



# PSYCHOLOGY 315: CHILDHOOD & ADOLESCENCE

*Fall 2020: Web-Oriented Course*

## WELCOME TO PSYC315!

Are you fascinated by the silly things kids say? Do you look back on your teenage years and wonder, *'what was I thinking?'* Are you interested in how our genes, our families, and our environments shape development?

If so, excellent! Those are just some of the questions we will discuss throughout this course. We will also talk about the development of identity, friendships, our understanding of right and wrong, and our conceptions of race and gender—plus so much more.

In official terms: this course will provide an introduction to the major theories and current research on human development, focusing on development between 3-17 years of age.

## LEARNING GOALS

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

1. Discuss and contrast major theories of development, such as those by Piaget, Freud, Erikson, & Bronfenbrenner.
2. Identify and describe important trajectories and milestones in cognitive, social, moral, and gender development between 3 and 17 years of age.
3. Appreciate the impact of family, peers, culture, and context on development.
4. Apply developmental psychology concepts and research to real-world situations.
5. Locate, read, and analyze empirical research in developmental psychology.

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# 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). I can arrange meetings on Zoom, Facetime, or Skype.
- Tweet at me: @lilymayubc



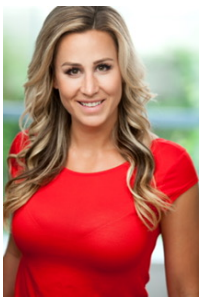
*Hi! I'm Lily, your instructor for the term! I'm a Lecturer in the Department of Psychology, where I teach several classes all about development. When I'm not teaching, you can usually find me hanging out with my husband Tod and 2-year-old daughter Remy! I like baking, terrible reality TV, and sleep.*

## TEACHING ASSISTANTS



### Aisha Ghani

- Please call me: Aisha (pronouns: she/her)
- Email: [aisha.ghani@alumni.ubc.ca](mailto:aisha.ghani@alumni.ubc.ca)
- Drop-in Zoom Student Hours (link on Canvas): Mondays, 1:00-2:00pm
- *Aisha is a PhD student in the School and Applied Child Psychology program. She's from the metro-Vancouver area and completed her BA and MA at UBC.*



### Cassandra Hesse

- Please call me: Cassandra (pronouns: she/her)
- Email: [hesse.cassandra@alumni.ubc.ca](mailto:hesse.cassandra@alumni.ubc.ca)
- Drop-in Zoom Student Hours (link on Canvas): Thursdays, 1:00-2:00pm
- *Cassandra is a PhD student in the Department of Educational & Counselling Psychology & Special Education. Her areas of interest and expertise focus specifically on controversial human sexuality and developmental behavioral concepts.*



### Ava Outadi

- Please call me: Ava ("Aa.va", like the "a" in "avocado"; pronouns: she/her)
- Email: [aoutadi@mail.ubc.ca](mailto:aoutadi@mail.ubc.ca)
- Drop-in Zoom Student Hours (link on Canvas): Wednesdays, 4:00-5:00pm
- *Ava is in her last year of the MA program in Counselling Psychology. In her free time, she enjoys being outdoors, reading (fiction only!), and listening to music.*

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:
<b>FRIDAYS</b>	New content posted on Canvas	Assignments Due (on Canvas)	Lily: 9:00-10:00AM Cassandra: 2:00-3:00PM
<b>SATURDAYS</b>	Work independently on asynchronous content		
<b>SUNDAYS</b>			
<b>MONDAYS</b>			Aisha: 1:00-2:00PM Lily: 2:00-3:00PM
<b>TUESDAYS</b>		Quizzes (on Canvas)	Lily: 6:30-7:00PM
<b>WEDNESDAYS</b>			Ava: 4:00-5:00PM
<b>THURSDAYS</b>	Live Zoom meetings (recorded for those who cannot attend)		

This term, we've all started a new adventure into web-oriented classes. In this format, our class has been re-designed as a combination of asynchronous learning (ie, done on your own time) and live meetings ("synchronous"). We will also be utilizing discussion communities.

## ASYNCHRONOUS

On **Fridays**, I 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 the following components:

- **Assigned readings**
- **Pre-recorded mini lectures:** these will be approximately 5-15 minutes in length each, set up as "**video quizzes**" where you are asked questions throughout. These quiz

components are ungraded, but answering should be helpful for your understanding!

