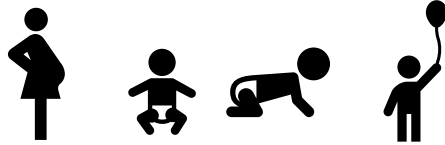


Psych 302: Infancy: Birth to 3 Years



Section 99C Jan. 2020



Instructor: Dr. Susan Birch

Course Email*: p302@psych.ubc.ca

Personal Email: sbirch@psych.ubc.ca

Virtual Office hours: By Appointment and TBA

Teaching Assistants (TAs): TBD

Virtual Office hours: By Appointment and TBA

Course Email*: p302@psych.ubc.ca Course email will be read several times a week by TAs and instructor.

*All emails should contain the subject 'PSYC 302' and your student ID should appear in the body of the email

Course Description

From birth to 3 years of age, human infants undergo an astounding transformation, learning complex motor skills and behaviors, developing sophisticated cognitive abilities, acquiring language and learning to interact with other people. Understanding this developmental trajectory and the mechanisms underlying it allows us to take better care of our children and provides us with a window into human nature. This course offers a comprehensive review of human development in the first few years of life (including physical, perceptual, cognitive, social, and emotional development). This course will also foster the intellectual tools necessary to critically evaluate scientific research and everyday observations of human infants.

UBC Course Website: <https://canvas.ubc.ca/>

Required E-Textbook: <https://console.pearson.com/enrollment/zsadd>

Berk, Laura. *Exploring Child Development* (1st edition). Pearson 2018. ISBN 9780134983721.

This textbook's author is one of the most popular textbook authors in developmental psychology. The required edition for this online course is an exciting new electronic text package that incorporates videos, narrated audioclips, interactive illustrations, self-assessment exercises, and more. **Two copies of the paper version of this textbook are on reserve at the Koerner library in UBC.** These are NOT intended to replace the interactive text which contains embedded quizzes and exercises but you may check them out (2 hours at a time) when you want view a hard copy.

An access code (~\$95CDN for 12 month access) can be purchased through the bookstore: [PSYC302 Textbook Order Form](#) or online: <https://console.pearson.com/enrollment/zsadd> If asked for the "invitation" info use the pearson link above, then choose "redeem" and enter the access code.

You may also access the text (& accompanying audio) on any other device you own via the **Revel App (available from the App Store or Google Play)** once you set up your account. There is no additional cost to have the text/app on more than one device.

Technical Support

For Canvas Course Website:

Online: <https://students.canvas.ubc.ca/help/> Or via email: arts.helpdesk@ubc.ca

For the E-Textbook:

24/7 E-Text Tech Support: 1-855 875-1801

Or online support via: <https://support.pearson.com/getsupport/s/contactsupport>

Instructor Description

Susan A. J. Birch, Ph.D. (Yale University, 2004) was born and raised in Prince Edward Island, Canada. She obtained her Bachelor's of Science Degree with First Class Honours in Psychology from *St. Francis Xavier University* in Nova Scotia, Canada. She then went on to jointly complete Master of Science and Master of Philosophy degrees from *Yale University* in the United States. After receiving her Ph.D. in Psychology from Yale in 2004, she accepted a faculty position in the Psychology Department at the *University of British Columbia*, where she is now a tenured Associate Professor of research. Dr. Birch's research examines social-cognitive abilities, especially social perspective-taking, from a developmental perspective. Social perspective taking refers to the processes and abilities involved in reasoning about the mental states of others (e.g., making inferences about others' knowledge, intentions, and emotions). Dr. Birch has studied infants and children of all ages as well as adults, though her primary research focus recently has been with children ages 3-8. The over-arching aim of her research program is to elucidate the development changes that occur in how people's strengths and limitations in social perspective taking impact different aspects of learning, development, and decision-making. Dr. Birch's teaching interests, not surprisingly, are also in developmental psychology. She has been teaching courses in developmental psychology for the past 15 years and has been honored with the *Robert E. Knox Master Teaching Award* for her teaching excellence.

