

**COURSE INFORMATION**

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| Course Title | Location | Course Code Number | Credit Value |
|--------------|----------|--------------------|--------------|
| Infancy      | LSK 201  | Psyc 302           | 3.0          |

**PREREQUISITES**

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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). Specifically, it is expected that you will have introductory level knowledge of theoretical approaches and methods in psychology, introductory knowledge of research design and a basic understanding of what statistics are and why they are necessary. You will also need enough knowledge (e.g., grade 11 or 12 biology is fine) of basic concepts in human biology to understand lectures and readings on brain development, prenatal development, conception, and basic genetics. Some exceptions will be made, but only in consultation with your instructional team (me or Denny). Please check your eligibility and take appropriate steps before the add/drop date passes.

**ACKNOWLEDGEMENT**

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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.

**EDI STATEMENT**

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University education has a history of exclusion of women and people from indigenous and racialized minorities. Indeed, even today with our shared values of equity and inclusiveness, there are still many subtle and pervasive ways in which university education remains more inviting and accessible to people from dominant, privileged groups in society. My approach to teaching, and the philosophy underlying the design of this course, is to try to make some headway in addressing those historical inequities to make this a welcoming learning environment for each of you. This in no way involves a relaxation of standards or expectations, but instead is focused on implementing practices that can ensure each of you – no matter how you define yourself, what your ethnic or linguistic background is, or where you come from – have the opportunity to thrive. While there is still much work to be done, some concrete steps that I have taken include: more diversity in the background of authors and of perspectives in the course readings and guest lectures, more time and more vehicles for questions and discussion, the inclusion of multiple assessment methods, and more flexibility around deadlines. As well, given research indicating that having a recommended rather than required text actually disadvantages learners from minority backgrounds, I have returned this year to making several chapters from the textbook required. With the other Infancy instructors, however, we have created a smaller, customized package of just the necessary chapters (and an on-line option) to help reduce the cost.

Full inclusion requires all of us working together in a respectful environment, and I know we can create such an environment in the class. Critical to this is not only listening and speaking respectfully to one another, but also feeling valued and listened to. As such, please always reach out to me or Denny should anything in the course or classroom

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(including anything said) make you uncomfortable in any way. We also welcome suggestions for ways to promote a better, safer, and more inclusive environment.

**CONTACTS**

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| Instructional Team   | Contact Details   | Office Location | Office Hours  |
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| <i>Course Instructor</i><br>Dr. Janet Werker<br>(she/her)      | Email:<br><a href="mailto:jwerker@psych.ubc.ca">jwerker@psych.ubc.ca</a><br><br>I will reply within 24 hours,<br>except on weekends or<br>holidays      | Kenny 2404      | Wednesdays 12-1<br><br>Join Zoom Meeting<br><a href="https://ubc.zoom.us/j/7692765622?pwd=SzA0a2piM09Saitxc1FhVzU2MjZldz09">https://ubc.zoom.us/j/7692765622?pwd=SzA0a2piM09Saitxc1FhVzU2MjZldz09</a><br><br>Meeting ID: 769 276 5622<br>Passcode: 479739 |
| <i>Teaching Fellow</i><br>Denitza (Denny) Dramkin<br>(she/her) | Email:<br><a href="mailto:ddramkin@psych.ubc.ca">ddramkin@psych.ubc.ca</a><br><br>I will reply within 24-48<br>hours, except on weekends<br>or holidays | Kenny 2015      | Mondays 1-2<br><br>Join Zoom Meeting<br><a href="https://ubc.zoom.us/j/61230132145?pwd=bldreUZZUlpseId6eUIEVDBpV0tjZz09">https://ubc.zoom.us/j/61230132145?pwd=bldreUZZUlpseId6eUIEVDBpV0tjZz09</a><br><br>Meeting ID: 612 3013 2145<br>Passcode: 329145  |

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**COURSE INSTRUCTOR BIOGRAPHICAL STATEMENT**

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I am delighted to be teaching you this term, and want to start by telling you a bit about myself. Formally, I am a University Killam Professor in Developmental Psychology. My research focuses on infant speech perception and the foundations of language acquisition in infancy, including with infants growing up bilingual and from different cultural backgrounds. In my research, I use both behavioral and neuroimaging approaches to understanding development.

