

**ACKNOWLEDGEMENT**

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

**COURSE INFORMATION**

Course Title	Course Code Number	Credit Value
Infancy	Psyc 302	3.0

**PREREQUISITES**

Enrollment in this course is restricted to students in 3<sup>rd</sup> year or above. You must have taken either (a) PSYC100 or (b) all of PSYC101, PSYC102, or (c) six credits of 200-level Psychology (but not 205 or 263). Some exceptions will be made, but only if one of the above criteria is satisfied. Please check your eligibility and take appropriate steps before the add/drop date passes.

**CONTACTS**

Instructional Team	Contact Details	Office Location	Office Hours
<i>Course Instructor</i> Dr. Janet Werker	Email: <a href="mailto:jwerker@psych.ubc.ca">jwerker@psych.ubc.ca</a>  I will reply within 24 hours, except on weekends or holidays	Kenny 2404	Thursdays 3-4  Join Zoom Meeting <a href="https://ubc.zoom.us/j/7692765622?pwd=SzA0a2piM09Saitxc1FhVzU2MjZldz09">https://ubc.zoom.us/j/7692765622?pwd=SzA0a2piM09Saitxc1FhVzU2MjZldz09</a>  Meeting ID: 769 276 5622 Passcode: 479739
<i>Teaching Fellow</i> Denitza (Denny) Dramkin	Email: <a href="mailto:ddramkin@psych.ubc.ca">ddramkin@psych.ubc.ca</a>  I will reply within 24-48 hours, except on weekends or holidays	Kenny 2015	Mondays 1-2  Join Zoom Meeting <a href="https://ubc.zoom.us/j/61230132145?pwd=bldreUZZUlpseId6eUIEVDBpV0tjZz09">https://ubc.zoom.us/j/61230132145?pwd=bldreUZZUlpseId6eUIEVDBpV0tjZz09</a>  Meeting ID: 612 3013 2145 Passcode: 329145

**COURSE INSTRUCTOR BIOGRAPHICAL STATEMENT**

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I am a University Killam Professor in developmental Psychology. My research focuses on infant speech perception and the foundations of language acquisition in infancy. My children are grown, and my grandchildren are even growing up – aged 8, 10, and 11 now! But I still love infancy, and love teaching this course.

**OTHER INSTRUCTIONAL STAFF**

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Denitza (Denny) Dramkin is the Teaching Fellow (TF) for this course. She is a PhD student in developmental psychology, working with Dr. Darko Odic. Her research focuses on language and number. Denny is a very experienced TF, and I am thrilled she is part of the instructional team.

**COURSE STRUCTURE**

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Classes will be a combination of lectures, in class (or on-line) discussion and activities plus occasional films, blogs, or guest lectures. I will teach synchronously, on-line, the first two weeks of class while we are on-line. We will likely continue the synchronous content – either in person (if allowed) or on-line – following this. All synchronous classes will be recorded, and all lectures – synchronous and not – will be uploaded to Canvas.

The rapid and profound changes that occur in all aspects of psychological functioning in the infancy period are unparalleled in other periods of human development. Within the first two years of life, infants develop from relatively helpless newborns to walking, talking, intentional beings, with likes, dislikes, friends, expectations, and surprisingly sophisticated reasoning abilities. It is thus perhaps no surprise that we are inundated with news concerning infant development! To even document, let alone fully understand, how infants develop so rapidly and what the impact of infant development is on later functioning, rigorous empirical research is essential.

**SCHEDULE OF TOPICS: IF CHANGES OCCUR, YOU WILL BE INFORMED**

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**January 11-13:** Introduction to Infancy

- Recommended Textbook Reading: Chapter 1- An Introduction to Child Development
- Required Reading: Course outline

**January 18-20:** Methods for Studying Infancy

- Required Reading: Gross (2018) chapter 2. Research Methods
- Required Reading: Smith-Flores, A. S., Perez, J., Zhang, M.H., & Fiegenson, L. (online 2021). On-line measures of looking and learning in Infancy. *Infancy*

\*Because this article is for the “Methods” module, please pay careful attention to the methods they used, and to the comparison of in-person vs on-line implementation.

