

**PSYC 315: Childhood and Adolescence
Distance Education
University of British Columbia**

The Basics

Your instructor:

Dr. Andrew Baron

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Course E-mail: **p315distance@psych.ubc.ca**

The best way to reach me or the TA is via e-mail (**p315distance@psych.ubc.ca**).

Course email will be read several times a week by one of us.

ALL EMAIL SUBJECT LINES must include a) your **SECTION NUMBER**

(from your course registration) and b) your **STUDENT NUMBER**.

Not doing this will substantially delay a response.

All emails will be responded to within 72 hours.

Course Goals and Description

Welcome to Psychology 315! As a 300-level course, some background in psychology is required.

The primary goal for this course is to provide you with a foundation in child development. Moreover, this Distance Education course has been significantly revamped since its last offering to bring it more in line with the learning goals set by the Department of Psychology at UBC to provide more seamless transition between traditional in person courses and distance education courses.

This course is only a semester long and thus it is impossible to cover in depth all of what constitutes childhood and adolescence (don't worry, we have more courses in the department that cover other areas of child development). As such, we will focus on those areas that represent some of the most current and exciting areas of active research in the field.

Overview

Lecture slides posted on the class website are not complete, but rather serve as an outline of many of the key points from the readings assigned for that week. Lecture slides also expand on topics covered in the readings and introduce some new concepts not covered in the readings.

These slides may be posted in color, however, it is possible to print them in black and white (saves ink, is faster to print and is easier to read since my slides normally have a color background unless you select the option to print in black and white).

Readings are assigned on a weekly basis. I recommend doing the full set of readings *before* reviewing the lecture slides and any other supporting materials (e.g., posted videos, youtube links, etc.).

Course Website

You can access the course website through CANVAS. We will use the course website extensively, so please check it regularly.

Course Requirements and Grading

1. Class Participation

Participation in class discussion forums is expected.

Evaluation Criteria:

A) Students must make **3 Original Posts over the assigned weeks.**

B) Students must also make **3 Comments/Replies** to a peer's post over the assigned weeks.

Note: One Original Post and One Comment/Reply may be submitted in the SAME week if desired. However, a maximum of 2 posts (1 original post and 1 comment/reply) within the same week will be evaluated. To be clear – during the entire term you submit a TOTAL of 6 posts. Thus, you do not need to write a post each week – you can pick which weeks to do them over the assigned weeks.

D) **Guidelines for length of posts:** Roughly 5-8 sentences to demonstrate thoughtful engagement in discussion (but not a hard rule)

E) **Due date for posts:** Sundays at 8 pm for the corresponding week. Original Posts AND Comments/ Replies relevant to the week MUST be made during the corresponding week in class. Eg. Week 7 posts/ replies must be posted during Week 7 to be evaluated. (Students cannot go back and post or reply in Week 7 if it is already Week 12, for example).

F) **Grading:** All posts (original and comment/replies) are worth 1 point each (students can only receive of score of 1, or 0). A maximum total of 6 points for 6 posts (3 original

posts and 3 comments/replies) can be obtained. Posts that demonstrate students' knowledge and depth of thought are worth a combined 8% of the final grade.

Grades for discussion posts are not made available until the end of term. Some feedback may be provided for posts made in the beginning of term.

Note: Sheer completion of posts (ie. just posting anything (see poor examples of discussion posts and replies), without adequate depth of thought, insightfulness or substantial contribution) will not be guaranteed a point. For example, if a student only writes partial posts (e.g., 1 or 2 sentences or that is unrelated to the material covered in class that week), then the student will not receive full credit for the assignment.

Please be respectful of your classmates and their comments!

Additional comments: More than 6 posts/replies are permitted but only the first posts/comments submitted each week will be evaluated. (Ie. Students cannot post 15 times in one week, hoping to acquire a better grade by posting more often). Examples of good/bad posts are available on the course website in the Discussion Forum.

2. Quizzes. There are 3 weekly quizzes (in the folder for **Weeks 2, 3, 5**) each worth 6% of the final grade. These are administered online (in their respective weekly folders). All 3 quizzes are due on the same date (please see Canvas for deadline). This deadline is intended to give students flexibility when organizing their time at the beginning of the term.

3. Midterm (1 total, **Week 9**, worth a combined total of 22% of final grade). This is administered online in the Week 9 folder on the midterm date). The midterm covers all material from Weeks 6, 7 and 8. The Midterm exam will be administered using Proctorio's online invigilation platform.