I was born in the U.S., in small town Kansas. I did my undergraduate work on the east coast of the U.S. (Cornell, and then Harvard), and then moved to Canada. I did my graduate work at UBC, and then moved with my husband and two young sons to Halifax to take my first Assistant Professor position at Dalhousie. I have been back at UBC now for over 30 years.

While I love all stages of human development, infancy has always been the most fascinating period for me both for research and teaching – in part because of its tight links to biology but also because of the rapid changes that occur in all aspects of development, the evidence for powerful learning, and the remarkable attunement already this early to the

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home language and culture. I look forward to sharing my knowledge and insights with you, but also learning from you about your own individual and/or cultural experiences. Remember, this is YOUR class – your input helps enrich it for all of us!

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**TEACHING FELLOW STATEMENT**

Denitza (Denny) Dramkin (she/her) is the Teaching Fellow (TF) for this course. She is a PhD candidate in developmental psychology, working with Dr. Darko Odic. Her research focuses on language and perception, including how children and adults use language to reason about their sense of number, space, and time. Denny is originally from Bulgaria, but spent most of her life in the United States -- in Texas to be precise – before moving to Canada to pursue her graduate studies. In addition to chatting about anything related to this course, Denny is happy to be a resource for topics related to psychology, research, getting into grad school, or life as a first-generation and international student!

She is a very experienced TF, and I am thrilled she is part of the instructional team.

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**COURSE TEXTBOOK**

Siegler, R., Saffran, J., Graham, S., Eisenberg, N., DeLoache, J., & Gershoff, E. (2020). *How Children Develop, 6<sup>th</sup> Canadian Edition*. New York: Worth Publishers.

We use only a selection of 6 chapters from this textbook. A coursepack with just these chapters is available from the bookstore. Infancy instructors have created this coursepack alongside other individual readings we are allowed to offer for free under *Fair Use* guidelines, rather than requiring the entire text, to try to cut down on student costs.

That said, the same text (largely other chapters) is used for *PSYC 315 – Child and Adolescent Development*. So, if you are able, feel free to buy the whole thing (from the publisher, from former students) if you anticipate taking both courses!

You DO NOT need access to Launchpad for this course. If you would like to use the e-book version of the text, though, that is accessed via Launchpad (and you can just buy this, rather than the coursepack, if you prefer -- it's around 80\$). If you choose the e-book route, this is accessible via LaunchPad – enter the code you purchased at this link <https://www.macmillanhighered.com/launchpad/siegler6ecanadian/20306666>

I recognize that course materials are expensive, and no student should have to choose between obtaining the coursepack and purchasing other necessities. If you are struggling to acquire the coursepack, please let me know.

**COURSE STRUCTURE**

Classes will be a combination of lectures, in class (or on-line) discussion and activities, plus occasional films, blogs, or guest lectures. I will also use Top Hat to query the class on various issues.

This course is listed as “in-person” and thus it will be designed for in-person participation for all course components (although the midterms will be given on Canvas, so need not be taken in the classroom). While individual courses and instructors are allowed to offer and use online resources (including livestreaming), we have

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been strongly discouraged from using live-streaming and some other on-line resources because including them involves substantial additional work, which detracts from other important work in the course. Second, it is possible that it can have negative pedagogical value even if it appears desirable to either students or course staff.

In line with these guidelines, lectures will *not* be live-streamed, and I will also restrict the amount of content beyond the assignments listed in the syllabus that you are expected to consult outside of class. In order to maximize accessibility – especially in the event that you are unable to attend class due to illness or unforeseen circumstances (see sections below) – all lectures will be posted to Canvas *after* they have been given. Lecture slides, readings, and on-line materials will be accessible through Canvas. While these resources are available, for the betterment of your learning and engagement (see details on engagement portfolio), you should attend class whenever possible.

### COVID SAFETY

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For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool to make it harder for COVID-19 to find a new host. Please wear a non-medical mask during our class meetings, for your own protection, and the safety and comfort of everyone else in the class. If you have not yet had a chance to get vaccinated against COVID-19, vaccines are available to you, free (see <https://covid19.ubc.ca/> for more information). The higher the rate of vaccination in our community overall, the lower the chance of spreading this virus. As you are an important part of the UBC community, please consider getting vaccinated if you have not already done so.

