

Infancy

Psychology 302 Section 902
Meetings: Wednesdays 4:00 - 7:00pm
Location: Hennings 200

Instructor

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Teaching assistant

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Course description

Welcome to Infancy! Infancy is a period of rapid and profound changes in all aspects of psychological functioning. In a mere three years from conception, we develop from a microscopic ball of cells to walking, talking, intentional person with likes, dislikes, friends, expectations, and reasoning abilities. To even document, let alone fully understand, how infants develop so rapidly and what the impact of infant development is on later functioning, rigorous empirical research is essential. Psychology 302 is designed to introduce you to some of the key empirical findings and provide you with a theoretical foundation for understanding and critically evaluating this work.

Course information on Canvas (www.canvas.ubc.ca)

Announcements, course syllabus, lecture notes, and assignment information will be posted on canvas. Lecture notes will be posted before class. There is also an online forum from which to ask questions of your instructor, TA, and fellow students. Please use the forum because if you have a question it is very likely that at least one other student has the same question.

Course materials

The course will involve classroom lectures, textbook readings, reading of empirical articles, online quizzes, mid-terms, and reaction papers to the posted articles. There is an additional option to, for extra credit and to experience research first-hand, participate in the Psychology Department Human Subjects Pool.

Lectures: Lectures will cover critical information about each topic area of infancy studied in this course. Lecture slides will be provided to you before class in pdf format. Lectures will cover material from the textbook and material not covered in the textbook. Some material in the textbook will not be covered in the lecture. You are responsible for all materials covered in lecture and the textbook.

Primary source readings: Empirical infancy research, peer-reviewed journal articles, are assigned in addition to the text book. The articles detail important infancy research, high-light theories, and describe methods. They are mostly short non-technical papers. They are available on the course website. You are responsible for the content of every

article for the exam. Additionally, the two reaction papers (details below) you will write will be based upon these articles.

Textbook: Siegler, R., Saffran, J., Graham, S., Eisenberg, N., DeLoache, J., & Gershoff, E. (2018). *How Children Develop*, 5th Canadian Edition. New York: Worth Publishers. ISBN-13: 978-1-319-05908-8. Available at the bookstore. You may use just the e- book (via Launchpad) if you prefer.

Launchpad: Launchpad is an online textbook platform that comes with the textbook or can be purchased separately. It has an e- book, tons of videos, study tools, and lots of quizzes, all of which are designed to test your knowledge and to help you do better in the course!

NB: Launchpad will only cover material from the textbook – it will not cover material only gone over in lecture and will not cover outside readings.

Your LaunchPad includes **LearningCurve** activities, game-like quizzing that adapts to your needs based on your performance. You can use LearningCurve to help you prepare for class or review material after class. LearningCurve includes reports that show you what areas of the course you understand well, and where you should continue to study. Learning Curve is not mandatory. It is for you to use to help you study.

Communicating with your TA and instructor

This is a large course with ~150 students. This translates into hundreds of emails per week asking questions that have been answered in class, are answered on the syllabus, etc. You are responsible for keeping track of what is going on the course by coming to class, knowing the syllabus, and reading messages posted on Canvas (both notes from myself and TA, as well as what has been written on the online discussion boards – usually if you have the question someone else does too). You should also have a go-to buddy in the class who can update you should you have to miss class for any reason. We are **very happy** to help answer any and all questions that you still have after you have reviewed available course information.

Please **include PSY302 in the subject line of your email** to ensure that your email is not missed or lost amongst other students' emails. Please also **sign your emails with your full name and student number**, as it is common for multiple students in a class to have the same name. Do not expect a response immediately; we will strive to respond within 1 to 2 business days (or faster), but please plan ahead for tests/due dates/etc.

Class attendance

It is essential that you attend each class. Although we will not take attendance and attendance is not part of your grade, per se, there is no guarantee that you will be able to succeed on quizzes and other assignments without being present in class. Lecture slides that are posted on Connect will serve as an outline of what is covered in each class, but may not be complete. Note that you are responsible for points that are covered verbally in class, even if they are not in the textbook, readings, or on the lecture slides (but rest assured that the instructor will make these points very clear when they are made verbally!). This class will include lots of student participation, providing a great learning environment for us all.

Course Requirements and Grading

Assessments for PSYC 302 will consist of 6 online quizzes, 2 written assignments, 1 mid-term exam, and 1 final exam. They are weighted as follows:

- 10% 6 online quizzes
 - You will have the opportunity to complete 6 online quizzes. Only 5 of the 6 will contribute to your final grade; the lowest quiz score will be dropped from your total. The remaining 5 quiz scores will each contribute 2% to your total course grade (2% * 5 quizzes = 10% of final course grade). Quizzes will be made available for at least 1 week prior to the deadline. **Late submissions will not be accepted, plan accordingly.**
- 45% 2 written assignments
 - 20% Reaction paper 1 is due on or before 11:59pm Feb 12, 2020
 - 25% Reaction paper 2 is due on or before 11:59pm Apr 8, 2020
- 45% 2 exams
 - 20% Mid-term exam
 - 25% Final exam
- **Optional additional 3% for participation in the UBC Human Subjects Pool**

Online Quiz (10% of course grade) details: All 6 online quizzes can be completed at home and are open-book. These are an opportunity for you to deepen and test your own understanding of the material. Please complete them independently.

