



# PSYCHOLOGY 315: CHILDHOOD & ADOLESCENCE

*Winter 2022: Live-Stream via Zoom  
&/or In-Person Course*

*Section 003:*

*Monday, Wednesday, & Friday 10-1050am  
BUCH A 102*

*Section 004:*

*Monday, Wednesday, & Friday 11-1150am  
BUCH A 102*

What will class be like?  
Classes will primarily be lectures. These will be as fun and interactive as possible: there will be discussion, activities, and questions. **You will get the most out of class if you participate.** Research shows that engagement with class material improves learning and memory! Plus, it helps you to stay awake!

## WELCOME TO PSYC 315!

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?

Those are just some of the questions we will discuss. 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 will be able to:

1. Discuss major theories of development, such as those by Piaget, Freud, Erikson, & Bronfenbrenner.
2. Describe important 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.

# OUR INSTRUCTIONAL TEAM

## INSTRUCTOR

### Dr. Taeh Haddock

- Please call me: Taeh (Tay-uh) or Dr. Haddock (she/her)
- Email: [taehhaddock@psych.ubc.ca](mailto:taehhaddock@psych.ubc.ca)
- Drop-in Zoom Student Hours (link on Canvas):  
**Thursdays, 3:00 - 4:00pm**
- Appointments: Email me directly to book an appointment. I will arrange meetings on Zoom.

Hi! I'm Taeh, your instructor for the term! I'm a recent PhD graduate in the Department of Psychology where I studied social cognition in children. When I'm not teaching, you can find me hanging out with my dogs or at the beach. I like to sail, workout, drink coffee and watch reality TV.



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.

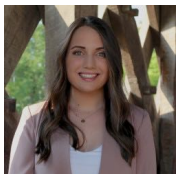
## TEACHING ASSISTANTS

### Alyssa Ash



- Please call me: Alyssa (she/her)
- Email: [ashalyss@student.ubc.ca](mailto:ashalyss@student.ubc.ca)
- **Weekly Drop-in Zoom Student Hours (link on Canvas)**  
**Mondays, 4:00 - 5:00pm & by appointment**
- Alyssa is a PhD Candidate in Behavioural Neuroscience studying hippocampal neurogenesis and neuroplasticity under healthy and diseased conditions in Dr. Jason Snyder's lab. Her lab looks at developmental vs. aging cell populations and examine learning and memory functions by manipulating hippocampal circuits. Outside of research, Alyssa is interested in science communication and has been involved in a podcast for scientists that summarizes current research in the field of Alzheimer's Disease. She loves skiing, biking, running/hiking, so basically all the things life in Vancouver is meant for!

### Karling Luciani



- Please call me: Karling (she/her)
- Email: [karling@student.ubc.ca](mailto:karling@student.ubc.ca)
- **Bi-weekly Drop-in Zoom Student Hours (dates/link on Canvas)**  
**Mondays, 3:00 - 4:00pm & by appointment**
- Karling is a first year MA student in Neuroscience. She works with Dr. Christian Schütz in the B.R.A.I.N. Lab. Her thesis involves investigating impulsivity in people with bipolar disorder using fMRI and TMS. She recently moved from Ontario, where she completed her BSc at the University of Guelph. Fun fact: Karling is a triplet!

### Yunru Ma

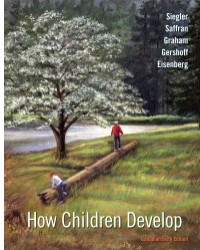


- Please call me: Yunru (she/her)
- Email : [yma@psych.ubc.ca](mailto:yma@psych.ubc.ca)
- **Bi-weekly Drop-in Zoom Student Hours (dates/link on Canvas)**  
**Mondays, 3:00-4:00pm & by appointment**
- Yunru is a first year MA student. She works with Dr. Kiley Hamlin at the Center for Infant Cognition. Yunru works primarily with newborn babies and young children and is interested in the development of social and moral cognition.

