

# PSYCHOLOGY 302 INFANCY

*Fall 2020: Web-Oriented Course*

## WELCOME TO PSYC302!

Do you like babies? Do you wonder whether experiences in your infancy helped shape you into who you are now? Are you interested in how genetics, family, and culture influence development?

If so, yay, you're in the right class!!! If not—hopefully over the course of the term, we'll be able to convince you that these are fun ideas to discuss.

In brief: this course will provide an introduction to the major theories and current research on human development, focusing on development from conception through 3 years of age.

### IN THIS SYLLABUS:

Our instructional team.....	2
About our web-oriented class.....	3
Course materials.....	5
Course assessments & grading.....	6
Class in the time of COVID-19.....	9
Policies.....	10
Resources.....	12
Course Schedule.....	14

## LEARNING GOALS

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

1. Describe the research methods used to study infant development, evaluate the advantages/limitations of these methods, and apply such methods to new research ideas.
2. Consider how both biological influences and experiences impact (and interact to impact) development.
3. Explain how infants respond and behave at different times in development: describe important trajectories and milestones in perceptual, motor, language, cognitive, emotional, social, and moral development between conception and 3 years of age.
4. Contrast major historical and contemporary theories of development; discuss 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 and new examples.
7. Interpret and critique empirical writing on infant development.

# OUR INSTRUCTIONAL TEAM

## INSTRUCTOR

### Dr. Lillian May

- Please call me: Lily or Dr. May (pronouns: she/her)
- Email: [lamay@psych.ubc.ca](mailto:lamay@psych.ubc.ca)
- Drop-in Zoom Student Hours (link on Canvas)  
Mondays, 2:00-3:00pm  
Tuesdays, 6:30-7:00pm  
Fridays, 9:00-10:00am
- Appointments: Email or book on [calendly.com/lamay](https://calendly.com/lamay)
- Tweet at me: @lilymayubc



Hi! I'm Lily, your instructor for the term! I'm a Lecturer in the Department of Psychology, where I teach several classes all about development. When I'm not teaching, you can usually find me hanging out with my husband Tod and 2-year-old daughter Remy! I like baking, terrible reality TV, and sleep.

## TEACHING ASSISTANTS

### Manreet Bhullar

- Please call me: Manreet (pronouns: she/her)
- Email: [manreetb@mail.ubc.ca](mailto:manreetb@mail.ubc.ca)
- Drop-in Zoom Student Hours: Thursdays, 7:00-8:00pm (link on Canvas)
- *Manreet is a 4th year undergraduate student in the Behavioural Neuroscience major. She is currently working as a research intern at the Centre for Mindfulness at BC Children's and volunteering in mental health/peer support positions around campus. In her free time, she binges Punjabi and Bollywood music, spends a lil too much time on Netflix, and drinks a lot of chai.*



### Ianna Folkes

- Please call me: Ianna (rhymes with "Diana"; pronouns: she/her)
- Email: [ianna.folkes@ubc.ca](mailto:ianna.folkes@ubc.ca)
- Drop-in Zoom Student Hours: Mondays, 11:00am-12:00pm (link on Canvas)
- *Ianna is a Masters student in the Reproductive and Developmental Sciences. In her free time she loves biking around the city, playing the ukulele and window shopping on the SPCA website for adoptable cats.*



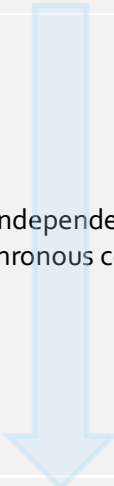
### Nathalie Sagar

- Please call me: Nathalie (pronouns: she/her)
- Email: [nathalie.sagar@alumni.ubc.ca](mailto:nathalie.sagar@alumni.ubc.ca)
- Drop-in Zoom Student Hours: Wednesdays, 8:30-9:25am (link on Canvas)
- *Nathalie is a 2<sup>nd</sup> year PhD student in School and Applied Child Psychology. For her dissertation she plans to research the experiences of children with a bipolar parent. Throughout her PhD she hopes to finally perfect the art of working from home and aspires to further assimilate with west coast culture by learning to ski!*



Please let any of us know if you have questions—we are all happy to answer emails, and happy to meet with you for any reason! We strive to answer all emails within 48 hours, excluding weekends/holidays.

