

**PSYC 315: Childhood and Adolescence
September – December 2022, Sections 001 & 002
University of British Columbia**

The Basics

BUCH A201

Course Day and Time:

M-W-F 10:00-11:00 am (section 001)

M-W-F 11:00-12:00 pm (section 002)

Your instructor:

Dr. Andrew Baron

Office: Kenny 2402

Your TAs:

TBD

TBD

Course E-mail: psyc315@psych.ubc.ca

Office hours by appt.

The best way to reach me or the TAs is via e-mail (psyc315@psych.ubc.ca).

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

ALL EMAIL SUBJECT LINES must include a) your SECTION NUMBER
(from your course registration) and b) your STUDENT NUMBER.

Not doing this will substantially delay a response.

In recognition that many students have busy schedules with classes, sports, work and other commitments, all office hours are by appointment. This assures that we can find a time around your busy schedules to meet.

To schedule an individual meeting, you're welcome to call me on my office phone and leave a voicemail, however, **email** is always the quickest and preferred way to reach me.

All emails will be responded to within 72 hours.

Course Goals and Description

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

The primary goal for this course is to provide you with a foundation in child development.

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

Overview

Please read the detailed Course Overview module on Canvas.

COVID Safety: 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 consider wearing 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. You are an important part of the UBC community.

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. In this class, I am providing flexibility in how you can access course material. Specifically, classes will be live streamed via Zoom and recorded lectures will also be made available on Canvas.

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 and instead will Zoom class and post a recording for anyone unable to attend.

We do not give participation points for attending class.

Please note that lecture slides are not complete, but rather will serve as an outline for the lecture that day, making it easier for you to take notes while listening to the live or recorded lecture. These slides may be posted in color, however, it is possible to print them in black and white (saves ink, is faster to print and is easier to read since my slides normally have a color background unless you select the option to print in black and white).

Readings are assigned on a weekly basis. It is not necessary that you do the full reading prior to the first class that week. However, to get the most out of lecture and the course, you will want to both watch the lecture AND do the assigned readings during that week.

Course Website

You can access the course website through CANVAS.

We will use the course website extensively, so please check it regularly. Lecture slides will be posted there and links to supplemental reading materials will be posted there as well.

Course Requirements and Grading

1. Class Participation

There will be material covered in the lecture in substantially greater depth than what is covered on the PDF slides alone on CANVAS. By regularly reviewing these lectures you ensure yourself the best chance for success.

2. Midterms (2 total, **Wednesday, October 5th** and **Wednesday, November 23rd**, worth a combined total of 60% of final grade)

3. Final Exam (40% of final grade, this is a cumulative exam)

The Final Exam and Midterms will consist of some combination of Multiple Choice, Fill-in-the-Blanks, List questions (e.g., list 4 pieces of evidence that support the claim that...) and short essay format (e.g., "From a socio-cultural perspective describe 3 factors that have the most influence on..."). More details will be discussed during the term.

*****Disputing a grade:** Any changes to the course grades (or any remarking of completed exams) must be approved by the course instructor. If a student wishes to contest the validity of an answer provided on an exam (midterm or final), the student will need to complete a form provided by the course instructor on Canvas stating the reasons for their request that a mark be reconsidered no later than two weeks from the date the exam grade is posted on Canvas. Final decisions rest with the course instructor. TAs are not permitted to re-grade any portion of any exam (midterm or final).***

*****Midterm viewing:** there will be an opportunity to review each midterm for a period of two weeks once we have posted grades on the course website (priority given to students who attend the midterm answer viewing session in class). Any extension request to view your midterm must be submitted within this two week window.***

*****Academic Dishonesty:** If any cheating is detected, a student may fail the entire assignment and possibly risk failing the entire course or additional University punishment. The extent of the penalty is up to the discretion of the course instructor and

depending on the extent of dishonesty detected, a formal investigation by the University may be requested by the course instructor.***

POLICY on missed exams/tests/assignments and make-ups and exam hardships/scheduling conflicts.

The decision to offer a make-up exam/assignment is solely at the discretion of the course instructor. If a student is unable to complete an exam/assignment would like to receive consideration for a make-up, that student is required to contact the instructor **before** the start of their exam (or before the assignment is due if not an exam). For course policies regarding in-term academic concessions, please refer to the relevant UBC calendar entry: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>. If a make-up is granted, it will take place on the very next calendar day following the original assignment date or the weight of the missed assignment will be shifted to future assignments. For non-medical reasons (e.g., Varsity or Olympic athletic competitions, students must contact the course instructor at least two weeks prior to make alternative arrangements).