**January 25-27:** Biological Foundations of Development

- Recommended Reading: Krol, et al., (2019) Epigenetic dynamics in infancy and the impact of maternal engagement. *Science Advances*.
- Required Reading: Siegler et al. (2020). Chapter 3- Biological Foundations (start of the chapter → up until ‘The Body: Physical Growth and Development’) On canvas because required.

**February 1-3: Prenatal Development, Birth, & the Newborn**

- Recommended Textbook Reading: Chapter 2- Prenatal Development and the Newborn Period (entire chapter)
- Required Reading: Kozak, K., Greaves, A., Waldfogel, J., Angal, J., Elliot, A., Fifer, W., & Brito, N. (2021) Paid maternal leave is associated with better language and socioemotional outcomes during toddlerhood. *Infancy*.

In this, and the subsequent original research articles, at this stage of your education, pay most attention to the Abstract, Introduction, and Discussion/Conclusion sections -- you can skim the Methods and Results sections until you develop more expertise in these area. Useful guides to reading research papers can be found [here](#) (Links to an external site.) and [here](#) (Links to an external site.).

**February 8: MIDTERM 1****February 10: Perceptual & Motor Development plus Learning**

- Recommended Textbook: Chapter 5- Perception, Action, & Learning in Infancy
- Required Reading: Karasik, L. B., Tamis-LeMonda, C. S., Ossmy, O., & Adolph, K. E. (2018). The ties that bind: Cradling in Tajikistan.  
Of interest: Babies First Steps: <https://www.youtube.com/watch?v=p1otGt99Rec>

**February 15-17: Language Development**

- Recommended Textbook Reading: Chapter 6- Development of Language and Symbol Use (start of the chapter → up until 'Nonlinguistic Symbols and Development')
- Required Reading: Arredondo, M., Aslin, R. N., & Werker, J.F. (2021). Bilingualism alters infants' cortical organization for attentional orienting mechanisms.

**February 17: First Assignment due****February 22-24: Reading Week****March 1-3: Cognitive Development**

- Recommended Textbook Reading: Chapter 4- Theories of Cognitive Development (sections 'Piaget's Theory' and 'Core-Knowledge Theories'), Chapter 7- Conceptual Development (section 'Number')
- Required Reading: Wang, J. & Feigenson, L. (2019). Infants recognize counting as numerically relevant.

**March 3: Second Assignment due****March 8-10: Social Cognition**

- Recommended Textbook Reading: Chapter 7- Conceptual Development (section 'Understanding Oneself and Other People')
- Recommended Reading: Pun, A., Birch, S., & Baron, A.S. (2016). Infants use relative numerical group size to infer social dominance. *Proceedings of the National Academy of Sciences*, 113(9), 2376-2381.

- Required Reading: Cirelli, L. K., Wan, S. J., & Trainor, L. J. (2016). Social effects of movement synchrony: Increased infant helpfulness only transfers to affiliates of synchronously moving partners

**March 15: MIDTERM 2****March 17: Emotion & Temperament**

- Recommended Textbook Reading: Chapter 10- Emotional Development (start of chapter → up until 'Mental Health, Stress, and Internalizing Mental Disorders')
- Required Reading: Morales et al. (2021). Infant temperament prospectively predicts general psychopathology in children.

**March 22-24: Attachment & the Self**

- Recommended Textbook Reading: Chapter 11- Attachment to Others and Development of the Self (start of chapter → up until 'Self-Concept in Adolescence')
- Required Reading: Broesch, T., et al. (2011). Cultural variations in children's mirror self-recognition.

**March 24: Third Assignment due****March 29-31: Moral Development**

- Recommended (Textbook) Chapter 14- Moral Development (from 'The Development of Conscience, bottom Page 497 → just before 'The Origins of Individual Differences in Prosocial Behavior, page 502')
- Required Reading: Van de Vondervoort, J. & Hamlin, J.K. (2016). Evidence for Intuitive Morality: Preverbal Infants Make Sociomoral Evaluations

**April 5-7: Infant Development and Social Policy: Discussion**

- Required: Yeung, H., Curtin, S., & Werker, J. (2021) Face-mask use and language development – Reasons to worry?
- Read and be prepared to discuss one of the following:  
Gupta, S. & LaMotte, S. (Dec. 30, 2021). A Tragic Birthday: a courtroom attack on shaken baby.  
Gross, L. (2009). A broken trust: Lessons from the vaccine-autism wars.