# WEB-ORIENTED CLASS

	Always:	Sometimes:	Student Hours:
FRIDAYS	New content posted on Canvas		Lily: 9:00-10:00AM
SATURDAYS	 Work independently on asynchronous content		
SUNDAYS			
MONDAYS		Exams (on Canvas)	Ianna: 11:00AM-12:00PM Lily: 2:00-3:00PM
TUESDAYS			Lily: 6:30-7:00PM
WEDNESDAYS	Live Zoom meetings (recorded for those who cannot attend)		Nathalie: 8:30-9:25AM
THURSDAYS		Assignments Due (on Canvas)	Manreet: 7:00-8:00PM

This term we've all started a new adventure into web-oriented classes. In this format, our class has been re-designed as a mix of asynchronous learning (ie, done on your own time), live ("synchronous"), and group components.

## ASYNCHRONOUS

On **Fridays**, we will post that week's asynchronous content to a module on Canvas. This content will vary a bit each week, but will typically consist of:

- Assigned readings
- Pre-recorded mini lectures (~5-10 minutes each, ~60 minutes in total)
- Other recorded content (ie, podcasts, Youtube videos, etc.)
- Discussion boards
- End-unit comprehension checks (ungraded)

Each Canvas content module will be set up as self-directed. You will view/complete a series of "required" items in order to move on to the next item. We won't be grading your completion of these items, or your speed at working through them—but they are set up to help work through the content in order and at a steady pace.

## LIVE

On **Wednesdays**, we will have live Zoom sessions during our scheduled class time (11am and 3pm Vancouver time- feel free to attend either). These will be recorded and posted for anyone who cannot attend, but if you're able, do come! We'll use this time to review difficult material (ie, the empirical research article's you'll be reading), discuss with each other, address questions about

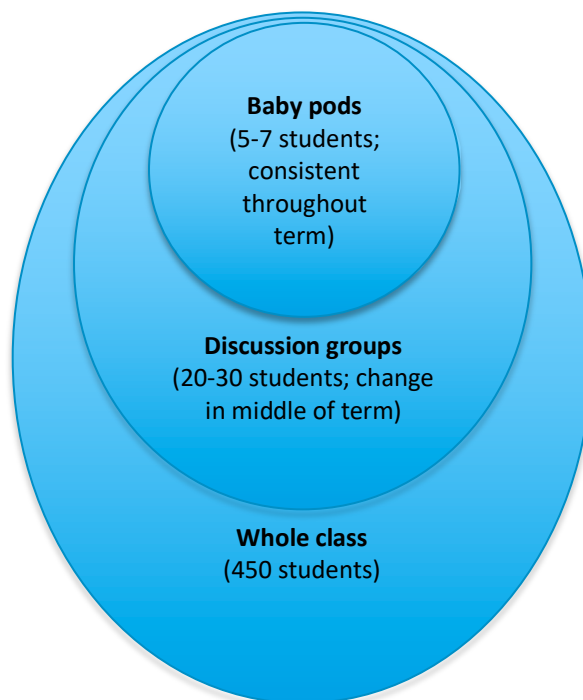
that week's content, and more. If you're unable to attend these live sessions—that is absolutely fine. While there will be opportunities to gain engagement marks from live meetings, there will also be plenty of opportunities from the independent components as well.

The link for our live Zoom meetings is available on Canvas.

## GROUP

To help build interaction and engagement with the course, there will be a small group component. Each of you will be in a “baby pod” of 5-7 students—where you will be creating a baby together (no, not in the way you're thinking...)! Your group will submit small journals on your baby throughout the term. Then, at the end of the term, you'll have the opportunity to work with other group members on a final “Baby Book” project.

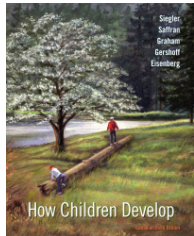
Additionally, your baby pod groups will be together with 4-5 other pods for the discussion boards on Canvas. Having 20-30 others in your discussion group is intended to provide a smaller space to boost familiarity and connection. Depending on student feedback, we may move around these discussion groups in the middle of the term so you'll have a chance to meet new people.