Each quiz will cover material to be presented and will be due by the start of class on the same day the chapter is to be read for class (about once per week). The quizzes each involve multiple-choice questions chosen randomly from a test bank, and so you and your classmates will all have largely different questions. Questions are rated as “easy”, “moderate”, or “hard” – due to randomization some of your quizzes might be harder than others and/or harder than your classmates’ quizzes in given week, but it should all turn out even in the end. The quizzes are not timed, but you must do all questions in one sitting. You only get one chance to get the correct answer on each question.

Given that you can use your book during quizzes, and all the answers are in the book, these quizzes should be a great way to help you to learn the material and to boost your course grade.

At the end of the semester your scores on the best 5 of your 6 quizzes will count towards your final course grade. Quizzes must be completed before the start of class on the due date; late quizzes will receive 0 points **no matter what** – please plan accordingly.

Online quizzes are **due on or before 4pm on their due date, with no exceptions.** Arrange your time to ensure that you will be able to complete the quiz well before the deadline. Again, if you miss the deadline for an online quiz, the mark for that quiz will be 0. Fortunately, only 5 of the 6 quizzes will contribute to your final course grade.

The first “quiz” is the completion of the online Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2) Course on Research Ethics (CORE; TCPS-CORE) course. It pass/fail (if you complete it, you pass). TCPS-CORE is a Canadian course on research ethics and understanding of research ethics is a critical

skill for researchers working with infants. Successful completion of this course is mandatory to volunteer in most psychology labs at UBC and can be indicated on your curriculum vitae.

Access the course here: <https://tcps2core.ca/welcome>

Information about and access to quizzes 2 - 6 will be announced on Canvas.

Reaction paper (45% of course grade) details: At 2 points in the semester, you will be required to write a 2-page (double-spaced, 11pt font, 1-inch margins) reaction paper about one of the articles that you read for that ~1/2 of the course; you can choose your target articles for your reaction papers.

The article you choose for Reaction Paper 1 must have been assigned BEFORE the due date for Reaction Paper 1 (i.e., the article must be one assigned between Jan 6 and Feb 12, inclusive).

The article you choose for Reaction Paper 2 must be one assigned AFTER the due date for Reaction Paper 1 (i.e., the article must be one assigned AFTER Feb 12).

Your response should include a brief (~200 word) summary of: 1) the question of interest, 2) the basic methodology or methodologies used, 3) the results, and 4) the conclusion(s) the authors draw. In the following ~300 words, you should choose to do 1 of the following (one per assignment, by the end of the course you will have done one of each):

1) Describe another method one could utilize to test the same hypothesis. This should not be as simple as changing the stimuli in the study from dolls to ducks and keeping the rest the same, but something like changing the kind of method used (an attentional versus an action task, for instance) or by using the same kind of method to explore a different (but related) hypothesis, such as one might do in a follow-up study. For examples, pay attention during class, as the process of studying a similar overall question in many different ways will be illustrated in lectures.

2) Describe one or more alternative explanations for the results. For instance, sometimes authors claim their results are due to one thing, when they could equally be due to another; this is often referred to as an experimental confound. We will discuss examples of this in class as well.

Your first paper will be 20% of your final grade, and your second will be 25% of your final grade. Students tend to find these papers difficult and we want you to do well on them. Use the feedback from your first paper to strengthen your second paper. Discuss your specific idea(s) with your TA and/or instructor **well before** the deadline. Start thinking about your papers sooner than later!

All Response Papers are due by 11:59 PM on Turnitin, a service that checks textual material for originality. Due dates are listed on the calendar. Login and additional information for Turnitin will be announced in class and posted on Canvas.

Notes on writing assignments:

- 1) **Late papers** (beginning at 11:59 PM) will be penalized one point (out of the 20 or 25 total possible) per day. The deadline is a hard cutoff – lateness of more than a few minutes is not tolerated so please be uploading well in advance of the deadline to prevent uploading problems. (Crises with the website will be considered, but it's best to avoid them in the first place).
- 2) Stay approximately within the page limits and word guidelines. Papers that are too short OR too long (more than +/- 50 words in either section), or papers that are highly lopsided in terms of the advised section length, will be penalized. You are learning how to get important points across in a simple and clear way – you should be able to do this within the assigned word limits.
- 3) Please write the citation for the paper you chose on the third page of your response in APA format.
- 4) **NO OUTSIDE SOURCES ARE ALLOWED.** I want you to use what you've learned in class to come up with your own ideas. Don't worry – these ideas don't have to be brilliant, just well reasoned/articulated and argued based on what we've learned in class. Also, if we've discussed a specific alternative for a paper, or another way of asking the particular question, during class, you can't use it for your paper. It must be your own work. If you want to support your thinking with something from the text or that we learned in class, please note where you have done so (just say text, pp. XX, or "Perceptual Development Lecture" – no need to use APA format here).
- 5) You are welcome to include an additional figure (e.g., graph, illustration) on the third page of your paper. The figure is not required.
- 6) The grading rubric will be posted on Canvas. Being aware of how your paper will be assessed allows you to ensure that your paper is the strongest you can produce.