**April 8: Engagement Portfolio due****April 12-27: FINAL EXAM TO BE SCHEDULED**

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**LEARNING OUTCOMES**

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Learning goals for the course are are:

- to understand the theoretical frameworks in which infant research is conducted
- to learn, understand, and be able to apply key empirical findings regarding infant development
- to learn and understand different kinds of methods that are used to study infant development, and to appreciate the strengths and limitations of each
- to develop the ability to read, and critically evaluate original research articles

- to use these critical thinking skills to evaluate media and online claims about infant development
- to be able to express what you have learned in this class to the broader public

### LEARNING ACTIVITIES

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Students are expected to participate in class discussion, either in person in live classes, or on the discussion board. As noted, for your 3-part assignment, you are able to either work in groups or individually.

### LEARNING MATERIALS

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There will typically be one required reading per class. As one of the goals of this course is to give you the skill set to read and understand original empirical research articles, most of your required readings are journal articles. Occasionally a chapter from a text book will be assigned instead. All required readings, as listed in the course schedule, are posted on Canvas in alphabetical order. My lectures will assume that you have completed all assigned readings prior to class each week. In addition, there is a *highly recommended* text book, available in the bookstore <https://shop.bookstore.ubc.ca/booklist.aspx> (the 5<sup>th</sup> edition is very similar, and is likely circulating as used), that will help contextualize and solidify your learning;

Siegler, R., Saffran, J. Gershoff, E. T., Graham, S. & Eisenberg, N. *How Children Develop*. Worth Pub, NY. 6<sup>th</sup> Canadian Edition

Key information will be posted on Canvas, including your course outline, links to assigned readings for each week, and/or other URLs to consult, important announcements, lecture slides, and grades. You are expected to check the class website at least WEEKLY for updated information. Lecture slides will typically be posted by the evening before the class.

### ASSESSMENTS OF LEARNING

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Grades will be determined on the basis of two on Canvas Midterm Exams (25% each) as noted on the syllabus, a Final exam worth (35%) as scheduled during the final exam period, one 3-part Assignment (10%) and Participation (5%).

EXAMS: Each midterm will be 60 minutes in length and will cover the material only from that portion of the course (up through the week preceding the midterm). Midterm exams will be open-book/open-note, but are to be completed independently. Midterms will consist of multiple choice questions. Each exam will be available from 12:00am to 11:59pm on exam day.

The final exam will be 90 minutes in length, and will focus on the lecture and reading material from the final portion of the course, but will also test cumulative knowledge from the entire course that continued to be relevant in the final section of the course. The final exam will also be primarily multiple choice, but with some short answer questions if it is in person. If it is on-line, it will be exclusively multiple choice.

*If you are unable to take one of the midterm exams (for any reason—you don't have to explain why), you can be excused from that exam and have the weight moved to the final. Just let us know in advance of the exam. Also please know that we cannot reweigh marks from already completed exams.*

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

Your 3-PART ASSIGNMENT involves signing up for one of the topics that will be visible on Canvas by January 17, and working in groups of up to 10 to write 2 paragraphs on the impact of this topic on infant development, at either 3 different points in development, or on 3 different aspects of development, or some combination. You can comment on development after infancy as long as the experience or exposure occurred in infancy, and you relate the later impact to that infant experience. A maximum of 10 people will be able to sign up for each topic. You are able to work in the full group of 10, or divide into smaller groups, or work alone. You will need to indicate your grouping. If you work in a group, a single grade will be given to the group.

Topics that are under consideration right now are exposure to challenges including alcohol, lead, cannabis, opioids, other maternal medication, maternal depression, malnutrition, maternal incarceration, poverty, parental strife, parents working from home during Covid, other kinds of early adversity (state which kind), and potentially beneficial experiences, including bilingualism, connection to the land, music exposure.

*Due dates are listed on the course syllabus, but because we know life happens – particularly during Covid - assignments will be accepted for up to a week after each date without any penalty.*

Your PARTICIPATION MARK will be based on a personal participation profile you prepare. In this, you should describe what you consider to be the 3 ways in which you optimally participated in class. It might be in terms of questions or comments you asked in class, comments you made in response to the 1-2 questions posted each week on Canvas, or a question or conversation thread you posted on canvas, and/or the response(s) you made to questions or conversation threads started by other students.