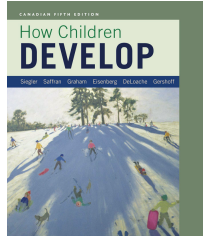
# COURSE MATERIALS

## TEXTBOOK

Siegler, R., Eisenberg, N., DeLoache, J., Saffran, J., Gershoff, E., & Graham, S. (2017/2020). *How Children Develop*. Fifth or Sixth Canadian Edition.



6<sup>th</sup> Canadian Edition



5<sup>th</sup> Canadian Edition

### Important notes about the textbook:

- We use only a selection of chapters from this text (6 chapters). A coursepack with just these chapters is available from the textbook publisher:  
<https://store.macmillanlearning.com/ca/product/How-Children-Develop/p/9781319397951>.
- However, the same textbook-- but different chapters-- is also used for PSYC315 (Childhood & Adolescence). If you think you will take both courses, it is likely cheaper to buy the full text and not two separate coursepacks! The full text is available at the bookstore, from the publisher  
(<https://store.macmillanlearning.com/ca/product/How-Children-Develop-Canadian-Edition/p/1319173020>), and at VitalSource  
(<https://www.vitalsource.com/referral?term=9781319269678>).
- You can use either the 5th or 6th Canadian editions with no concerns. Use of other editions is likely not a *huge* issue, but I can't guarantee their similarity.
- If you're delayed in getting your text or are unsure of whether you'll stay in this course, the first assigned textbook chapter is available for you on UBC Library Course Reserves.
- Access to Launchpad is NOT required.

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

## COURSE READINGS

For each unit, there are typically 1-3 assigned readings. One (or two) will consist of a review of the topic-- sometimes from the course textbook, sometimes from a different textbook or handbook. In many weeks, there will also be an empirical research article assigned—these are examples of current research in infancy. All non-textbook readings are available for no cost on Canvas (and through UBC Library course reserves).

## COURSE WEBSITE

In our online course, our course website is essential! Find everything for our class on [www.canvas.ubc.ca](http://www.canvas.ubc.ca), and please check often for up-to-date information!

***Make sure your Canvas settings are such that you see course announcements when they are released—they will be used frequently to convey important information*** (go to Account → Notifications → Announcements → select Notify me right away)

## ZOOM

Our (optional) live class sessions will be held over Zoom—it's currently the best option given our large class size.

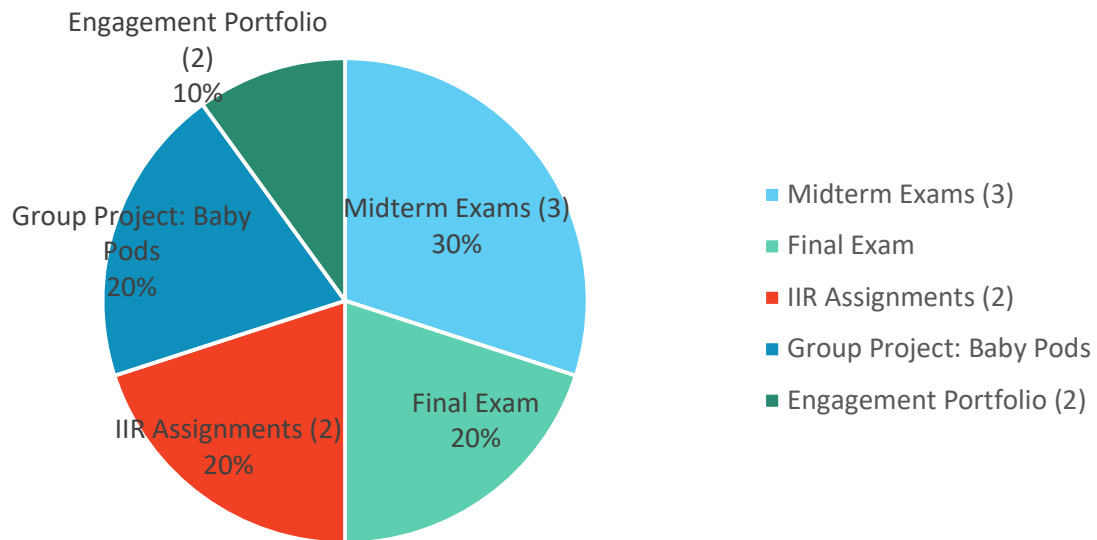
We understand that there can be concerns about privacy over Zoom. UBC's Zoom account is hosted on Canadian servers, which means that all our Zoom data stays in Canada. Note also that you do not have to have a Zoom account to join our sessions—just click the link provided on Canvas.