Extra Credit – Up to 3 percent added to your final course grade: You may earn up to 3% extra credit (added after grade adjustments/curving described above) of your final course grade through participating in research studies or completing library assignments. More information will be announced in class, is available on Canvas, and can be found at: <http://psych.ubc.ca/internal/human-subject-pool/>

Grading on a curve

As you are likely aware, the psychology department grades all courses on a curve, with a set average (about 68) and standard deviation (about 13), which requires that a certain percentage of students get A's, B's, a failing grade, etc. This is not my rule, but I must follow it. I will absolutely do my best to ensure that grades come out appropriately without the need for adjustments, but if they do not, I will have to make adjustments to your grade. This could mean your grade will go up (this happens most years), but it also could mean your grade will go down (this happened one year). Please be prepared for such an occurrence and keep an eye on your grade relative to the class average, as well as the cumulative class average. It's probably a good idea to do so in all your psych courses so you are not shocked by your grade at the end of the term!

Academic Misconduct

Psychology Department's Position: 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.

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 me or your TAs. 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 (<http://www.universitycounsel.ubc.ca/policies/policy69.html>).

Instructor's Position: Cheating of any kind is inexcusable. Your TA and myself will be vigilant in weeding it out to the fullest extent possible. All written work will be submitted to Turnitin, a website that monitors the originality of written work against your peers, paper mills, websites, and academic journals. Any student caught cheating on any assignment/exam will receive NO CREDIT for that assignment/exam; this typically leads to a failing grade in the course. In addition, I will pursue further disciplinary action with the University. It is just NEVER worth it to cheat. If you're wondering if something is cheating, it probably is and you shouldn't do it. You will always get more points on an assignment if you complete some of it/get some questions correct than if you get a zero. If you are struggling, contact your instructor, or your TA for help **before** the assignment/quiz/mid-term date/deadline. If you need help, there are also resources listed below. Your education is a huge investment of time, energy, and money – make the most of it.

Academic and wellness 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.
- **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 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:** 3rd floor, 2110 West 43rd 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.

<p style="text-align: center;">COURSE OUTLINE Wednesdays 4 - 7pm Schedule is subject to change at any time. Changes will be announced in class and on Canvas.</p>			
Date	Topic	Reading(s)	Deadlines *Quizzes due 4:00 pm *Papers due 11:59 pm
Jan 8	Syllabus review Introduction & History	<i>Darwin, 1877</i>	
Jan 15	Research design & methods	Text Chapter 1 <i>Colombo & Mitchell, 2009</i>	Online Quiz 1: TCPS2
Jan 22	Prenatal & newborn development	Text Chapter 2 <i>Reid, Dunn, Young, Amu, Donovan & Reissland, 2017</i> <i>Class, Khashan, Lichtenstein, Langstrom, & D'Onofrio, 2013</i>	
Jan 29	Perceptual development	Text Chapter 5 (pages 189 - 208) <i>Fantz, 1961</i>	Online Quiz 2
Feb 5	Motor development	Text Chapter 5 (pages 208 - 234) <i>Libertus & Needham, 2010</i>	
Feb 12	Cognitive development	Text Chapter 4 (pages 208 - 218) <i>Wynn, 1992</i>	Online Quiz 3 Reaction paper 1
Feb 19	No class during midterm break (February 18 - 21)		
Feb 26	Midterm Exam		
Mar 4	Language development	Text Chapter 6 <i>Werker & Tees, 1989</i> <i>Saffran, Aslin, & Newport, 1996</i>	Online Quiz 4
Mar 11	Language development	Text Chapter 6 <i>Karasik, Tamis-Lamonda, & Adolph, 2013</i>	
Mar 18	Emotional development	Text Chapter 10 <i>Malatesta & Haviland, 1982</i>	Online Quiz 5
Mar 25	Attachment and social development	Text Chapter 11 <i>Yu & Smith, 2016</i>	

Apr 1	Moral development	Text Chapter 14 <i>Hamlin, Wynn, & Bloom, 2007</i>	Online Quiz 6
Apr 8	Wrap-up and review		Reaction paper 2
TBA	Final Exam during exam period (April 14 - 29)		