Student or Audience Description

Psychology 302 is an upper-division undergraduate course offered for degree credit within the Faculty of Arts. Because the course focuses on the role of psychological, physical and social development in infancy, it should be of interest to students wishing to learn about the trajectory of development in humans and the mechanisms underlying it, as well as to those wanting to learn more about human nature more generally. Students enrolled in other developmental psychology courses and subjects in humanities or social sciences, such as family studies and social work, will find psychology 302 complementary. This course should be of interest to those with career pursuits in psychology, education, health and medicine, and law and public policy.

Prerequisites and/or Course Restrictions

Enrollment in this course is restricted to students in 2nd year or above. You must have taken: PSYC100 or all of PSYC101 and PSYC102 or 6 credits of 200-level Psychology (*not including* 205 or 263) or received instructor permission for equivalent preparedness and have accepted any risks.

Supplementary Readings

An important part of this course is to expose students to the scientific method underlying infancy research via empirical journal articles and other scholarly writings. As such, students will be assigned a few scientific readings to supplement their textbook readings. These supplementary readings will also provide students with a more in-depth look at specific 'hot' topics in infancy, giving students both breadth and depth exposure to key topics in the study of infancy. Approximately 3-6 required supplementary readings will be made available on-line through the course website. The timeline for completing these readings is provided in the course outline.

Objectives for the Course

Psychology 302 is designed to help students combine theoretical, methodological, and practical inquiry to understand infant development and human nature. More specifically, we will cover such topics as physical development (e.g., motor development, brain development), early perception and cognition, social and emotional needs and development, early language acquisition and other forms of communication (e.g., nonverbal language), and how these components interact from before birth until around age three.

After completing the course, students should be able to:

- Discuss the history of developmental psychology and the theoretical approaches in this field
- Understand the methodological issues involved in conducting psychological research on infant development
- Identify the roles of nature and nurture and the multiple ways they interact in human's early development
- Describe the physical, psychological, and social changes in infants from before birth to age three
- Recognize the developmental mechanisms and conceptual issues underlying these changes
- Apply their knowledge acquired in this course to real life issues (e.g., parenting, education, public policy)

Course Assessment

Psychology 302 involves: 1) Participation Exercises 2) a Mid-term Quiz, 3) a Research Assignment and 4) Final Exam (complete details are provided below).

PLEASE NOTE: The Psychology Department at UBC uses a strict scaling policy as outlined below. Please familiarize yourself with this scaling policy. By staying registered in this course beyond the deadline to withdraw you are acknowledging that you are familiar with this scaling policy.

Psychology Department's Policy on Grade Distributions and Scaling

To reduce grade inflation and maintain equity across multiple course sections, 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 69-70% 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 required in order to comply with these norms; grades may be scaled up or down as necessary. Official scaling is applied at the end of the course. All grades provided throughout the course should be considered unofficial and subject to final scaling and approval by the department. However, students will be made aware of the grade distributions for the class (and their score relative to the rest of the class) after the midterm and prior to the final exam so they can compute their anticipated scaled grade and gauge their current standing.

Summary of Evaluation Breakdown

| | |
|------------------------------------|--------------------------------|
| Participation Exercises | 15% |
| Research Assignment | 20% |
| Midterm Quiz | 15% |
| Final Examination | 50% |
| TOTAL | 100% |
| Optional bonus: HSP credits | An additional 3% after scaling |

Details for the 4 Types of Graded Assignments:

1. PARTICIPATION EXERCISES

Participation exercises via Discussion Boards, mini Quizzes, and other exercises and activities as outlined in the Lesson Plans for each week are designed to facilitate reflection, critical thinking, feelings of class 'connectedness', and awareness of the practical applications of the material you learn in the lesson. These participation exercises are associated with specific lessons as outlined in the Course Schedule and Lesson Plans. Although they are only worth a total of 15% of your final grade, students who remain engaged through these participation exercises tend to also get much more out of the course and perform better on the other course requirements because they serve to ensure a richer understanding of the course concepts and practical application of the material. The Lesson Plans for each module outline the instructions for completing participation exercises. Some, for example, involve posting to Discussion Boards, where the instructor will typically provide you with a few discussion boards to choose from that ask you to discuss a particular topic or consider a particular question related to infancy to get you thinking.

What is a meaningful post to a Discussion Board?