# COURSE MATERIALS

## RECOMMENDED: TEXTBOOK

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



This textbook corresponds with the material we'll be covering in class. Recommended textbook readings are given for most units, but no information solely from the textbook will be tested on exams.

While the textbook is not required, we do highly recommend it! For many students, reading the material in the textbook can be helpful: it presents the information with more depth and a sense of history, gives you similar content in a different way, and provides an overall structure for the ideas we'll discuss.

### **Important notes about the textbook:**

- The e-version of the textbook is available through the textbook publisher (<https://store.macmillanlearning.com/ca/product/How-Children-Develop-Canadian-Edition/p/1319173020>), or from VitalSource (<https://www.vitalsource.com/products/how-children-develop-canadian-edition-robert-s-siegler-jenny-v9781319269678>).
- Access to Launchpad is NOT required for this course.
- The same textbook - but different chapters - is also often used for PSYC 302 (Infancy). If you think you will take both courses, you may want to ensure your access to the text lasts for more than this term.

- I use the 6<sup>th</sup> Canadian edition as my reference text – I can't guarantee the accuracy of any other edition. However, since there won't be information tested solely from the textbook on exams, you should generally be fine with a recent edition.
- For any discrepancies between the textbook and lecture, consider lecture content as accurate/privileged for exam purposes.

## 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(s) 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

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)

Lecture slides can be found on Canvas, under the "Modules" tab. Draft slides will be posted on Canvas prior to class. *This is done as a courtesy*, and some draft slides may change before class. Final versions of the slides will be posted following each class/unit, and will be marked as 'Final Version.' Slides will only be provided in PDF format; it is not possible to provide slides in alternative formats. Note that lecture slides will not include all content discussed in lecture.

# CLASS STRUCTURE

## ONLINE CLASS: JANUARY 10 TO JANUARY 24, 2022

This course will begin with a two-week window at the start of the semester (i.e., **January 10 to January 24, 2022**) during which time the course will be delivered live-stream via Zoom. Lectures will be recorded and posted on Canvas. Note that I cannot ensure the quality of the recordings and recommend joining the live-stream lectures.

## IN-PERSON CLASS: JANUARY 26 TO APRIL 8, 2022

From **January 26 to April 8, 2022** we will plan to have live in-person lectures.

**It is absolutely fine if you are uncomfortable or unable to attend class in-person classes.**

If you are sick, it is important that you stay home – no matter what you think you may be sick with (e.g., cold, flu, other illness). You can complete [self-assessment for COVID-19 symptoms](#) if needed.

For maximum flexibility, and to make the most of this uncertain term, the lectures will continue to be recorded and available on Canvas. In-person lectures will not be live-streamed. Note that I cannot ensure the quality of the recordings.

## ATTENDANCE

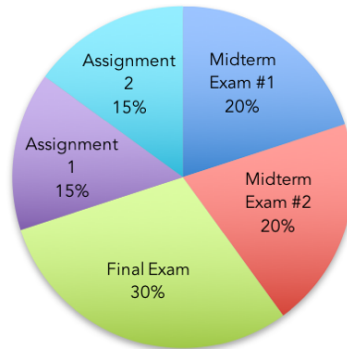
Attendance is expected in this course and is necessary for you to do well. Although attendance will not be taken in class, there will be material covered in lecture in substantially greater depth than what is posted in lecture slides to Canvas. By regularly attending class you ensure yourself the best chance of success. If you do have to miss a class, you are responsible for getting notes from another student, watching the lecture recordings, and/or attending an office hour with me or one of your TA's.

## DISCUSSION COMMUNITIES

For many of the topics we cover in this course, learning can also be enhanced through discussion. While we may not be able to have the usual face-to-face chats that enhance this class, discussion board activities are built in throughout the course. The topics are designed to encourage active thinking about the material, as well as provide space for you to raise questions.

**Note:** We are currently planning for the course to be held in-person after January 24, although this may shift depending on University policy and Covid safety concerns. If classes must continue online, lectures will be live-stream via Zoom and recordings will be available on Canvas.