4. Final Exam (52% of final grade, this is a cumulative exam). The Final exam will be administered using Proctorio's online invigilation platform.

Quizzes, midterm and the final exam are closed book – meaning you are not permitted to use any notes or to discuss any questions with anyone. Any evidence of cheating will result in an automatic failing of the course and appropriate disciplinary action taken by the University – plus you'll just feel really bad about yourself and that isn't worth it. All testing will consist of some combination of Multiple Choice, Fill-in-the-Blanks, List questions (e.g., list 4 pieces of evidence that support the claim that...) and short answer format (e.g., "From a socio-cultural perspective describe 3 factors that have the most influence on..."). More details will be discussed in class.

***Any changes to the course grades (or any remarking of completed exams) must be approved by the course instructor. If a student wishes to contest the validity of an answer provided on an exam (midterm or final), the student will need to complete a form

provided by the course instructor stating the reasons for their request that a mark be reconsidered. This form is available on CANVAS and must be submitted within two weeks from when grades for the disputed exam (quiz, midterm or final) are posted on CANVAS. Final decisions rest with the course instructor. TAs are not permitted to re-grade any portion of any exam (midterm or final).***

POLICY on missed exams/tests/assignments and make-ups.

The decision to offer a make-up exam/assignment is solely at the discretion of the course instructor. If a student is unable to complete an exam/assignment would like to receive consideration for a make-up, that student is required to contact the instructor **before** the start of their exam (or before the assignment is due if not an exam). For course policies regarding in-term academic concessions, please refer to the relevant UBC calendar entry: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>. If a make-up is granted, it will take place on the very next calendar day following the original assignment date or the weight of the missed assignment will be shifted to future assignments. No exceptions will be made. For non-medical reasons (eg. Varsity or Olympic athletic competitions, students must contact the course instructor at least two weeks prior to make alternative arrangements).

Other Important Information: Course Policies

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. 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>).

Readings

Required course pack: select chapters from How Children Develop Canadian Edition (5th edition) by Siegler et al. This course pack is available at the UBC Bookstore and through an e-book option for the course pack (note, we will not be using Launchpad so do not pay extra for it).

Please note: The ONLY versions of the full textbook that are compatible with this course are the Canadian 4th or 5th editions. All other previous versions of this textbook (e.g., US 3rd or 4th editions) are NOT compatible with this course. In the summer of 2020 we made a further change to use a course pack version of the textbook. This is intended to save cost for students as we only read a subset of chapters from this book for PSYC 315. There is also an e-book version of the course pack that you can use. In sum, students have the option to use the printed course pack, the e-book version of the course pack, or a compatible version of the full textbook (as the course pack is made from select chapters of the full book).

You will also be assigned to read several journal articles. E-Links to these articles will be posted on CANVAS. If a link is not working you can always access the article yourself through UBC's online library. You are responsible for reading this material and it will be included in your exams.

Detailed Syllabus

WEEK 1

WHY A THEORY OF DEVELOPMENT IS ESSENTIAL FOR PSYCHOLOGY & METHODS OF COGNITIVE DEVELOPMENT

Review syllabus, course requirements, and expectations. We will also review the breadth of topics covered in our course and will focus on methods of cognitive development.

Readings

No required readings for Week I. Please use the time to get familiar with our Canvas course page and our course resources.

OPTIONAL READING ONLY IF YOU HAVE THE FULL TEXT BOOK AND NOT THE COURSE PACK: Textbook reading: pp. 1-39. → In the Canadian 4th Edition this corresponds to pp 1-37.

Announcements

WEEK 2

THEORIES OF COGNITIVE DEVELOPMENT PART I

Readings

Textbook Reading: pp. 141-177. → In the Canadian 4th Edition this corresponds to pp 129-161.

Announcements

First weekly quiz (inclusive of material covered in Weeks 1 and 2 – readings and lecture.

WEEK 3

THEORIES OF COGNITIVE DEVELOPMENT PART II

Readings

Textbook Reading: pp. 377-383 (beginning with the section on Erikson up to but not including section on Current Perspectives) and **pp. 393-411** (beginning with the section on Central Developmental Issues up to but not including section on Current Perspectives). → In the Canadian 4th Edition this corresponds to pp 347-356 and pp 363-379.