Meaningful posts will typically consist of *at least* a full sentence, often a few sentences but never more than 500 words. Posts should show that you have carefully considered the target question or one or more of your classmates' posts. If you are responding to a specific comment, which comment you are referring to should be made clear. If you are offering up a possible answer, you should make it clear *why* you think so (i.e., what is the argument or support for your statements or conclusions?). Often, there are no "right or wrong" answers for these discussion exercises, we simply want to see your opinions and thoughtful and thought-provoking comments or questions. Although we typically want to understand 'the why' behind your response, it is ok to speculate or offer a hunch (just say whether anything is leading you to have that hunch). That is, it's not usually necessary to provide evidence to back your claims—though if you have it, that's worth

including (you can provide *details* to the source but I don't recommend providing a weblink unless it is a very reputable source). Avoid acronyms and slang. Very brief or single word answers (e.g. yes, no, maybe) are permitted but will not count toward participation points. Importantly, **be respectful of your classmates differences in opinions** and be sure to report any misuse or abuse to the instructor.

Evaluation/Scoring of Participation Exercises:

At the end of the course, you will receive a mark out of 100 (worth 15% of your final grade) for your Participation Grade. You will be evaluated on your total contributions throughout the course. You will receive an interim assessment of your participation grade thus far after completion of Module 3.



Student Café: I encourage you to connect with your peers (e.g. join a study group, swap notes, offer feedback on each others assignments). One discussion board called the 'Student Café' is intended as an informal discussion area where students can go to greet others, make enquiries to others about the course, organize study groups, etc. Unlike the posts you make as part of the participation exercises, any posts to the Student Café will NOT be considered as contribution to your grade (they are for your benefit only).

2. MIDTERM QUIZ

There will be one mid-term quiz that students will participate in on-line. The mid-term quiz will consist of all multiple choice questions and is timed. Once you begin the exam you will have a set amount of time to complete the quiz. The midterm is worth 15% of the total grade. See Course Schedule for the date of the midterm.

3. RESEARCH ASSIGNMENT

You will also complete a peer-reviewed research assignment. The due date for this assignment is found in the Course Schedule. Detailed Instructions for completing this assignment can be found on Canvas under "Assignments".

4. FINAL EXAMINATION

You must pass the final examination with a minimum grade of 50% to receive credit for this course. The final examination is based on the textbook and the required readings. The final examination will be closed book and cover material from the entire course. Given that considerable attention has been given to written assignments, exercises, and discussions throughout the course the final exam will take a multiple-choice format. The final exam will consist of approximately 70-100 multiple choice items roughly balanced in terms of representing the material from each module.

5. Optional Bonus: Human Subject Pool (HSP) Research Participation

Psychology is an active and exciting scientific discipline and participating in studies is an interesting way to gain insight into Psychological Research. Up to 3 additional percentage points can be added to your grade *after any scaling that may be needed is applied*.

To earn these points you have 2 options:

1. **Participate in the Psychology Department Human Subjects Pool:** Most students will choose to participate in psychology studies (earning 1% point for each hour) through the Department of Psychology's Human Subject Pool (HSP) system. You can locate, create an account, and sign up for studies by going to <https://hsp.psych.ubc.ca>. Please register on the system by the end of the first month of classes, for the opportunity to earn your first ½ hour credit with a brief online survey that will increase your eligibility for more studies.

Once registered on the system, you will be able to browse through and select the studies in which you wish to participate, sign up for an available timeslot, and confirm the points you have earned. At the end of the last day of class for the term, the subject pool closes. After this day, you will no longer be able to earn points by participating in research. Therefore, we strongly urge you to participate long before the last week of class.

For instructions on how to use the HSP online system, and Frequently Asked Questions (FAQs) go to:

<https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/>

2. **Alternative assignment -- Library writing projects:** As an alternative to participation in psychology subject pool experiments, you may complete a library-writing project. For More information on the library option and <https://psych.ubc.ca/wp-content/uploads/sites/2/2019/09/InfoforParticipantsFall2019.pdf>

NOTE: Any and all questions regarding HSP that are not answered by the FAQ and links above should be directed to hspresearch@psych.ubc.ca **NOT** your instructor or TAs!