# COURSE ASSESSMENTS & GRADING



## MIDTERM EXAMS (40%)

Two non-cumulative exams each worth 20%. Exams will be available online via Canvas.

- **Midterm #1 (20%): February 9, 2022**
- **Midterm #2 (20%): March 16, 2022**

Midterm exams will be 1 hour, 30 minutes in length. Each exam will be available on Canvas between **10:00am to 10:00pm PST** on exam day. I will be available live on Zoom for any questions during class time.

Midterm exams will be open-book/open-note, but are to be completed *independently*. Midterms will consist of multiple-choice questions.

## FINAL EXAM (30%)

**The final exam will be scheduled during the University exam period (April 12-27, 2022).** We are currently planning for the final exam to be held **in-person**, although this may shift depending on University policy and Covid safety concerns.

Cumulative final exam, closed-book, covering material from across the course. The final exam will consist of both multiple choice and short answer questions, and will have a time limit of 2 hours. There will be no makeup exam for the final. If you miss the final exam because of an unexpected illness or event, you must immediately apply for academic concession from your faculty. They will process your request and will contact the instructor with their decision regarding your concession.

### **Notes on Exams:**

- Midterms are not cumulative; the final is cumulative.
- Exams (both midterms and the final) will cover content from assigned readings, discussion boards, and the in-person and/or live-stream (recorded) lectures. Basically, anything covered throughout the course can show up on exams!
- Exams tend to rely heavily on application. Rather than just memorizing terms and facts, you must be able to *apply* this knowledge to new examples and situations.



## ASSIGNMENTS (30%)

### ASSIGNMENT #1: DEVELOPMENTAL PSYCHOLOGY IN THE MEDIA (15%)

**Developmental Psychology in the Media: due February 18, 2022 @ 11:59pm PST submitted to Canvas.**

600-800 words, typed, APA format, TNR size 12 font, double spaced, .doc/.docx/.pdf format.

Often, psychological research is summarized in the news. This is particularly true for developmental research – information on children is very relevant and interesting to the general public! But, how accurate are these popular media depictions of research?

For this assignment, your job is to read **one** of 3 selected popular media articles that describes recent scholarly research on cognitive development. In addition, you will read the original scholarly source which the popular media article is based. Both the scholarly source articles citation and popular media articles (plus weblinks) are available on Canvas.

In a 600-800 word paper, you will summarize the scholarly research article, and then analyze the popular media representation. In your summary, you should first describe the research question, hypothesis, method, results, and conclusions from the original scholarly article. Then, in the popular media analysis, you should discuss whether the media story does an accurate job relating the researcher's findings and conclusions. In doing so, you should think about what you have learned in class and in course readings.

All sources must be cited in-text and in a reference list, using APA format. You should have at least two sources (your news story and your scholarly article), but you can have additional sources as well. Your reference list is not part of the word limit.

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

### ASSIGNMENT #2: DESIGN A CHILDREN'S TOY (15%)

**Design a Children's Toy: due March 25, 2022 @ 11:59pm PST submitted to Canvas.**

600-800 words (not including drawings/figures/blueprints, or references), typed, APA format, TNR size 12 font, double spaced, .doc/.docx/.pdf format.

Children love toys! And toy manufacturing is a huge industry. Developmental psychologists know that toys can have a significant impact on a child's development.

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 (i.e., language development, gender development, social-cognitive development, gender identity, etc.). Beyond that, your toy can take any form: it can be a game, an app, a virtual reality program, a doll, etc.

In your paper, you should describe your toy and how it will aid in children's development. What age(s) is your toy is for, and why? What skills or abilities is your toy is designed to influence, and how? Use and cite research and theories you have learned in class. You can rely on the textbook, assigned readings, or other scholarly peer-reviewed articles to write the paper (*do not use popular books or media*). You must also include a drawing/blueprint/model of your toy as part of the assignment (which will not count towards the length requirement).

**Please do not plagiarize toy designs from each other and/or the real world! Inventing a new toy may be challenging,** but it should also be rewarding.