In our Zoom meetings, you are certainly ***NOT required*** to turn on your camera or microphone—though if you're comfortable, please feel free to do so! (It's more fun talking to your smiling faces!)

More information on Zoom at UBC can be found at: <https://keeplearning.ubc.ca/technologies/#zoom>



# COURSE ASSESSMENTS & GRADING



Assessment of your learning in this course will likely be a bit different from other PSYC courses you have experienced in the past—instead of few “big” assessments, we will have many “smaller” assessments throughout the term. This is intended to help keep you engaged throughout this term of online learning, and to reduce the pressure on any one assessment.

## EXAMS (50%)

All in-term exams will take place on **Mondays**.

### MIDTERM EXAMS (30%)

Three non-cumulative exams each worth 10%. Midterm exams will be open-book and completed independently on Canvas.

- **Midterm #1 (10%): October 5**
- **Midterm #2 (10%): October 26**
- **Midterm #3 (10%): November 16**

Midterm exams will be 50 minutes in length. Each exam will be available from 12:00am to 11:59pm on exam day, though I will only be available live on Zoom during class time (11:00-11:50 & 3:00-3:50 Vancouver time) for any questions that come up.

### FINAL EXAM (20%)

Cumulative final exam, covering material from across the course. Like the midterm exams, the final will be open-book and completed independently on Canvas.

The final exam will be scheduled during the University exam period (December 7-22).

The final exam will be 90 minutes in length, and will be offered at multiple times on the day set by the University.

#### Notes on Exams:

- Midterms are not cumulative; the final is cumulative.
- Exams will cover content from assigned readings, the pre-recorded lectures, discussion boards, and the live (recorded) synchronous sessions. Basically, anything covered throughout the course is possible to show up on exams!
- Exams tend to rely heavily on application: ie, you need to do more than just memorize terms and facts, but be able to *apply* this knowledge to new examples and situations.

## ASSIGNMENTS (50%)

All assignments are due on **Thursdays**.

### INFANT INTERVIEWS & REFLECTIONS (20%)

**Submit 2 (of 5 possible; due dates below), each worth 10%**

For these assignments, you will be focusing on the development of one infant in particular: at two points throughout the term, 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. You'll also think to turn the ideas from your interview into a testable research study.

There are 5 different interview/reflection topics and due dates; you choose which 2 to submit:

- **IIR#1 Prenatal & Newborn Development: due October 15 @ 11:59pm**
- **IIR#2 Perceptual & Motor Development: due October 22 @ 11:59pm**
- **IIR#3 Language Development: due October 29 @ 11:59pm**
- **IIR#4 Cognitive Development: due November 19 @ 11:59pm**
- **IIR#5 Social Development: due November 26 @ 11:59pm**

A full guide to the IIRs, including a rubric, is available on Canvas.

### GROUP PROJECT: BABY PODS (20%)

*Credit for the ideas behind this assignment to Elisa Geiss and Mary Lewis.*

In groups of 5-6, you'll be creating a baby! (Uhhh... don't get too worried/excited—this baby will be created through random number generators and your imagination). Throughout the term, your

group will be determining aspects of the child— to keep up with this, you'll submit small journals at 4 points the term. Then, at the end of the term, you'll submit a final project where you relate the baby's development to class content.

#### BABY POD JOURNALS (4%):

In these brief journals, your group will determine characteristics of the baby, in line with our course content. Each journal will be submitted by the group, and is worth 1%.

- **Journal #1 (1%): due October 8 @11:59pm**
- **Journal #2 (1%): due October 29 @11:59pm**
- **Journal #3 (1%): due November 12 @11:59pm**
- **Journal #4 (1%): due November 26 @11:59pm**

#### BABY POD FINAL PROJECT: BABY BOOK (16%):

Throughout the term, you'll have determined a lot about your group's baby. Now, you will combine what you know and extend this into a "Baby Book" for your child—similar to what parents often capture in their child's baby books!