- **Other recorded content (ie, podcasts, Youtube videos, etc.)**
- **Discussion boards:** Discussion board prompts will be interspersed throughout the weekly content. These topics are designed to encourage active thinking about the material, as well as provide space for you to raise questions.

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 you work through items in order at a steady pace.

## LIVE MEETINGS

On **Thursdays**, we will have live Zoom sessions during our scheduled class time (11am and 2pm Vancouver time- feel free to attend either, regardless of your registration). We'll use this time to discuss with each other, address questions about that week's content, and more! **If you're unable to attend the live sessions—that is absolutely fine.** The sessions will be recorded and posted for all. And while there will be opportunities to gain engagement marks from live meetings, there will also be plenty of opportunities from the independent learning content as well.

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

## DISCUSSION COMMUNITIES

Learning is enhanced through discussion. While we won't be able to have the usual face-to-face chats that enhance this class, discussion board activities are built in throughout the asynchronous content. I encourage you to participate—through posting, responding, reading, etc.—as much as you feel comfortable.

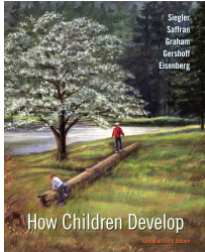
Additionally, our class is about more than learning content—it's about making connections with each other. To help encourage this in our very large course (>400 students across both sections!), I am planning to create smaller "discussion communities"

For most discussion board activities, you will be grouped into communities of 15-20 fellow students. I hope this smaller space will boost familiarity and create connections (helpful for finding folks to work with on assignments!). Depending on student feedback, we may move around these discussion communities in the middle of the term so you have a chance to meet new people.

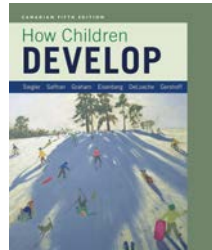
# COURSE MATERIALS

## 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 (7 chapters). A coursepack with just these chapters is available from the UBC bookstore, from the textbook publisher (<https://store.macmillanlearning.com/ca/product/LaunchPad-for-How-Children-Develop-Canadian-Edition-Six-Months-Access/p/9781319398613>), or from VitalSource (<https://www.vitalsource.com/en-ca/custom/9781319399306>).
- However, the same textbook-- but different chapters-- is also used for PSYC302 (Infancy). 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 through VitalSource (<https://www.vitalsource.com/referral?term=9781319269678>).
- You can feel free to 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 the similarity.
- If you're delayed in getting the text (or unsure if you'll stay in the course), the first textbook reading is available through UBC Library Course Reserves
- Access to Launchpad is NOT required for this course.

*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 developmental psychology. 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 check the site often!

***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

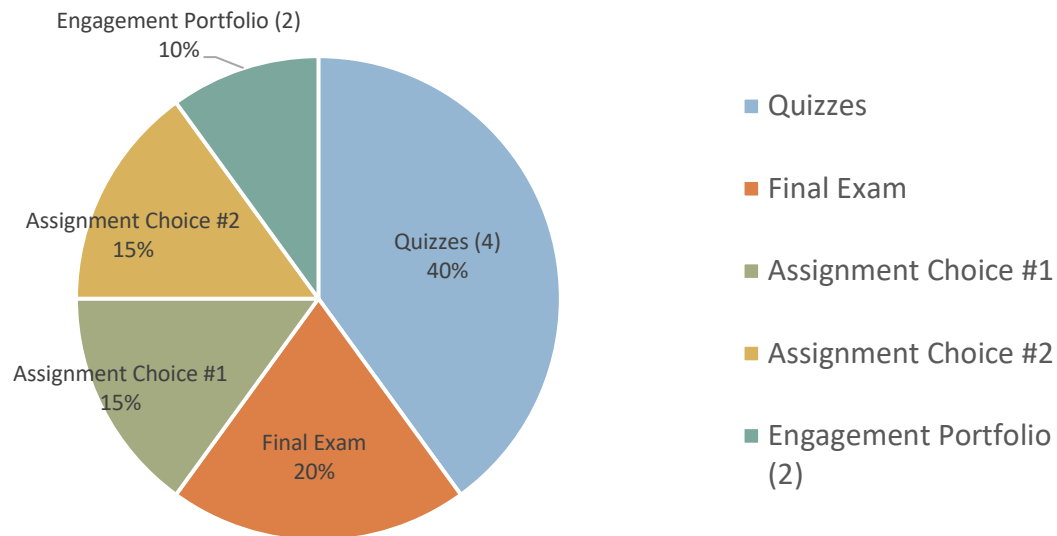
Our (optional) live class sessions will be held over Zoom—it's currently the best option given our large class size.

