



PSYC 302: Infancy

Tuesday, 14:00-15:15, Student Hours Available (see below).

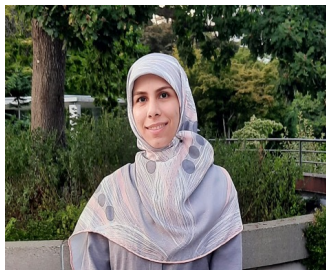
Thursday, 14:00-15:15, location [CIRS 1250](#)



Prof Lauren Emberson (she/her/hers)
with her kiddos Alba (1) and Elia (3)
Email: emberson@psych.ubc.ca

Student Hours: virtually! in 15 min slots. 2 steps

- 1) pick a time at <https://profembersonstudenthours.youcanbook.me/>
 - 2) show up at [Zoom room link](#)
- or Meeting ID: 670 1663 7147, Passcode: 709627



Zohreh Soleimani (she/her/hers)
Email: zsoleimani@psych.ubc.ca

Student Hours: virtually! in 15 min slots.

- 1) pick a time at <https://zohrehsoleimani.youcanbook.me/>
 - 2) show up at [Zoom room link](#)
- or Meeting ID: 461 813 5717, Passcode: 267626



Carly Magee (she/her/hers)
Email: carly.magee@ubc.ca

Student Hours: virtually! in 15 min slots. Mondays 845-10am

- 1) pick a time at <https://ta-carlymagee.youcanbook.me/>
 - 2) show up at [Zoom room link](#)
- or Meeting ID: 621 3976 9444, Passcode: 270284

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1 Structure of the Class

BEFORE READING FURTHER, PLEASE READ THIS!

This course uses a “flipped” classroom approach. The class is flipped in order to achieve two ends. The first, is to increase your sense of autonomy, competence and relatedness (in line with Self-Determination Theory) as well as to allow you opportunities to move as high in Bloom’s Taxonomy of Learning as possible each week (below). In order to facilitate these goals, this course combines independent online learning with interactive, active in-person learning.

During a typical week, you will start the week by watching brief lecture videos, doing mastery quizzes online (to check your understanding of the material), and doing your readings (including readings from academic journals). Because this material is online, you can learn it at your own pace, when and where you feel most comfortable. If you need one-on-one support learning this material, you can see Dr. Emberson during Student Hours on Tuesday (see above). By Wednesday, you will have completed your online materials to ensure you understand key points from the lectures and readings.

Then, on Thursday, you will come in-person (if you are not sick, etc, see below) for an Interactive Learning Session. In these sessions, you will have an opportunity to apply and extend what you have learned that week (operating at the upper levels of the taxonomy). This will happen through hands-on activities, guest speakers, teamwork and discussions. This class has group-based generalization papers instead of mid-terms and exams. These papers will allow you to create, evaluate and analyze what we have learned and apply it

to real-world contexts.



2 Course Content

This course is focused on understanding infant development. As such, we will tackle topics such as sex, gender and LGBTQIA2+ issues, neuro-diversity and developmental disorders, early adversity including institutionalization, poverty, diseases and premature birth, the impacts of environment on infants including socio-economic status and infant mortality. We will examine these topics within a Canadian context but also, when appropriate, in a global context. If you have any questions or concerns about learning about and discussing these topics in class, please make an appointment to talk to Dr. Emberson during student hours.

3 Learning during This Phase of the Global Pandemic

We are striving to learn in the context of a global pandemic. We've all been through a lot and have a lot of different thoughts/feelings/experiences affecting our time in this class. For most of us (myself included) this is the first time physically in a classroom since the initial lockdown in March 2020. Here are some key points for this class for this semester:

- Our number one goal this semester is to **care for each other and stay safe**. As Dr. Bonnie Henry famously said early in the pandemic, “Be calm, be kind, be safe.”
- This is an evolving and uncertain situation. I have designed this course to be flexible and to accommodate a variety of scenarios both now and in the future. However, the future is highly uncertain and key aspects of this class may change. If this happens, I will give you as much information as possible and as early as possible in accordance with University policies. In general, I ask that we all make sure to be compassionate, flexible and helpful to each other during this semester.
- Please see <https://keeplearning.ubc.ca/> for strategies for setting up and learning effectively in our current context, and reach out if you need extra support or accommodation.
- This syllabus and the course outline are just our current plans, and they may have to change if there are major changes due to the evolving Covid-19 public health crisis.
- Every one is required to do a covid-19 self-assessment before you come to campus.
- **Stay home if you feel sick with a virus that might be covid-19, if you need to self-isolate due to a potential exposure and/or are waiting to hear back about a covid-19 test.** Active participation and engagement is an important part of doing well in this course but you will not be graded for in-class attendance. Moreover, I am recording our Interactive Learning Sessions (i.e., in-class time) and will also release relevant materials from these sessions afterward. So, while I strongly encourage you to attend class when you are well, **I do not want you to attend class if you might be at-risk for having covid-19.** Follow the directions from Public Health, e.g. BC Covid-19 Self- Assessment Tool, <http://www.bccdc.ca/health-info/diseases-conditions/covid-19/self-isolation>. If this tool indicates that you should self-isolate due to your symptoms, etc. please do so.

- If you come to class and appear to have symptoms, I will ask you to confirm that you have completed your self-assessment. If that self-assessment tool indicates that you are ok to be in class, then you will be permitted. I simply encourage you to follow our number one goal this semester to care for each other and stay safe and not come to campus or to class if the self-assessment tool (or others) indicate that you should not.
- **Your instructional staff (professor, TA) will stay home if we are sick.** As class instructor, I will make every reasonable attempt to communicate plans for class as soon as possible (by email, on Canvas, etc.). I will do my best to make a plan that will best support your learning but I ask for your flexibility if I have to make this decision to prioritize our safety and health. Again, we will use the BC self-assessment tool to make these decisions.
- **You are required to wear a mask.** Besides vaccines and social distancing, one of our most effective protections against covid-19 is to wear a mask and to have others wear them too. I don't like them (except occasionally as fashion statements), but I will wear one. You will too. Students who wish to receive an accommodation for not wearing a mask must do so through Accessibility and I, as your instructor, will be notified. If I have not received that notification from UBC Accessibility, you will be required to wear a medical or non-medical mask that tightly fits over your nose and mouth. There are additional masks available at the Dean's office, Arts Advising, the Buchanan Tower, and distributed to other prominent locations in the Faculty of Arts as well, including Department/School offices. If you do not have a properly fitted mask on your face (without prior accommodation), I will alert the Associate Dean of Students (as per University policy) and you will be asked to leave the class.
- We will get through this. I am excited about this class. Let's make the most of our precious time together and stay as safe as we can so we can keep being in person!

4 Contacting the Instructor and the TAs

If you have a question about course material: We would love to talk with you if you have questions about course material. But **not** via email. Email is an ineffective way to have a real conversation. You shouldn't expect more than a one-sentence response to email inquiries. Nor should you expect any response on evenings or weekends. If you do have a question about course material, you are very welcome to ask it during Interactive Learning Sessions, or during student hours (see above).

If you have an issue that is personal or specific to you: You can come to Student Hours (above) or use email to arrange a time to talk individually with your instructor.

If you have a question about grades: The class has a policy that we do not consider emails about grades sent within 24 hours of grade releases. However, after that 24 hours, email your TA. See below re: policies for re-grading requests.

If you have a technical or logistical question about the course: We hope everything goes smoothly and that you'll have no problems accessing course materials, or submitting assignments on Canvas, etc. But, unexpected glitches might arise. TAs are not information technology experts, so if you do have a question about something technical or logistical related to the course, the best way to get help is this: Post your question on the Course Logistics Discussion Board so that everyone in the class can see it. You'll get help faster and you'll be helping any other student who may be facing the same technical/logistical issue.

