pgs. 417-439 ('Start of chapter, up to, but not including, 'Temperament'); 445-452 ('The Role of Family in Emotional Development', up to, but not including, 'Mental Health, Stress, and Internalizing Mental Disorders')</p>
<p>23</p> <p><b>SOCIAL DEVELOPMENT: EMOTIONS</b></p>	<p>25</p> <p><b>SOCIAL DEVELOPMENT: TEMPERAMENT</b></p> <p>Textbook: Chapter 10, pgs. 439-445 ('Temperament', up to, but not including, 'The Role of the Family in Emotional Development')</p>	<p>27</p> <p><b>SOCIAL DEVELOPMENT: ATTACHMENT</b></p> <p>Textbook: Chapter 11, pgs. 465-481 (Start of chapter, up to, but not including 'The Self')</p>
<p>30</p> <p><b>SOCIAL DEVELOPMENT: ATTACHMENT</b></p>		

Monday	Wednesday	Friday
	<p>1</p> <p><b>SOCIAL DEVELOPMENT: THE SELF</b></p> <p>Chapter 11, pgs. 481-486 ('The Self', up to, but not including, 'Self Concept in Adolescence')</p> <p>Additional Reading: Broesch, T., et al. (2011). Cultural variations in children's mirror self-recognition. <i>Journal of Cross-Cultural Psychology</i>.</p>	<p>3</p> <p><b>MORAL DEVELOPMENT</b></p> <p>Textbook: Chapter 14, pgs. 605-613 ('Prosocial Behaviour', up to, but not including, 'Antisocial Behaviour')</p> <p><b>INFANT INTERVIEW &amp; REFLECTION #4: EMOTION &amp; TEMPERAMENT DUE</b></p>
<p>6</p> <p><b>MORAL DEVELOPMENT</b></p> <p>Additional Reading: van de Vondervoort, J.W., et al.. (2018). Selectivity in toddlers' behavioral and emotional reactions to prosocial and antisocial others. <i>Developmental Psychology</i>, 54, 1-14. Ψ</p>	<p>8</p> <p><b>COURSE WRAP-UP &amp; REVIEW</b></p> <p><b>INFANT INTERVIEW &amp; REFLECTION #5: ATTACHMENT &amp; THE SELF DUE</b></p>	

Ψ denotes research conducted by/written by members of UBC Psychology Department

**FINAL EXAM TO BE SCHEDULED DURING UNIVERSITY EXAM PERIOD (APRIL 14-29)**

## ACKNOWLEDGEMENTS

*We acknowledge that the UBC Point Grey campus is situated on the traditional, ancestral, and unceded territory of the xwmə0-kwəy'am (Musqueam).*

*Portions of this syllabus inspired by Drs. Steven Barnes, Kyle Danielson, Afra Foroud, Janet Werker, Catherine Rawn, Andrew Baron, Susan Birch, Mark Lam, Erica Wojcik, & Leslie Berntsen*