All sources must be cited in-text and in a reference list, using APA format. Your reference list is not part of the word limit.

A full guide to the Design a Children's Toy Assignment, including a rubric, is available on Canvas.

### Notes on Assignments:

- Assignments are graded according to the rubrics posted on Canvas—it is highly recommended that you read these rubrics prior to, and while constructing your assignment!
- Please adhere to the word limits given. Any text over these limits will not be graded.
- Whenever possible paraphrase scholarly work in your own words rather than directly quoting.

## 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

Accommodations for missed midterm exams may be given for medical circumstances, conflicting responsibilities, or compassionate grounds. If you need to miss a midterm (for any reason), please contact me, the instructor, as soon as possible.

**There are no make-up midterm exams. Your marks will be reweighted to the cumulative final.**

Contact me **in advance** of the exam, as I cannot reweigh marks from already-completed exams.

If you are unable to take both midterms and/or the final exam, you must contact your faculty's advising office as soon as possible to apply for academic concession.

## LATE ASSIGNMENTS

Extensions may be provided for medical circumstances, conflicting responsibilities, or compassionate grounds. If you are unable to submit an assignment on time, contact me, the instructor, know as soon as possible. Standard 10% per day deductions will apply for late assignments.

If you need an extension, you must contact your faculty's advising office as soon as possible to apply for academic concession.

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

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%.** 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 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>

Grades are not official until they appear on the student's record.

# 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 term.

## 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-and-vaccines/>
- On managing mental health during the pandemic: <https://students.ubc.ca/health/mental-health-during-covid-19>
- 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, need for pre-recorded Zoom lectures etc. We can't promise these things won't happen - but we can promise to communicate quickly and honestly.

## COVID-19 CONTINGENCY PLANS

With the ever-changing nature of the pandemic, it's possible we may need to make changes to our course during the term.

Should we need to pivot to our course online (either for a short period – i.e., Instructor quarantine, or longer – i.e., UBC in-person class shutdown for the full term), our plans are to keep the same class structure. Monday, Wednesday, and Friday classes (10am and 11am) would continue with live-stream (and recorded) lectures on Zoom.

### COVID-19 RISK MANAGEMENT

- Take a few minutes each day to complete your Covid self-assessment: [self-assessment for COVID-19 symptoms](#)
- If you are feeling unwell, please don't come to class! We will have lecture recordings available for all students, and are happy to answer any questions in online office hours.
- Masks are required in indoor settings (including classrooms). Please wear your mask – covering your nose and mouth – during in-person classes. Please refrain from eating during class so that masks stay on. If you don't have a mask for class, I'm happy to provide one.
- Vaccines are available for free to all BC residents and students! Visit: <http://immunizebc.ca/covid-19>

**Remember that your actions impact the health and safety of others. Please act with care.**



# POLICIES

## EMAIL

For course-related questions and concerns, please email me: [taehaddooock@psych.ubc.ca](mailto:taehaddooock@psych.ubc.ca) or your TA.

We aim to respond to emails within 2 days, excluding weekends and holidays. If you haven't heard back from us within 2 days (or if it is the weekend), please wait – we often have many emails, and are responding as soon as possible! **If it has been more than 2 days, please do follow up!** (We aren't ignoring or not responding to your emails, but they can sometimes get lost!)

## 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 your TA know.

The Psychology Department also has a committee of Equity and Inclusion, where we host regular sessions for students to share any concerns! <https://psych.ubc.ca/about/equity-inclusion/>

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 your TA know.



## 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** (i.e., we don't copy or buy papers, we don't cheat on exams) and **we don't take credit for someone else's work** (i.e., 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: <https://academic.ubc.ca/academic-community/ubc-policies-guidelines>

## 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 Taeh/TA before any assessment is begun. In addition, a helpful guide can be found at:

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

## PSYCHOLOGY DEPARTMENT'S POSITION ON ACADEMIC MISCONDUCT

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to TurnItIn – a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 4.5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class.

In all cases of suspected academic misconduct the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question.