If you're sick, it's important that you stay home – no matter what you think you may be sick with (e.g., cold, flu, other). If you think you might have COVID symptoms and/or have tested positive for COVID and/or are required to quarantine: You can do a self-assessment for COVID symptoms here: <https://bc.thrive.health/covid19/en>

Do not come to class if you are sick, have COVID symptoms, have recently tested positive for COVID, or are required to quarantine. This precaution will help reduce risk and keep everyone safer.

### ACCOMODATIONS FOR MISSING CLASS, ILLNESSES, EMERGENCIES, ETC.

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In this class, the marking scheme is intended to provide flexibility so that you can prioritize your health and still be able to succeed:

### EXAMS:

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- There are 2 midterms and 1 final, but if you are ill (or something else comes up), you can skip one of the midterms with no questions asked and the other midterm will then be given double weight. In some situations, a make-up midterm can be arranged instead. If you prefer to do a make-up of that midterm, you should contact the instructional team *prior* to the exam, and it will need to be written within 1 week of the midterm so that the other students can receive feedback on their exams as soon as possible. Please note that make-up exams may be different than the original.
  - Because attendance is highest for midterm exams, the midterm exams will be given on Canvas, so you can take them from anywhere. This not only allows you to be worry-free about a crowded classroom on midterm day,

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but also allow you to be able to take the exam if have recently been exposed (or are likely still contagious), without putting others at risk.

- If you are sick on a final exam day, do not attend the exam. You must apply for deferred standing (an academic concession) through Science Advising no later than 48 hours after the missed final exam/assignment. Students who are granted deferred standing write the final exam/assignment at a later date. Learn more and find the application online: <https://science.ubc.ca/students/advising/concession>

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**ASSIGNMENTS:**

- Assignments come with an automatic one week grace period. No questions asked. This grace period is intended to be used if/when situations (e.g., illness, emergencies, unforeseen circumstances, etc.) arise. However, it is not meant to be used in place of the due date. While this grace period means that assignments can be submitted up to a week *after* the original due date, treat this as *your only extension*.
- The grace period applies to all assignments in this course, including the three-part assignment in the course, with each part having its own due date.
- There is a participation portfolio as part of the class work. This is an opportunity for you to curate *your* best three examples of class participation (primarily from in-person comments or the on-line class discussion board) to demonstrate your engagement. While there is a final due date for this assignment, you should collect these as you feel inspired and when you have time across the term.

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**IF YOU NEED TO MISS CLASS BECAUSE OF ILLNESS OR EMERGENCIES:**

- We will post all slides, readings, and lecture recordings for each class day. Consult the class resources on Canvas.
- Make a connection early in the term to another student or a group of students in the class. You can help each other by sharing notes. If you don't yet know anyone in the class, post on the discussion forum to connect with other students.
- Use the discussion forum for help.
- Come to office hours (they're online, so you can join from anywhere).
- See the marking scheme for reassurance about what flexibility you have.
- If you are concerned that you will need to miss a particular key activity due to illness, contact us to discuss.

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**IF I (THE INSTRUCTOR) AM SICK:**

I will do my best to stay well, but if I am ill, develop COVID symptoms, or test positive for COVID, then I will not come to class. If that happens, here's what you can expect:

- If I am well enough to teach, but am taking precautions to avoid infecting others, we may have an online session or two. If this happens, you will receive an email, an announcement in Canvas telling you how to join the class. You can anticipate that this would very likely be a last minute email. Our classroom will still be available for you to sit and attend an online session, in this (hopefully rare) instance.
- My colleague Dr. Kiley will substitute if she is available
- Or, your Teaching Fellow, Denny Dramkin who has considerable experience teaching, will substitute if she is available.
- In the event none of those are possible, a class might have to be canceled.

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

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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. This course is designed to introduce you not only to the content of infancy research, but to current theories and recent empirical work, with an emphasis on ensuring we include papers by often underrepresented communities. The goal of the course is for you to develop the critical thinking and analysis skills to better understand how infancy research is conducted, what infancy research to date can tell us, how this might be similar or different across cultures and across different historical eras, what the theoretical and social policy implications of this work are, and where the gaps (or blinders) might lie in our understanding. To achieve this goal, there will be a combination of text and original research articles.