If you have a question about the assignments, want to use your oops token (see below) and any other communication not included here: First, make sure that you have taken a second look at the relevant place in the syllabus and on Canvas to find the answer yourself. Second, look at the online discussion forums. If you still cannot find the answer to your question, feel free to email your TA or post in your learning community discussion board (which the TAs monitor regularly). However, **to receive an answer from your TA, you must include your best answer to your question.** Because it is considerate and it helps the other person answer your question, this is a very good practice when asking questions

in your professional life Moreover, through coming up with your best answer, you will find that you often answer your question yourself. For example, “Where is the mastery quiz for this week’s module? Answer: I looked in the link for this week’s module where the previous week’s links were, but it is not there. Maybe it is not yet posted, or it is posted in a different location. However, I looked in the other weeks, and it isn’t there either. Thank you for your help!”

5 Learning Objectives

By the end of semester, you will be able to:

- Explain the importance of understanding infant development from multiple angles and how it fits into your life and point of view.
- Be able to understand novel research findings in relation to the major themes in developmental psychology
- Understand the methods used for studying human infants, their pros/cons as well as how to design a study using these methods to ask a particular research questions
- Understand key findings in different domains of development and how they relate to the major themes in developmental psychology
- Be able to think critically about research findings and media stories relating to developmental psychology.
- Be able to use developmental psychology to understand real-world issues.

6 Readings

Textbook: Our textbook is *How Do Children Develop?*, Canadian 6th Edition, Siegler, Saffran, Graham, Gershoff & Eisenberg. As is consistent across all PSY 302 sections and PSYCH 315, this textbook is OPTIONAL but HIGHLY RECOMMENDED. The book is optional in that no material that you will be tested on will come from the text alone. Everything that you will be tested on will be covered in the online lectures/materials or interactive learning sessions. However, most of the class will closely follow the book and reading the book will provide additional ways and examples to understand the core materials in class. The textbook also provides additional materials for testing, including LaunchPad. Moreover, this is the same text that is being used in our companion course PSYC 315: Childhood and Adolescence.

There are two ways to buy the book: purchase it 1) in looseleaf at the bookstore or 2) online through LaunchPad. If you buy online, you only have access to LaunchPad for four months. However, you can download the textbook through LaunchPad for access to the book for four years. If you have the Canadian 5th edition of this book, that is ok but page numbers and some content will not overlap. If you are experiencing serious financial constraints, please talk to Dr. Emberson during student hours.

Occasionally, we will have “guest” textbook chapters. These will be uploaded on Canvas and, as with our regular textbook, they are optional but highly recommended reading.

Other readings: In addition to the textbook readings, scientific articles (i.e., the primary literature) will be assigned on specific weeks. These readings are **required**. You can find these articles on Canvas. However, looking them up through the UBC library is excellent practice for literature searches and finding primary articles. There will be in-class materials/discussion that will help you in reading and understanding these articles (see QALMRI materials on Canvas).

7 Weekly Class Schedule

Day of the Week	Always	Sometimes	Student Hours
Friday	Online content for new module released on Canvas		
Saturday			
Sunday	work independently on online materials on Canvas	Assignments due 2359 on Canvas	
Monday			TA: Miss Zohreh ????
Tuesday			Dr. Emberson 14-1515
Wednesday	Online materials finished 1700		
Thursday	Interactive Learning Session: In-Person		

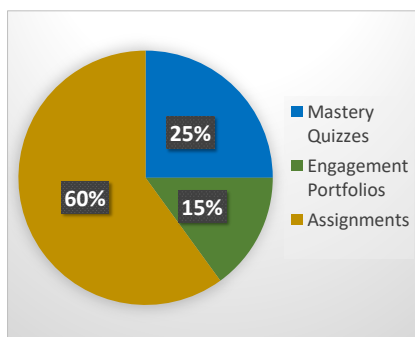
8 Assessments

These assessments are designed to help you achieve the learning outcomes and to help me measure that learning. These assessments were informed by [Self-Determination Theory](#). Assessments are structured to support your experience of **autonomy** e.g., chosen assignment questions, optional and self-selected group work, increased flexibility through online content, **competence** e.g., weekly learning activities in interactive learning sessions, mastery quizzes, generalization assignments, and **relatedness** e.g., Learning Communities chosen by you, interactive discussions with your Learning Community online, self-selected groups, in-person discussions, engagement portfolios.