Optional Self-Assessment Tools

Throughout the interactive text you will be given the chance to complete various exercise and quizzes (e.g. "Ask yourself"). Unless otherwise specified in the lesson plans these are optional and are meant as self-assessment tools to apply, and test, your knowledge of the material.

Withdrawal Dates

Friday, January 17 2020 is the Last day for change in registration and for withdrawal without a withdrawal standing of W recorded on a student's academic record. Student Service Centre remains open for course withdrawals with a W standing. Refer to the online Course Schedule for specific drop/withdrawal dates.

Missed Deadlines, Regrading, and Late Submissions Policies

In accordance with policy on Grading Practices, missed assignments/quizzes/exercises etc. will be given a grade of zero unless you declare an illness or medical concension on or before the deadline by emailing your instructor directly at sbirsch@psych.ubc.ca. In the event such a concession is required, you will either be given the opportunity to complete that missed assignment as soon as possible (typically within the week) or have the grades for your other course requirements re-weighted, depending on the specific situation and the nature of the missed assignment (exercise, quiz, etc.) Late assignments will be penalized 20% each day they are late (and will receive a 0 if they are more than 4 days late) with the following exception: Exercises and assignments that are peer reviewed (e.g., epigenetics exercise, Target Question Assignment) can NOT be submitted more than 48 hours late because they will no longer be eligible for peer review allocation and therefore will receive a grade of zero once they are 48 hours late. As these exercises can be completed in advance (rather than on a specific day) a short-term/last minute illness should not pose a problem and you are expected to plan accordingly.

Why Peer Review?

Your research assignment and 1-3 participation exercises will be peer-reviewed. Peer review is a great pedagogical tool for many reasons. First, one of the best methods for learning to communicate effectively is to observe, evaluate and provide critical, constructive feedback on the work of your peers. Second, it gives you the opportunity to review and learn from the constructive feedback of multiple people, not just a single teaching assistant. Finally, by reviewing the assignments of others, which focus on a variety of topics related to infant development, it will expose you to a broader range of topics and viewpoints.

How it works: Each submission for peer review will be submitted online and randomly assigned (via a computer algorithm) to a small subset of your peers (~6-8 of your classmates) for evaluation. Each student/peer is required to evaluate and provide constructive feedback on the submission using the rubric provided. Peer reviews must be completed by the due date. Failure to complete ALL of the required peer reviews by the due date will result in a grade of zero for this course component for the peer reviewer. The final grade awarded is the median of the grades assigned by the peer evaluators (i.e. the mid-point score, more resistant to error than the mean/average). There is considerable research showing that grades derived in this manner are of the same or higher quality than grades assigned by a TA or by an instructor (see Cho, Schunn & Wilson, 2006). More importantly, by using peer evaluators, the author of each submission will not only receive a grade on his/her work from multiple sources, but will also receive specific feedback from several reviewers and will have had the benefit of seeing a range of other answers and learning from their variety, insights, strengths and weaknesses.

We will do quality control checks of the peer evaluations (e.g., examining the data for outliers, sampling techniques). If after a self-evaluation of your submission using the provided rubric you feel that the median grade from the peer reviewers is not at all merited you may request that your submission also be graded by a TA; note however doing so may result in either a higher or lower grade depending on the TA's assessment (using the same rubric provided to the peer reviewers).

Learning and Wellness Resources

Wellness resources are available on the Canvas Course Home page.

There are also wellness resources available here: <https://students.ubc.ca/health>

If you or someone you know is in crisis: <https://students.ubc.ca/health/crisis-support>

Learning resources are available here: <https://students.ubc.ca/enrolment/academic-learning-resources>

Center for Accessibility

UBC is committed to equal opportunity in education for all students including those with documented physical or learning disabilities. If you believe you fall in this category, please visit the website of the Center for Accessibility

(<https://students.ubc.ca/about-student-services/centre-for-accessibility>) to take the necessary steps to ensure that you have every opportunity that you deserve to excel in your studies.

Early Alert Program

I participate in the Early Alert Program which helps me to support students who are facing difficulties that are interfering with their education, their wellness or both. For answers to frequently asked question regarding the early alert program, please visit <https://facultystaff.students.ubc.ca/systems-tools/early-alert>

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. 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 TA or instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>).

Additional University Policies and Resources

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on [the UBC Senate website](#).

Copyright Information

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