We understand that there can be concerns about privacy over Zoom (& most online platforms). 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/?login#zoom>

# COURSE ASSESSMENTS & GRADING



## EXAMS (60%)

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

### QUIZZES (40%)

Four non-cumulative quizzes each worth 10%. Quizzes will be open-book and completed independently on Canvas.

- **Quiz #1 (10%): September 29**
- **Quiz #2 (10%): October 20**
- **Quiz #3 (10%): November 3**
- **Quiz #4 (10%): November 17**

Quizzes will be 45 minutes in length. Each can be taken at any time from 12:00am to 11:59pm on quiz day, though I will only be available live on Zoom during class time (11am and 2pm) 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:

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

## ASSIGNMENTS (30%)

**There are 3 assignment options for this course—you are to complete 2 of the 3.** Each of the assignments is worth 15%.

For assignments, you can work on your own or in groups of up to 4. Groups can be the same or different across assignments.

All assignments are due on **Fridays**.

## **ASSIGNMENT OPTION #1: DESIGN-A-TOY (15%)**

*For this assignment, you may choose to work alone or in groups of up to 4.*

For this assignment, you are to design a new toy or game for children aged between 3-17 years of age. Your toy should be created with the aim of helping your target audience’s cognitive development, using concepts covered in this course. Beyond that, your toy can take any form: it can be a game, an app, a virtual reality program, a doll, etc.

You will submit a paper where you describe your toy and how it will aid in children’s development. You must also include a drawing/blueprint/model of your toy as part of the assignment.

- **Design a Toy Assignment: due October 30 @ 11:59pm PST**

A full guide to the the Design-a-Toy assignment, including a rubric, is available on Canvas.

## **ASSIGNMENT OPTION #2: DEVELOPMENTAL PSYCHOLOGY IN THE MEDIA (15%)**

*For this assignment, you may choose to work alone or in groups of up to 4.*

How accurate are popular media depictions developmental psychology?

For this assignment, your job is to read **one** of 3 selected popular media articles that describes recent scholarly research on development. Then, you will locate and read the original scholarly source on which the popular media article is based.

You will submit a paper where you first summarize the scholarly research article, then analyze the popular media representation.

- **Developmental Psychology in the Media: due November 20 @ 11:59pm PST**

A full guide to the Developmental Psychology in the Media Assignment, including a rubric, is available on Canvas.

## **ASSIGNMENT OPTION #3: DEVELOPMENTAL EXCEPTIONALITY “GALLERY WALK” (15%)**

*For this assignment, you may choose to work alone or in groups of up to 4.*

Our class tends to focus on typical development—how “most” children/adolescents think and behave. But there are many cases where development diverges, such as with developmental exceptionality (children who differ in functioning, skills, impairments, etc.).

For this assignment, you will select one exceptionality seen in childhood and/or adolescence. Through reading and research, you will gain a general knowledge of this exceptionality. Then, you will locate and read 1 recent empirical research article on the exceptionality.

You will submit a poster or presentation teaching your fellow classmates about the exceptionality and summarize the research study you’ve read about. The format is up to you—a PDF poster, infographic, Prezi presentation, video presentation, etc—just think about how you can best convey the information.

This assignment is a “gallery walk” in that everyone’s assignment will be (anonymously) visible to classmates—so that everyone else can learn about these examples of developmental exceptionality too!

- **Developmental Exceptionality Assignment: due November 27 @ 11:59pm PST**

A full guide to the Developmental Exceptionality Gallery Walk, including a rubric, 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 16 @11:59pm**
- **Engagement Portfolio #2 (5%): due December 4 @11:59pm**

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

## EXTRA CREDIT (UP TO 3%)

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.