Moreover, these assessments were designed to move your learning up through Bloom's taxonomy of learning (see Structure of the Class) from the lowest level of simply remembering a fact through understanding and applying, all the way to evaluating and creating. Thus, the course will only have multiple choice questions, which typically only support and assess learning at the bottom of this taxonomy, in our weekly mastery quizzes. Our major assessments will encourage and require the analysis, evaluation of what you have learned and the creation of something new.

Grade Distribution:

Mastery quizzes	25%
Engagement	15%
Assignments	60%
Total	100%
Extra Credit	3%



Mastery Quizzes, 25%: Mastery quizzes are online and will be made available alongside the online lecture materials each week (see Weekly Class Schedule and Structure of the Class Above). These mastery quizzes will only be available and will only count towards your final grade if they are completed by 2359 the day before the in-person segment of the class, our Interactive Learning Sessions. In other words, by 1700 on Wednesday each week. However, we will drop the bottom 20% of these quizzes (e.g., if there are 30 quizzes, we will drop your 6 worst quizzes, including incomplete quizzes, from your final grade). The number of quizzes per week will vary by week. Dropping these quizzes is meant to allow you to miss quizzes in weeks where you need more of your attention to juggle other life, school, or work priorities. There will be no medical notes etc. accepted for missing individual online quizzes.

Engagement, 15%: Your engagement will increase your sense of relatedness in the class and is likely to increase your learning (it is also likely to increase your happiness). A full guide to the Engagement Portfolios, including a rubric, is available on Canvas. At the end of the term, you will submit a portfolio of your personal five best examples of engagement. These examples can come from a variety of sources, such as discussion boards, in-person class discussions, attending student hours, moderating the chats/slides/etc during class and more. In your engagement portfolio, we'll ask you to convince us why these are examples of strong engagement, and you will assign yourself your grade.

Engagement Portfolio (12%): due Dec 7 @ 2359 on Canvas

In addition, to increase our sense of relatedness and give everyone ideas regarding how to engage in the class. We will ask for you to reflect on your best example of engagement in the class and one of your peer's best examples. This will be graded for completion only and our favourite examples will be shared with the class (anonymously).

Engagement Examples #1 (1%): due Sept 26 @ 2359 on Canvas

Engagement Examples #2 (1%): due Oct 17 @ 2359 on Canvas

Engagement Examples #3 (1%): due Nov 7 @ 2359 on Canvas

Assignments, 60%: In lieu of mid-terms and a final exam, we will have short generalization papers that will require you to combine information, think critically about what we have learned and generalize it to real-world situations. For example, "How does what you've learned in this course bear on the question of whether we can detect developmental disorders in infancy that might not fully arise until toddlerhood or beyond? e.g., autism" To increase your sense of autonomy: You will be given an option of two questions. These questions will be posted at least two weeks before the paper is due. The grades from each of the writing assignments will be scaled to match each other. To add to your sense of autonomy and relatedness, you can choose to work in groups of up to three. You will be able to select your group each time. It is highly encouraged that you work in a group of at least two as working in groups is helpful for generation and feedback of ideas. Each paper is worth 20% of your final grade. Full details on these assignments including a rubric are available on Canvas.

Generalization paper #1 (20%): due Oct 24 @ 2359 on Canvas
Generalization paper #2 (20%): due Nov 21 @ 2359 on Canvas
Generalization paper #3 (20%): due TBD likely Dec 11 @ 2359 on Canvas

Note: This course does not have mid-terms and finals.