Your baby book will include five ages, and for each age, you must discuss at least two things the child does/is capable of doing. You can present this Baby Book in whatever format you desire—it can be in a presentation (Prezi, Powerpoint), drawings, a video, etc. I encourage you to get creative and have fun with this assignment!

For this final project, you can work with any of the members of your baby pod group (up to the full group of 5-7), or alone. If you work with fellow group members, you'll submit one Baby Book together and all receive the same grades.

- **Baby Book: due December 3 @11:59pm**

A full guide to the Baby Pod Project, including rubrics, is available on Canvas

## ENGAGEMENT PORTFOLIOS (10%)

At two points throughout the term, you will submit a “portfolio” of your personal four best examples of engagement, and one best example of a fellow classmate’s engagement. These examples can come from a variety of sources, such as discussion boards, live class meet-ups, office hours, email, and more. In your engagement portfolio, we’ll also ask you to convince us *why* these are examples of strong engagement.

- **Engagement Portfolio #1 (5%): due October 22 @11:59pm**
- **Engagement Portfolio #2 (5%): due December 3 @11:59pm**

A full guide to the Engagement Portfolios, including a rubric, is available on Canvas

## EXTRA CREDIT (UP TO 3%)

### HUMAN SUBJECTS POOL CREDITS

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/>

## GRADING POLICIES

### MISSED EXAMS

I understand that life happens, and can sometimes interfere with coursework.

If you are unable to take a midterm exam (for any reason—we don’t need to know the details!), you can be excused from that exam and have the weight moved to the cumulative final. Just let us know in advance of the exam: we cannot reweigh marks from already-completed exams.

We do not offer make-up exams.

If you are unable to take the final exam, you must contact your faculty’s advising office as soon as possible to apply for Academic Concession.

## LATE ASSIGNMENTS

If you are unable to submit an assignment on time, we will allow a 1-week grace period. If you need more than 1-week, we ask that you apply for in-term concession with your faculty’s advising office.

For UBC policies regarding in-term academic concessions, visit:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>.

## GRADE DISTRIBUTION & SCALING

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology classes are required to comply with departmental norms regarding grade distributions. **However, in the spirit of flexibility and compassion in light of COVID-19 and the associated pivoting to online teaching, those departmental norms have been adjusted upwards by 5% for only 2020W.** According to these adjusted norms, the average grades for 300- and 400-level classes will be 75% for an excellent class, 73% for an average class, and 71% for a weak class, with a standard deviation of 13.

Class Performance	Mean	SD
Strong class	75%	13%
Average class	73%	13%
Weak class	71%	13%

Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by an instructor or the department.

Further details on UBC’s grading practices are available at

<https://students.ubc.ca/enrolment/courses/grades>



# CLASS IN THE TIME OF COVID-19

## We're all in this together.

Online classes are a new challenge for many of us—myself included. I'm also very aware that this class is happening in the midst of a global pandemic.

Given this time of increased uncertainty and stress, my hope is that **we will all lend each other support and compassion** as we navigate through the semester.

## SUPPORT FOR STUDENTS

**Your well-being is more important than anything going on is this course.** We fully understand that you may have other priorities—your self-care, your families, your work, etc. If you find that you are struggling to balance these priorities with the demands of this class, do reach out. We will try to provide resources and discuss options.

If you are dealing with an emergency during this course (medical, emotional, family, etc.), try to take care of yourself first. Contact us when you are able. We will then work with you to figure out the best course of action—which may include having you discuss with your faculty's advising office.

UBC's resources may also help:

- On learning through online classes: <https://keeplearning.ubc.ca/>
- UBC's COVID-19 health guidance: <https://covid19.ubc.ca/health-guidance/>
- On managing mental health during the pandemic: <https://students.ubc.ca/covid19/mental-health-during-covid-19-outbreak>
- UBC IT guide to working remotely: <https://it.ubc.ca/ubc-it-guide-working-campus>

## SUPPORT FOR OUR INSTRUCTIONAL TEAM

While our instructional team is fully committed to this class, we also hope that you will extend us the

understanding that we too have other responsibilities—to other aspects of our jobs, to our families, and to our own self-care. As such, there may be times that things don't go according to plan: cancelled meetings, delayed grades, etc.. We can't promise these things won't happen—but we can promise to communicate quickly and honestly.