According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://www.calendar.ubc.ca/vancouver/>) and read the University's Policy 69.

## 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=12,204,342,0> 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** <https://students.ubc.ca/about-student-services/centre-for-accessibility> or 604-822-5844. Provides accommodations for students living with physical, mental, and/or learning disabilities.

## WELLNESS RESOURCES

- **Campus Lightbox:** <https://campuslightbox.com> A student-created website noting many of the mental health support resources available to UBC students.
- **The Kaleidoscope:** <https://the-kaleidoscope.com> A confidential peer-run mental health support group.
- **UBC Counselling Services:** <https://students.ubc.ca/health/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:** <https://students.ubc.ca/health/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:** <https://students.ubc.ca/health/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:** <https://students.ubc.ca/health> 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:** <https://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:** <https://www.ams.ubc.ca/student-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:** <https://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 xwməŋ-kwəy'əm (Musqueam).*

*Portions of this syllabus were inspired by Drs. Steven Barnes, Kyle Danielson, Afra Foroud, Janet Werker, Catherine Rawn, Andrew Baron, Susan Birch, Mark Lam, Erica Wojcik, Leslie Berntsen, & Lily May.*

# COURSE SCHEDULE

Unit		Assigned Readings	Assessments
1	<b>January 12, 14:</b> <b><i>Introduction &amp; Methods</i></b>	<ul style="list-style-type: none"> <li>No assigned readings, use the time to get comfortable with Canvas and the course material.</li> </ul>	<ul style="list-style-type: none"> <li><b>January 10:</b> Course outline and expectations</li> </ul>
2	<b>January 17, 19, 21:</b> <b><i>Cognitive Development-Introduction &amp; Theories</i></b>	<ul style="list-style-type: none"> <li>Course Textbook, Chapter 4: Theories of Cognitive Development</li> </ul>	
3	<b>January 24, 26, 28:</b> <b><i>Social Cognition</i></b>	<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>	
4	<b>January 31-February 2, 4:</b> <b><i>Language &amp; Communication</i></b>	<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>	
5	<b>February 11, 14, 16:</b> <b><i>Intelligence &amp; Academic Achievement</i></b>	<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><b>February 7:</b> Wrap-up and Midterm Review</li> <li><b>February 9: Midterm #1</b> (Units 1-4) on Canvas</li> </ul>
6	<b>February 18 to 28:</b> <b><i>Social Development-Introduction &amp; Theories</i></b>	<ul style="list-style-type: none"> <li>Course textbook, Chapter 9: Theories of Social Development</li> </ul>	<ul style="list-style-type: none"> <li><b>February 18: Assignment #1</b> submitted by 11:59pm PST</li> <li><b>Reading Week February 21-25</b></li> </ul>
7	<b>March 2, 4, 7:</b> <b><i>The Self</i></b>	<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>	
8	<b>March 9, 11, 14:</b> <b><i>Family</i></b>	<ul style="list-style-type: none"> <li>Course textbook, Chapter 12: The Family</li> </ul>	<ul style="list-style-type: none"> <li><b>March 14:</b> Wrap-up and Midterm Review</li> <li><b>March 16: Midterm #2</b> (Unit 5-8) on Canvas</li> </ul>
9	<b>March 18, 21, 23:</b> <b><i>Peers</i></b>	<ul style="list-style-type: none"> <li>Course textbook, Chapter 13: Peer Relationships</li> <li>Mikami, A. Y., Szwedo, 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>	
10	<b>March 25, 28, 30:</b> <b><i>Moral Development</i></b>	<ul style="list-style-type: none"> <li>Berk, L. (2012). Moral Development.</li> </ul>	<ul style="list-style-type: none"> <li><b>March 25: Assignment #2</b></li> </ul>
11	<b>April 1, 4, 6:</b> <b><i>Gender Development</i></b>	<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><b>April 8:</b> Wrap-up and Final Exam Review</li> </ul>

*Schedule is subject to change at any point.  
Changes will be announced in lecture and on  
Canvas.*