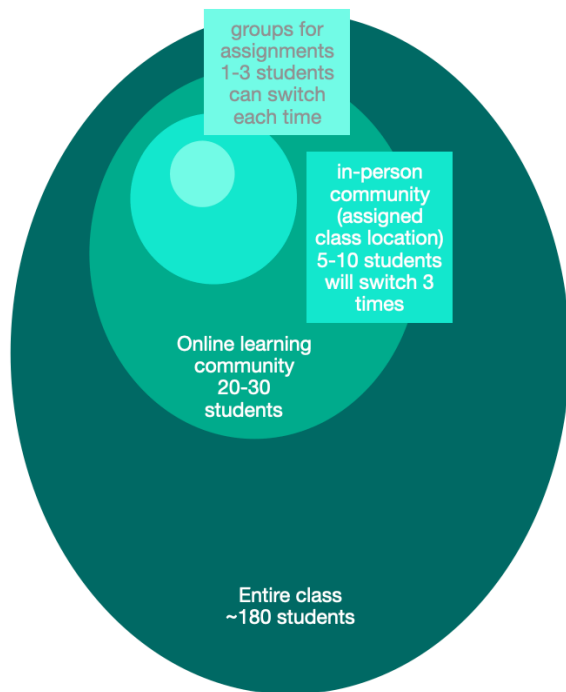
9 Extra Credit and Human Subject Pool (HSP)

You may earn up to 3% extra credit to your final course grade through participating in research studies (or by completing library assignments). This experience is designed to help you learn more about psychology and how research is conducted, and to provide you with first-hand experience with psychological research. This experience may make understanding research easier (Ceynar Rosell et al., 2006) and may help you decide whether research is a reasonable career option for you.

Through the Department of Psychology's Human Subject Pool (HSP) system: 1 hour of participation or 1 article summary = 1% x 3 that are needed. For each hour of participation, you can earn extra credits towards your final grade. You can sign up for studies by visiting <https://ubc-psych.sona-systems.com>. If you prefer, you can earn these same extra credits by completing a library-writing project in which you read and summarize a peer-reviewed research article. You can find out more about how you can earn extra credits at <https://psych.ubc.ca/hsp>. There you will find a detailed guide about how to participate in the HSP, how-to videos, and a list of frequently asked questions. Note for Fall 2021: currently there is a limit on online studies to 1 hour of participation or 1 credit point, but you can also sign up for Zoom studies which are considered in-lab and the Psychology labs are also reopening for in-person studies with stringent covid-19 protocols.

10 Student Learning Communities

In accordance with UBC recommendations regarding reducing the spread of covid-19 in the classroom, we are going to have assigned locations for in-person learning communities. These communities will be groups of 5-10 students who are part of the same online learning community. In the first Interactive Learning Session, you will sit in locations in the class according to your Online Learning Communities (20-30 students that you will select based on your preferences on Canvas). Then, we will form these 5-10 person groups and sit more closely in these groups with a buffer of seats between the in-person groups. We will decide as a class when/if we will switch these in-person groups depending on our feeling of safety, relatedness, etc.



11 Oops! Token

This course has a lot of flexibility, but at some point—despite your best efforts—something might go wrong (“Oops!”) and you might need an extra bit of flexibility (such as a brief extension on a paper). For example, maybe your WiFi goes out just as you’re about to submit an assignment that you’ve worked really hard on, and you need a few extra hours to submit it. So, each student gets one Oops! Token which you can use to get a little extra flexibility once during the term. Ideally, you’ll never need to use your Oops! Token. But if you have a problem and would like to use your Oops! Token, email your TA with the subject line “Oops! Token” and explain what additional flexibility you are requesting. Requests must be made as soon as you become aware of the problem (e.g., if you’re feeling unwell the day an assignment is due, email the TA immediately with a request for a brief extension). Keep in mind that once you use your token, requests for additional flexibility will not be granted unless you seek formal academic concession, so hold onto it until you really need it. Your token cannot be used to get points back on already-graded assignments or to get extensions on online quizzes. Credit to Dr. Dunn for this idea.