## STUDENTS STUDYING ABROAD AND REMOTELY

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

**In this class, potential sensitive topics may include: child-rearing across cultures, LGBTQ+ parents, racial discrimination.**

# POLICIES

## 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 space in our course, I encourage you to let me or a TA know.



### *Did you know?*

*The Psychology Department has a committee on Equity and Inclusion, where we host regular sessions for students to share any concerns!*

<https://psych.ubc.ca/about/equity-inclusion/>

## ACADEMIC INTEGRITY

We are all—students, teachers, TAs—members of the academic community. In this community, there are ethical standards for how we share and produce knowledge. These standards of academic integrity hold that we produce our own contributions (ie, we don't copy or buy papers, we don't cheat on exams) and we don't take credit for someone else's work (ie, we include citations and references).

Students are expected to comply with all university regulations regarding academic integrity; including plagiarism, cheating, and submitting your own work more than once. Policy guidelines can be found at: <http://vpacademic.ubc.ca/integrity/ubc-regulation-on-plagiarism/>.

## COLLABORATION VS. CHEATING

For aspects of this course, you may work with your peers (ie, on the Baby Pod project). Collaboration on these projects means working together and submitting one assignment. This is not a violation of academic integrity because submitting group work is permitted for these assignments.

However, in this course, many assessments must be completed independently: all exams, IIR assignments, and the engagement portfolios. Working together on these assessments is a violation of academic integrity.

## CITING VS. PLAGIARISM

Plagiarism is defined as “where an individual submits or presents the oral or written work of another person as his or her own.” In academic work, it is crucial that you acknowledge where ideas come from through citing those sources. If you are ever unsure of whether to cite, it is best to err with caution and cite a source! It is very unlikely to ever be penalized for over-citing, while under-citing may be a significant error. Unless a statement can be thought of as common

knowledge, spend some time thinking about the source of that information and how best to cite.

In Psychology, we use APA citation style to indicate our sources. A good guide to APA style can be found at

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

In writing within Psychology, direct quotations from sources are discouraged. Instead, you should try to paraphrase ideas into your own words, while citing the original source of those ideas.

If you have citing or what may constitute plagiarism, please discuss with Lily/TAs *before* any assessment is begun. In addition, a helpful guide can be found at

<https://learningcommons.ubc.ca/resource-guides/understand-academic-integrity/?login>.

## 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>).

## UBC VALUES STATEMENT

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 and cultural 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 here (<https://senate.ubc.ca/policiesresources-support-student-success>).

# 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.
- **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.

- **AMS Peer Support:** <https://www.ams.ubc.ca/student-services/peer-support/> Provides free, confidential, one-on-one peer support for UBC students and staff facing a wide variety of challenges.
- **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.
- **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.