If there is a Final Exam hardship (too many exams scheduled within a 24hr period), students must contact the course instructor within two-weeks that your PSYC 315 exam date is posted.

Other Important Information: Course Policies

Psychology Department's Position on Academic Misconduct

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In 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. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>).

Readings

All readings are provided in the form of PDFs or e-links to articles posted on Canvas.

You will also be assigned to read several journal articles. E-Links to these articles will be posted on CANVAS. You are responsible for reading this material and it will be discussed in lecture and will be included in your exams.

Detailed Syllabus

WEEK OF SEPTEMBER 5th

COURSE INTRODUCTION &
WHY A THEORY OF DEVELOPMENT IS ESSENTIAL FOR PSYCHOLOGY

Introductions. Review syllabus, course requirements, and expectations. We will also review the breadth of topics covered in our course.

Readings

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

Announcements

WEEK OF SEPTEMBER 12th

THEORIES OF COGNITIVE DEVELOPMENT

Readings

See Module for this week for assigned readings.

Announcements

WEEK OF SEPTEMBER 19th

SELF, FAMILY AND PEERS

Readings

See Module for this week for assigned readings.

Announcements

WEEK OF SEPTEMBER 26TH

INTELLIGENCE AND ACADEMIC ACHIEVEMENT

Readings

See Module for this week for assigned readings.

Additional Readings:

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

Announcements

WEEK OF OCTOBER 3rd:

COURSE REVIEW & MIDTERM 1

Readings

No assigned readings.

Announcements

WEDNESDAY: MIDTERM 1 (administered online via Canvas)

FRIDAY: NO CLASS

WEEK OF OCTOBER 10th

DEVELOPMENT OF SOCIAL COGNITION

Readings

Additional Readings:

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

Gonzalez, A. M., Steele, J. R., & Baron, A. S. (2017). Reducing children's implicit racial bias through exposure to positive out-group exemplars. *Child Development*, 88(1), 123–130. <https://doi-org.ezproxy.library.ubc.ca/10.1111/cdev.12582>

Announcements

MONDAY: NO CLASS (UBC Closed for Canadian Thanksgiving)

WEEK OF OCTOBER 17th

DEVELOPMENT OF SOCIAL COGNITION CONTINUED

Readings

Additional Readings:

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

Rhodes, M., Leslie, S.-J., Yee, K. M., & Saunders, K. (2019). Subtle linguistic cues increase girls' engagement in science. *Psychological Science*, 30(3), 455–466.

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

Announcements

WEEK OF OCTOBER 24th

LANGUAGE DEVELOPMENT & COURSE MATERIAL CATCH UP

Readings

See Module for this week for assigned readings.

Announcements

WEEK OF OCTOBER 31st

GENDER DEVELOPMENT

Readings

See Module for this week for assigned readings.

Announcements

WEEK OF NOVEMBER 7th

NOVEMBER BREAK

Readings

No assigned readings.

Announcements

MONDAY: CLASS OPTIONAL – WE WILL USE THE TIME TO ANSWER ANY QUESTIONS (LIKE EXTENDED OFFICE HOURS). NO NEW CONTENT WILL BE INTRODUCED

WEDNESDAY & FRIDAY: NO CLASS (UBC CLOSED)

WEEK OF NOVEMBER 14th

GENDER DEVELOPMENT CONTINUED

Readings

Additional Readings:

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

Announcements

WEEK OF NOVEMBER 21st

COURSE REVIEW AND MIDTERM 2

Readings

No assigned readings

Announcements

WEDNESDAY: MIDTERM 2

FRIDAY: REVIEW ANSWERS TO MIDTERM 2 during scheduled class time

WEEK OF NOVEMBER 28th:

MORAL DEVELOPMENT & PROSOCIAL DEVELOPMENT

Readings

See Module for this week for assigned readings.

Additional Readings:

Warneken, F. & Tomasello, M. (2009). Varieties of altruism in children and chimpanzees. *Trends in Cognitive Sciences*, 13,9, 397-402.

Announcements

WEEK OF DECEMBER 5th:

REVIEW FOR FINAL EXAM

Readings

No assigned readings

Announcements

FRIDAY: NO CLASS (UBC Closed)

This week will be used to catch up on any material that we didn't have enough time to adequately cover during the course and to prepare for the final exam.

FINAL EXAM DATE IN DECEMBER TBD

Congratulations on completing this course!