Announcements

Second weekly quiz (on material covered in Week 3 – readings and lecture).

WEEK 4

SELF, FAMILY AND PEERS

Readings

Textbook Reading: pp. 484-489 (beginning with section on Self-Concept in Childhood up to but not including section on self-esteem); **pp. 495-497** (up to but not including section on Ethnic and Racial Identity); **pp. 522-538** (starting from section on Family Dynamics up to but not including section on Child Care Contexts); **pp. 551 – 578** (up to but not including section on Neglected Children). → In the Canadian 4th Edition this corresponds to pp 441-449 from The Self in Childhood up to but not including Ethnic Identity; pp 467-489 up to but not including section on Divorce; and pp 515-537 (up to but not including section on Neglected Children).

Announcements

WEEK 5

SELF, FAMILY AND PEERS CONTINUED

Readings

No assigned readings.

Announcements

Third weekly quiz (on material covered in Weeks 4-5 – readings and lecture).

WEEK 6

INTELLIGENCE AND ACADEMIC ACHIEVEMENT

Readings

Textbook Reading: pp. 326-360 (up to section on mathematics). → In the Canadian 4th Edition this corresponds to pp 299-339.

Textbook Reading: pp. 388-390 (beginning with section on Dweck's Theory up to but not including section on Current Perspectives). → In the Canadian 4th Edition this corresponds to pp 360-362 (beginning with section on Dweck's Theory up to but not including section on Current Perspectives).

Additional Readings:

Ambady, N., Shih, M., Kim, A., & Pittinsky, T. L. (2001). Stereotype susceptibility in children: Effects of identity activation on quantitative performance. *Psychological Science*, 12(5), 385-390.

Announcements

WEEK 7

DEVELOPMENT OF SOCIAL COGNITION PART I

Readings

Additional Readings:

Rudman, L. A. (2004). Sources of implicit attitudes. *Current Directions in Psychological Science*, 13(2), 79-82.

Baron, A., & Banaji, M. (2006). The development of implicit attitudes: Evidence of race evaluations from ages 6, 10 & adulthood. *Psychological Science*, 17(1), 53-58.

Gonzalez, A., Steele, J., & Baron, A.S. (2017). Reducing children's implicit racial bias through exposure to positive outgroup exemplars. *Child Development, 88*, 123-130.

Announcements

WEEK 8

DEVELOPMENT OF SOCIAL COGNITION PART II

Readings

Additional Readings:

Gelman, S. A., & Heyman, G. D. (1999). Carrot-eaters and creature-believers: The effects of lexicalization on children's inferences about social categories. *Psychological Science, 10*(6), 489-493.

Dunham, Y., Baron, A.S., & Carey, S. (2011). Consequences of "minimal" group affiliations in children. *Child Development, 82*(3), 793-811.

Announcements

WEEK 9

Language Development

Readings

Please check Canvas for an additional required reading for this week posted by May 25th*

Announcements

Midterm is administered this week and must be completed between 9am and 4pm PST on the assigned day. Please check your Course Schedule for the exact day. This will be administered online. This midterm is based on all material covered to date from Weeks 6, 7, and 8.

WEEK 10

GENDER DEVELOPMENT

Readings

Textbook Reading: Chapter 15

Announcements

WEEK 11

GENDER DEVELOPMENT CONTINUED

Readings

Additional Readings:

Olson, K. R., Key, A. C., & Eaton, N. R. (2015). Gender cognition in transgender children. *Psychological Science*, 26(4), 467-474.

Announcements

WEEK 12

MORAL DEVELOPMENT & PROSOCIAL DEVELOPMENT

Readings

Textbook Reading: pp. 590-613. → In the Canadian 4th Edition this corresponds to pp 553-578.

Additional Readings:

Warneken, F. & Tomasello, M. (2009). Varieties of altruism in children and

chimpanzees. *Trends in Cognitive Sciences*, 13,9, 397-402.

Announcements

WEEK 13

REVIEW FOR FINAL EXAM

Readings

No assigned readings. Use this extra time to review for the Final Exam

Announcements

This week will be used to review material for the final exam and focus on areas in more depth where students were more challenged during the term.

**** Final Exam (completed online using Proctorio) ****

Time & Date TBA by Enrolment Services.

The course instructor does not make these arrangements directly.

Congratulations on completing this course!