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, just let us know—we can grant a 1-week grace period for assignments. If you need more than 1-week, we will 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: transgender children, LGBTQ+ identity development, racial bias, and child-rearing practices across cultures.**

# 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/>.

### 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.

## 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 &amp; Methods</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>Cognitive Development- Introduction &amp; Theories</i>	<ul style="list-style-type: none"> <li>Course Textbook, Chapter 4: Theories of Cognitive Development</li> </ul>	
3	<b>September 25-October 1:</b> <i>Social Cognition</i>	<ul style="list-style-type: none"> <li>Rakoczy, H. (2017). Theory of mind.</li> <li>Dunham, Y., Baron, A. S., &amp; Banaji, M. R. (2008). The development of implicit intergroup cognition.</li> <li>Gonzalez, A.M., Steele, J.R., &amp; Baron, A.S. (2017). Reducing children's implicit racial bias through exposure to positive out-group exemplars.</li> </ul>	<ul style="list-style-type: none"> <li>September 29: Quiz #1 (Units 1-2)</li> </ul>
4	<b>October 2-8:</b> <i>Language &amp; Communication</i>	<ul style="list-style-type: none"> <li>Becker Bryant, J. (2017). Language in Social Contexts: Development of Communicative Competence.</li> <li>Novack, M. A., Congdon, E. L., Hemani-Lopez, N., &amp; Goldin-Meadow, S. (2014). From action to abstraction: Using the hands to learn math.</li> </ul>	
No new content: <i>Catch up &amp; self-care time!</i>			
5	<b>October 16-22:</b> <i>Intelligence &amp; Academic Achievement</i>	<ul style="list-style-type: none"> <li>Course textbook, Chapter 8: Intelligence &amp; Academic Achievement</li> <li>Claro, S., Paunesku, D., &amp; Dweck, C. S. (2016). Growth mindset tempers the effects of poverty on academic achievement.</li> </ul>	<ul style="list-style-type: none"> <li>October 16: Engagement Portfolio #1 Due</li> <li>October 20: Quiz #2 (Units 3-4)</li> </ul>
6	<b>October 23-29:</b> <i>Social Development- Introduction &amp; Theories</i>	<ul style="list-style-type: none"> <li>Course textbook, Chapter 9: Theories of Social Development</li> </ul>	
7	<b>October 30-November 5:</b> <i>The Self</i>	<ul style="list-style-type: none"> <li>Course textbook, Chapter 11: Attachment to Others and Development of the Self</li> <li>Umaña-Taylor, A. J., Douglass, S., Updegraff, K. A., &amp; Marsiglia, F. F. (2018). A small-scale randomized efficacy trial of the Identity Project: Promoting adolescents' ethnic-racial identity exploration and resolution.</li> </ul>	<ul style="list-style-type: none"> <li>October 30: Assignment Option #1- Design-a-Toy Due</li> <li>November 3: Quiz #3 (5-6)</li> </ul>
8	<b>November 6-12:</b> <i>Family</i>	<ul style="list-style-type: none"> <li>Course textbook, Chapter 12: The Family</li> </ul>	
9	<b>November 13-19:</b> <i>Peers</i>	<ul style="list-style-type: none"> <li>Course textbook, Chapter 13: Peer Relationships</li> <li>Mikami, A. Y., Szewedo, D. E., Khalis, A., Jia, M., &amp; Na, J. J. (2019). Online social interactions predict academic and emotional adjustment in the transition to university.</li> </ul>	<ul style="list-style-type: none"> <li>November 17: Quiz #4 (Units 7-8)</li> <li>November 20: Assignment Option #2- Developmental Psych in the Media Due</li> </ul>
10	<b>November 20-26:</b> <i>Moral Development</i>	<ul style="list-style-type: none"> <li>Berk, L. (2012). Moral Development.</li> </ul>	<ul style="list-style-type: none"> <li>November 27: Assignment Option #3: Developmental Exceptionality Due</li> </ul>
11	<b>November 27-December 3:</b> <i>Gender Development</i>	<ul style="list-style-type: none"> <li>Course textbook, Chapter 15: Gender Development</li> <li>Olson, K.R., Key, A.C., &amp; Eaton, N.R. (2015). Gender cognition in transgender children.</li> </ul>	<ul style="list-style-type: none"> <li>December 4: Engagement Portfolio #2 Due</li> </ul>

*Subject to Change.  
See Canvas for full calendar and reading list!*