12 Acknowledgements

This course and syllabus was informed by the syllabi, conversations and course materials of Dr. Lily May, Dr. Kiley Hamlin, Dr. Janet Werker, Dr. Catherine Rawn, Dr. Elizabeth Dunn, Dr. Nancy Sin (thank you!). Also a lot of help from Nicole and the GSS team in the Psychology Department.

13 Other Important Stuff (University Policies, Resources, etc.)

13.1 Psychology Department Policy on Grade Distribution and Scaling of Grades

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. The average grade in 300-

level Psychology classes will be 70 for an average class, 72 for an exceptional class and 68 for a weak class, with a standard deviation of 13. (In other words: The average grade in this class will be in the B range, and most likely it will be in the lower end of the B range.) Grades may be scaled in order to comply with these norms (grades may be scaled up or down as necessary by an instructor or the department).

13.2 UBC Grading Policies

Grades are not official until they appear on a student's academic record. Each student will earn a percent grade for this course and will be automatically assigned a corresponding letter grade by the Registrar. (See the UBC Course Calendar for additional information about UBC grading scale—showing letter grades and corresponding numerical grades.)

13.3 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 address 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>).

13.4 Academic Integrity

As members of the academic community, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. For details on University policies and procedures pertaining to student conduct and academic dishonesty, please see the UBC Calendar: Student Conduct and Discipline.

13.5 Academic Accommodation for Students with Disabilities

Academic accommodations help students with disabilities or ongoing medical conditions overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the Centre for Accessibility.

13.6 Academic Concession

UBC has well-articulated policies regarding what sorts of circumstances do and don't qualify for academic concession. Please make sure that you are familiar with UBC policies on academic concession, in the UBC course calendar

13.7 Equity and Inclusion and Diversity and Respect

University courses should be conducive to learning and rigorous intellectual inquiry within a context in which everyone feels included and respected—regardless of race, ethnicity, gender identity, gender expression, sexual orientation, political or religious affiliations, ability, age, social status, etc. All students in this class are encouraged to express themselves thoughtfully when discussing course material; when you do express yourself, it's important that you do so in a manner that shows respect for every other member of this class. Therefore, please make sure that you're familiar with UBC's policy on building and maintaining a respectful environment. You can find additional information about resources pertaining to equity, diversity, and inclusion on the Psychology Department's website: <https://psych.ubc.ca/about/equity-inclusion/>

13.8 Copyright and Intellectual Property

All readings for this course are copyrighted, and cannot be redistributed without permission of the copyright owner. Lecture videos and other course materials are the intellectual property of the instructor(s) and these also cannot be redistributed (e.g., posted on any other website, or shared in any other way) without instructor permission. Violation of these policies may lead to academic discipline.

13.9 UBC Academic Calendar

Further information about academic regulations, course withdrawal dates and credits can be found in the Academic Calendar.

13.10 Additional Useful Resources for Students

Additional resources may also be helpful as you contend with the challenges of taking university courses during a pandemic and dealing with life's challenges more broadly.

- Guidance for classes in the pandemic: <https://keeplearning.ubc.ca/>
- Guidance on useful skills for students: <https://learningcommons.ubc.ca/student-toolkits/>
- Student's guide to Canvas: <https://students.canvas.ubc.ca/>
- COVID-19 health guidance: <https://covid19.ubc.ca/health-guidance/>
- Mental health support: <https://students.ubc.ca/covid19/mental-health-during-covid-19-outbreak>
- Counselling Services: <http://students.ubc.ca/livewell/services/counselling-services>
- Wellness Centre: <http://students.ubc.ca/livewell/services/wellness-centre>
- Student Health Services: <http://students.ubc.ca/livewell/services/student-health-service>
- The Kaleidoscope: <http://the-kaleidoscope.com/>
- Speakeasy: <http://www.ams.ubc.ca/services/speakeasy/>



PSY 302: Infancy

Tuesday, 14:00-15:15, Student Hours Available.