## **ACKNOWLEDGEMENTS**

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

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# COURSE SCHEDULE

Unit		Assigned Readings	Assessments
1	<b>September 9-17:</b> <i>Introduction to Infancy</i>	<ul style="list-style-type: none"> <li>No assigned readings, use the time to get comfortable with Canvas and our course!</li> </ul>	
2	<b>September 18-24:</b> <i>Research Methods for Studying Infancy</i>	<ul style="list-style-type: none"> <li>Gross (2018): Research Methods</li> </ul>	
3	<b>September 25-October 1:</b> <i>Biological Foundations of Development</i>	<ul style="list-style-type: none"> <li>Course Textbook, Chapter 3: Biological Foundations</li> </ul>	
4	<b>October 2-8:</b> <i>Prenatal Development, Birth, &amp; The Newborn</i>	<ul style="list-style-type: none"> <li>Course Textbook, Chapter 2: Prenatal Development and the Newborn Period</li> <li>Dominguez, T. P., Dunkel-Schetter, C., Glynn, L. M., Hobel, C., &amp; Sandman, C. A. (2008). Racial differences in birth outcomes: the role of general, pregnancy, and racism stress.</li> </ul>	<ul style="list-style-type: none"> <li>October 5: Exam #1 (Units 1-3)</li> <li>October 8: Baby Pod Journal #1 Due</li> </ul>
5	<b>October 9-15</b> <i>Perceptual &amp; Motor Development</i>	<ul style="list-style-type: none"> <li>Course Textbook, Chapter 5: Perception, Action, &amp; Learning in Infancy</li> <li>Karasik, L. B., Tamis-LeMonda, C. S., Ossmy, O., &amp; Adolph, K. E. (2018). The ties that bind: Cradling in Tajikistan.</li> </ul>	<ul style="list-style-type: none"> <li>October 15: IIR #1 (Prenatal &amp; Newborn Development) Due</li> </ul>
6	<b>October 16-22:</b> <i>Language Development</i>	<ul style="list-style-type: none"> <li>Course Textbook, Chapter 6: Development of Language and Symbol Use</li> <li>Brito, N., &amp; Barr, R. (2012). Influence of bilingualism on memory generalization during infancy.</li> </ul>	<ul style="list-style-type: none"> <li>October 22: Engagement Portfolio #1 Due</li> <li>October 22: IIR #2 (Perceptual &amp; Motor Development) Due</li> </ul>
7	<b>October 23-29:</b> <i>Cognitive Development</i>	<ul style="list-style-type: none"> <li>Levine &amp; Munch (2017): Theories of Cognitive Development.</li> <li>Course Textbook, Chapter 7: Conceptual Development</li> <li>Wang, J. &amp; Feigenson, L. (2019). Infants recognize counting as numerically relevant.</li> </ul>	<ul style="list-style-type: none"> <li>October 26: Exam #2 (Units 4-6)</li> <li>October 29: Baby Pod Journal #2 Due</li> <li>October 29: IIR #3 (Language Development) Due</li> </ul>
8	<b>October 30-November 5:</b> <i>Social Cognition</i>	<ul style="list-style-type: none"> <li>Course Textbook, Chapter 7: Conceptual Development</li> <li>Pun, A., et al. (2018). Foundations of infants' social group evaluations.</li> </ul>	
November 6-12: No new content! Catch-up & self-care time			<ul style="list-style-type: none"> <li>November 12: Baby Pod Journal #3</li> </ul>
9	<b>November 13-19:</b> <i>Emotion &amp; Temperament</i>	<ul style="list-style-type: none"> <li>Berk, L. (2012): Emotional Development.</li> <li>Tang, A., Crawford, H., Morales, S., Degnan, K. A., Pine, D. S., &amp; Fox, N. A. (2020). Infant behavioral inhibition predicts personality and social outcomes three decades later.</li> </ul>	<ul style="list-style-type: none"> <li>November 16: Exam #3 (Units 7-8)</li> <li>November 19: IIR#4 (Cognitive Development) due</li> </ul>
10	<b>November 20-26:</b> <i>Attachment &amp; the Self</i>	<ul style="list-style-type: none"> <li>Course Textbook, Chapter 11: Attachment to Others and Development of the Self</li> <li>Ross, J., Yilmaz, M., Dale, R., Cassidy, R., Yildirim, I., &amp; Suzanne Zeedyk, M. (2017). Cultural differences in self-recognition: the early development of autonomous and related selves?.</li> </ul>	<ul style="list-style-type: none"> <li>November 26: Baby Pod Journal #4 Due</li> <li>November 26: IIR#5 (Social Development) Due</li> </ul>
11	<b>November 27-December 3:</b> <i>Moral Development</i>	<ul style="list-style-type: none"> <li>Hamlin, J. K., &amp; Tan, E. (2020). The emergence of moral responses and sensitivity.</li> <li>Dahl, A. (2016). Infants' unprovoked acts of force toward others.</li> </ul>	<ul style="list-style-type: none"> <li>December 3: Engagement Portfolio Due</li> <li>December 3: Baby Book Final Project Due</li> <li>December 7-22 (TBA): Final Exam</li> </ul>

*Subject to change.  
See Canvas for an up-to-date full calendar and reading list!*