As noted earlier in the syllabus, there is a profound history of exclusion of women and people from indigenous and racialized minorities, including within academia. Whenever possible, our selected readings will highlight work by scholars of these communities.

| Dates & Topics                          | Readings/Notes  |
|---|---|
| September 8:<br>Introduction to Infancy | 1. Course syllabus<br><br>This contains all of the crucial information required for participating in the course and is a “must read and study”! |

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| <p>September 13 &amp; 15:<br/>Methods for Studying Infancy</p>                   | <p>Note on article readings: 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. Links to useful guides to reading research papers, prepared by Dr. Lillian May, can be found <a href="#">here</a> and <a href="#">here</a>.</p> <ol style="list-style-type: none"> <li>Lukowski, A. &amp; Milojevich, H. (2022). <i>Research methods in developmental psychology</i>. In R. Biswas-Diener &amp; E. Diener (Eds), Noba textbook series: Psychology. Champaign, IL: DEF publishers. Retrieved from <a href="http://noba.to/zk3s8yrp">http://noba.to/zk3s8yrp</a></li> </ol> <p>This article provides an overview of most of the methods and designs used in contemporary infancy research.</p> <ol style="list-style-type: none"> <li>Orena, A.J., Mader, A.S., &amp; Werker, J.F. (2022). Learning to recognize unfamiliar voices: An online study with 12- and 24month-olds. <i>Frontiers in Psychology</i>, Aug. 26, 2022; 10.3389/fpsyg</li> </ol> <p>This article illustrates the use of an on-line platform to collect data from infants during the period of the pandemic when our laboratories were closed, and in-person testing was not allowed. Please focus on the use of the on-line method, and how the study helps (but imperfectly so) address the question the influence of masks on infant processing.</p> |
| <p>September 20 &amp; 22:<br/>Prenatal Development, Birth, &amp; the Newborn</p> |  |
|  | <ol style="list-style-type: none"> <li>Chapter 2 - Prenatal Development and the Newborn Period</li> </ol> <p>Read the entire chapter. It provides an excellent overview.</p>   |

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|  | <p>Kozak, K., Greaves, A., Waldfogel, J., Angal, J., Elliot, A., Fifer, W., &amp; Brito, N. (2021) Paid maternal leave is associated with better language and socioemotional outcomes during toddlerhood. <i>Infancy</i>.</p> <p>This article addresses the positive developmental impact of implementing social policies that stem from research.</p>   |
| <p>September 27* &amp; 29:<br/>Biological Foundations of<br/>Development</p> <p>* September 27: Part 1 of<br/>Assignment due</p> | <p>1. Chapter 3- Biological Foundations</p> <p>Read the start of the chapter up until 'The Body: Physical Growth and Development'</p> <ul style="list-style-type: none"><li>○ <i>Recommended Reading:</i> Krol, et al., (2019) Epigenetic dynamics in infancy and the impact of maternal engagement. <i>Science Advances</i>.</li></ul> <p>This article gives a more in-depth introduction to epigenetics.</p>   |
| <p>October 4 &amp; 6:<br/>Cognitive Development</p>  | <p>1. Chapter 4 - Theories of Cognitive Development. This is posted on Canvas since it is not included in your custom text.</p> <p>2. Wang &amp; Feigenson, L. (2019). Infants recognize counting as numerically relevant</p> <p>Guest lecturer on October 6, the one and only Denny Dramkin. Denny will discuss research on understanding of number..</p> <p>In this class, we will review key theories of cognitive development, with a focus on Piaget as one of the most influential theories in developmental psychology, and on Core Knowledge theories as among the most important in infancy. Understanding similarities and differences in the theories, the predictions they make, and how they guide research are the key goals of this unit.</p> |
| <p>October 11: MIDTERM 1 – on Canvas</p>   |  |