Thursday, 14:00-15:15, location [CIRS 1250](#)

Date	Topic	Readings	Assessments
Sept 7	No class: IMAGINE DAY	None	None
Sept 9	Introduction to Course No in-class instruction Watch introduction videos on Canvas	None	None
Module 1 In-person: Sept 16	Why Study Infancy? Learning & Our Earliest Memories	REQUIRED: Kingo, O. S., Berntsen, D., & Krøjgaard, P. (2013). Adults' Earliest Memories as a Function of Age, Gender, and Education in a Large Stratified Sample. Textbook: Chapter 1, p.1-22. Textbook: Chapter 5, p.182-190	None
Module 2 In-person: Sept 23	Nature/Nurture Genetics/Epigenetics Sex and Gender	Textbook: Chapter 3, p.78-89, Box 3.2, p.94 (Chapter 3 posted on Canvas) Textbook: Chapter 15, p.524-543	Engagement Examples #1 due Sept 26 2359
	Truth and Reconciliation Day No in-person activities Sept 30		None
Module 3 In-person: Oct 7	Prenatal Development and Birth Early Adversity	REQUIRED: Kozak, K., Greaves, A., Waldfogel, J., Angal, J., Elliot, A., Fifier, W., & Brito, N. (2021) Paid maternal leave is associated with better language and socioemotional outcomes during toddlerhood. Infancy. Textbook: Chapter 2, p.40-53, p.63-69 p.73-74 Textbook: Chapter 12, p.441-452	Questions for Generalization Paper #1 posted

Date	Topic	Readings	Assessments
Module 4 In-person: Oct 14	Brain Development Neurodiversity	REQUIRED: Nelson, C. A. (2015). An international approach to research on brain development. Textbook: Chapter 3, p.96-104 (Chapter 3 posted on Canvas).	Engagement Examples #2 due Oct 17 2359
Module 5 In-person: Oct 21	Methods to Study the Psychology of Infancy	REQUIRED: Storrs, C. (2017). How Poverty Affects the Brain. Guest Textbook: Gross (2018) available on Canvas	Generalization paper #1 due Oct 24 2359 Upload a picture of baby in a Hallowe'en costume (you or another baby!)
Module 6 In-person: Oct 28	Emotion & Attachment	REQUIRED: Morales et al. (2021). Infant temperament prospectively predicts general psychopathology in children. Development & Psychopathology Guest Textbook: Berk, L. (2012): Emotional Development. Textbook: Chapter 11, p.387-400	Questions for generalization paper #2 posted

Date	Topic	Readings	Assessments
Module 7 In-person: Nov 4	Sensorimotor Development	REQUIRED: Karasik, L. B., Tamis-LeMonda, C. S., Ossmy, O., & Adolph, K. E. (2018). The Ties that Bind: Cradling in Tajikistan. Textbook: Chapter 5, 157-183	Engagement Examples #3 due Nov 7 2359
	Midterm break No in-person session Nov 11	No new content, catch up and self-care time!	None
Module 8 In-person: Nov 18	Language Development	REQUIRED: Arredondo, M., Aslin, R., & Werker, J. (2021). Bilingualism alters infants' cortical organization for attentional orienting mechanisms. Developmental Science. Textbook: Chapter 6, p.195-216, Box 6.5	Generalization Paper #2 due Nov 21 2359
Module 9 In-person: Nov 25	Conceptual Development	REQUIRED: Piantadosi, S., Jara-Ettinger, J. & Gibson, E., (2014). Children's learning of number words in an indigenous farming-foraging group. Developmental Science. Textbook: Chapter 7, p.233-241, p.252-254, p. 262-264	None
Module 10 In-person: Dec 3	Social and Moral Development	REQUIRED: Pun, A., et al. (2018). Foundations of infants' social group evaluations. Developmental Science REQUIRED: Xiao et al. (2018). Infants rely on gaze cues from own-race than other-race adults for learning under uncertainty. Optional: Hamlin, J. K., & Tan, E. (2020). The emergence of moral responses and sensitivity. The Oxford Handbook of Moral Development	Questions for generalization paper #3 posted.