### **GRADE DISTRIBUTION & SCALING**

To 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, these departmental norms have been adjusted upwards by 5%.** With 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.

*To adhere to 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>

### **Extra Credit**

#### **HUMAN SUBJECTS POOL CREDITS**

As described below, you may earn up to 3% extra credit to your final course grade through participating in research studies (or by completing library assignments).

You can gain research experience by serving as a participant in one of the many different psychological studies that are being conducted by the department. For each hour of experimental participation you can earn one credit 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.

**Library Assignment Update for Spring 2022:**

The class ID is 33005051, class name is "HSP 2021-2022 (Spring)" and password is "Research".

Details of the policies and how to access support are available on [the UBC Senate website](#).

**OTHER COURSE POLICIES: REMINDER**

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*If you are unable to take one of the midterm exams (for any reason—you don't have to explain why), you can be excused from that exam and have the weight moved to the 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 need to contact your faculty's advising office as soon as possible to apply for Academic Concession.*

*Due dates for the 3-part assignment are listed on the course syllabus, but we know that life happens – especially during COVID, so assignments will be accepted, without a penalty, for up to a week after each date.*

**Academic Resources**

- **UBC Academic Regulations:** <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,0,0,0> Information on UBC policies and regulations, including academic concession and accommodation.
- **UBC Learning Commons:** <http://learningcommons.ubc.ca/> Learning and research resources and opportunities for students, including tutoring, workshops, study groups, and many other online tools.
- **Centre for Accessibility:** <http://students.ubc.ca/about/access> or 604-822-5844. Resources and accommodations for students living with physical, mental, and/or learning disabilities.

**Wellbeing Resources**

- **Thrive Campaign:** <https://wellbeing.ubc.ca/wellbeing-campaigns-and-initiatives/thrive> Collaborative initiative between UBC Human Resources, Health Promotion & Education (Vancouver), Health and Wellness (Okanagan), and UBC Wellbeing offering access to a variety of learning, health, and wellness resources.
- **UBC Psychology Clinic:** <https://clinic.psych.ubc.ca/> An outpatient mental health and training clinic that offers assessment, treatment, research and training of clinical psychology.
- **Campus Lightbox:** [campuslightbox.ca](http://campuslightbox.ca) Student-led website with mental health support resources.
- **The Kaleidoscope:** <http://the-kaleidoscope.com/> Peer-run mental health support group.

- **UBC Counselling Services:** <http://students.ubc.ca/livewell/services/counselling-services> or 604-822-3811. Offers resources to help support and maintain mental health while in school. One-on-one counseling, group sessions, and ability to document an illness if needing academic concession available.
- **AMS Peer Support:** <https://www.ams.ubc.ca/student-services/peer-support/>  
Free, confidential, one-on-one peer support for a variety of issues, related to personal, academic, and mental health challenges.
- **UBC Wellness Centre:** <http://students.ubc.ca/livewell/services/wellness-centre> or 604-822-8450. Offers resources 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. Offers a variety of healthcare related services, including access to doctors, registered nurses, and specialists.
- **Live Well, Learn Well:** <http://students.ubc.ca/livewell>  
Resource hub for information about improving physical and mental wellbeing.
- **Mental Health Awareness Club:** <http://blogs.ubc.ca/ubcmhac/>  
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/>  
Provides access to food hampers in financial emergencies. Services can be used 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).  
Provides access to mental health professionals who help in situations of distress. If you or someone you know is in distress and may hurt themselves, call 1-800-SUICIDE 24 hours a day.

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#### COPYRIGHT

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All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

As all lectures are posted on Canvas, recording by students is not allowed.

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#### ACADEMIC INTEGRITY

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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/ubcregulation-on-plagiarism/>.



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**CITING VS. PLAGIARISM**

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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 underciting 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/resourceguides/understand-academic-integrity/?login>.

Please note that my work on this syllabus was inspired in large part through example syllabi from Drs. Lily May, Lauren Emberson, and Luke Clark. Lily in turn received part of the inspiration for her syllabus from prior syllabi from me, and from several other developmental faculty. We have shared, though, with full knowledge and permission from one another.

**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/policy\\_69.html](http://www.universitycounsel.ubc.ca/policies/policy_69.html)).

### UBC VALUES STATEMENT

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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-supportstudent-success> ).

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/systemstools/early-alert>