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| <p>October 13:<br/>Music &amp; Infant Development</p>   | <p>1. Reading TBD</p> <p>Guest lecturer, Dr. Sachiyo Kajikawa, Tamagawa University, Japan.</p> <p>In this class, Dr. Kajikawa will present research on parent-infant communication, and the role of music (including specifically in Japan) on infant development. The class will involve group activities.</p>   |
| <p>October 18 &amp; 20*:<br/>Perceptual &amp; Motor Development plus Learning</p> <p>* October 20: Part 2 of Assignment due</p> | <p>1. Chapter 5 - Perception, Action, &amp; Learning in Infancy</p> <p>2. Karasik, L. B., Tamis-LeMonda, C. S., Ossmy, O., &amp; Adolph, K. E. (2018). The ties that bind: Cradling in Tajikistan.</p> <p>This article illustrates how different parenting practices can be around the world. Please be prepared to discuss the relation between culture, parenting practice, and development, and note how the research was conducted in collaboration with the communities.</p> <p>○ <i>Recommended:</i> Babies First Steps:<br/><a href="https://www.youtube.com/watch?v=p1otGt99Rec">https://www.youtube.com/watch?v=p1otGt99Rec</a> – as an illustration of some aspects of motor development.</p> |
| <p>October 25 &amp; 27:<br/>Language Development</p>  | <p>1. Chapter 6 - Development of Language and Symbol Use</p> <p>The goal of this unit is to give you an introduction to the key steps in language development that occur in infancy. I will illustrate these through comparing monolingual and bilingual development in one lecture, and comparing spoken and sign language acquisition in the other. For the bilingualism class, please come prepared to share your own experience growing up as mono- or bi-lingual.</p> <p>2. Byers-Heinlein, K. &amp; Lew-Williams, C. (2013). Bilingualism in the Early Years: What the Science Says.</p>  |

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|   | <p>This paper is an excellent example of knowledge translation (KT) – deeply reviewing the published literature but presenting it in an accessible and useable fashion.</p>  |
| <p>November 1 &amp; 3:<br/>Conceptual &amp; Social<br/>Conceptual Development</p>             | <ol style="list-style-type: none"> <li>1. Chapter 7: Conceptual Development</li> <li>2. Kamps, D. &amp; Kovács, A.M. (2021). Seeing the world from others’ perspective: 14-month-olds show altercentric modulation effects by others’ beliefs.</li> </ol> <p>This unit is designed to give you a deeper understanding of infant cognitive and social cognitive development. The chapter gives an indepth overview of multiple aspects of conceptual development. Please focus most on the section addressing infant development. While of interest, you will not be tested over the educational implications discussed as those are more relevant for older children. The Kamps and Kovács paper presents quite new data challenging the classic notion that infants first learn about the world from their own point of view (Piaget’s classic egocentrism), and only later begin to develop the ability to take the perspective of the other. This paper also serves as a vehicle for ensuring you understand theory of mind and infant object representation.</p> |
| <p>November 8: MIDTERM 2 – on Canvas</p>  |  |
| <p>November 10: No class. Midterm Break</p>   |  |
| <p>November 15 &amp; 17: Emotion Development (Nov 15)<br/><br/>Moral Development (Nov 17)</p> | <p>Van de Vondervoort, J. &amp; Hamlin, J.K. (2016). Evidence for Intuitive Morality: Preverbal Infants Make Sociomoral Evaluations</p> <p>On Tuesday of this week, we’ll go over emotion development. On Thursday of this week, Nov 17, Dr. Kiley Hamlin who studies moral development in infants and is the senior author on the above paper, will give a guest lecture.</p>   |

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| <p>November 22 &amp; 24:<br/>Attachment &amp; the Self</p> <p>* November 22: Part 3 of Assignment due</p> | <ol style="list-style-type: none"> <li>Chapter 11- Attachment to Others and Development of the Self</li> <li>Broesch, T., et al. (2011). Cultural variations in children’s mirror self-recognition.</li> </ol> <p>Be prepared to discuss and critique this reading in class. What are its strong points? What are its weak points? Why is this kind of research so very important?</p>  |
| <p>November 29:<br/>Temperament</p>   | <ol style="list-style-type: none"> <li>Morales et al. (2021). Infant temperament prospectively predicts general psychopathology in children</li> </ol> <p>There are two main goals for this class. The first is to give you an understanding of what temperament is, and how differences in temperament influence infant performance in tasks, and because of this - perhaps temperamental differences even challenge some of the constructs we have been studying above. The second is to consider the question of if and when there might be continuity in individual differences across the lifespan, and when (and if) infant behavior can predict later outcome.</p>   |
| <p>December 1:<br/>Early Adversity</p>  | <p>Nelson, C. A. &amp; Gabard-Durnam, L. J. (2020). Early Adversity and Critical Periods: Neurodevelopmental Consequences of Violating the Expectable Environment. <i>Trends in Neuroscience</i></p> <p>This paper reviews much of the work on the impact of early adversity, and does so within the constructs used at the beginning of this term – critical period, the lasting effects of early experience, and experience expectant vs experience dependent learning. The paper also relies on the knowledge you will have gained throughout the class on understanding the whole infant within their larger context, as well as to social policy and intervention.</p> |
| <p>December 6*:<br/>Course Review and Exam preparation</p> <p>*Engagement/Participation Portfolio due</p> | <p>This class has that impossible goal of trying to tie it all together:) Its a good exercise for all of us to consider how theory, method, biology, experience, learning, social and cultural context, and the various facets of development all work together – even though we have considered them separately. We’ll thus use this as a vehicle for preparing as well for the final. Come prepared with questions and any tips for studying that you want to share with your classmates!</p>   |

Dec 12-23: FINAL EXAM TO BE SCHEDULED BY UBC

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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, group activities, Top Hat questions/surveys, and the discussion board in Canvas. 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, many of your required readings are journal articles. As well, there are 6 text chapters assigned as required. All required readings, as listed in the course schedule, are posted on Canvas. You can purchase either the full textbook, as listed below, at the bookstore, or you can purchase the custom edition created for this course.

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%).

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**EXAMS:**

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- 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. The exam will be set such that you can take it during any 60 minute interval between 9:00 am and 12:00 pm the day of the exam on Canvas. Thus if you have an exam right after, you can start this exam a bit early, or if you are taking an early class, and have an exam right before, you can elect to start this exam a bit later than class time. You will have only 60 continuous minutes from when you start the exam, however, so choose your time wisely. The period will close at 12:00 pm (noon), so if you don't start until 11:15, you will end up with only 45 minutes.
- 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. It will be in person

*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 other midterm. Just let us know in advance of the exam, especially if you are ill or are going to be away, and plan to take a make-up midterm. In reminder, the make-up must be taken within 1 week of the date of the midterm and will not be an identical 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.*

**ASSIGNMENTS:**

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- Your 3-PART ASSIGNMENT involves signing up for one of the topics that is visible on Canvas, 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 at each stage of the assignment. In other words, each portion of your assignment will focus on one unique point/aspect. 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 on Canvas by following the assignment instructions. Please note that if you work in a group, a single grade will be given to the group. Once you have selected your group, selection is locked. This means that you cannot change your assignment group and should plan accordingly to ensure that you and your peers are meeting the group's needs.

- Possible topics 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). Potentially beneficial experiences: including bilingualism, connection to the land, music exposure, etc. as possible topics. You could also address a sensory deficit, e.g., blindness or hearing loss. You can also propose a topic that is not listed, but be sure to follow the detailed instructions on Canvas re what steps to take.

Full details on the assignment are posted on Canvas. Please make sure to read and review all instructions.

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 the discussion board 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.

Full details on the portfolio will be posted on Canvas. Please make sure to read and review all instructions.

- *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. However, you should consider this as the only extension offered. Please do not treat the grace period as a due date, but rather use it with caution in case life happens.*

## GRADE DISTRIBUTIONS & SCALING

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In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. The average grade in 100- and 200-level Psychology classes will be 72 for an exceptionally strong class, 70 for an average class, and 68 for a weak class, with a standard deviation of 14. The corresponding figures for 300- and 400-level classes will be 75, 73, and 71, with a standard deviation of 13. Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department. Grades are not official until they appear on a student's academic record. You will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

|    |             |    |            |    |            |   |            |
|----|-------------|----|------------|----|------------|---|------------|
| A+ | 90-<br>100% | B+ | 76-<br>79% | C+ | 64-<br>67% | D | 50-<br>54% |
| A  | 85-<br>89%  | B  | 72-<br>75% | C  | 60-<br>63% | F | 0-<br>49 % |
| A- | 80-<br>84%  | B- | 68-<br>71% | C- | 55-<br>59% |   |            |

Further details on UBC's grading practices are available at: <https://students.ubc.ca/enrolment/courses/grades>

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## EXTRA CREDIT

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### Human Subject Pool (HSP)

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.

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Library Assignment Update for Winter Term 1 2022-2023:

The class ID is 35938309, class name is "HSP W1 2022-2023" and password is "Research".

Details of the policies and how to access support are available on [the UBC Senate website](#). Please note that research participation and library assignments must be completed and credits allocated by the last day of classes.

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**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.*

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**ACADEMIC RESOURCES**

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- 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.

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**WELLBEING RESOURCES**

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- 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.

## 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.

## 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/>.

## 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-academicintegrity/?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.

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**PSYCHOLOGY DEPARTMENT’S POSITION ON ACADEMIC MISCONDUCT**

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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)).

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**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

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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-supportstudentsuccess> ).

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>