
COURSE INFORMATION

Course Title	Start Time and Location	Course Code Number	Credit Value
Infancy	M/W/F Section 001: 12pm in Buchanon A 104 M/W/F Section 002: 1 pm in Buchanon A 103	Psyc 302	3.0

PREREQUISITES

Enrollment in this course is restricted to students in 3rd 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 me. Please check your eligibility and take appropriate steps before the add/drop date passes.

LAND ACKNOWLEDGEMENT

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

EQUITY, DIVERSITY and INCLUSION STATEMENT

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.

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

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valued and listened to. As such, please always reach out to me or the course TA, should anything in the course or classroom (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

Instructional Team	Contact Details	Virtual Office Hours
Course Instructor Dr. Anthea Pun (she/her)	<p>Course Email: psych302@psych.ubc.ca</p> <p>The best way to reach me or the TAs is via the course email or Canvas Discussion board for content questions.</p> <p>Course email will be read several times a week by myself or the TAs.</p> <p>**ALL EMAIL SUBJECT LINES must include a) your SECTION NUMBER (from your course registration) and b) your STUDENT NUMBER.</p> <p>Failing to include the section number and student number in the subject line may substantially delay a response.</p> <p>All emails will be responded to within 72 hours.</p>	<p>Zoom office hours: By appointment Please book an appointment with me through the course email address.</p> <p>Once we have booked an appointment, please use the meeting link below. Join Zoom Meeting https://ubc.zoom.us/j/62280426102? pwd=L1hwckwxbGZBQ3JFN2FKQkNocEU5QT09</p> <p>Meeting ID: 622 8042 6102 Passcode: 641627</p>

Teaching Assistants Eloise West and Zohreh Soleimani	Course Email: psych302@psych.ubc.ca	Eloise West Zoom Office Hours: Mondays, 10-11 am https://ubc.zoom.us/j/68886229377?pwd=cVpSVG55MS9aMWZnU1JydEwwZE8vZz09 Zohreh Soleimani Zoom Office Hours: Tuesdays, 9-10 am https://ubc.zoom.us/j/4618135717?pwd=eUIJSHROdXZWcE1uUFVRYW4zSWR2UT09
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COURSE INSTRUCTOR BIOGRAPHICAL STATEMENT



Me and my son Aaron (he is 8 months old in this photo)

I am very excited to be teaching you this term, and want to start by telling you a bit about myself. I completed both my undergraduate and graduate degrees at UBC. I have my undergraduate degree in Biology, and my PhD in Developmental Psychology. My research focuses on the ways in which infants begin to understand and reason about social hierarchies. I conduct most of my research at the Living Lab at Science World.

While I am intrigued by all aspects 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, evidence for powerful learning and remarkable attunement to social relationships across various social groups and cultures. 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!



Science World. Research is conducted at the Living Lab

If you have any questions about the Living Lab, or would like to know more about conducting research as a Research Assistant, please see

https://www.scienceworld.ca/exhibition/living-lab/?gclid=Cj0KCQjwusunBhCYARIsAFBsUP8KW0VBZ5RRvq4YaHT376LwtqfANP2-1aziJuKHS3MX_EHqoLnBEnoaApEIEALw_wcB

TEACHING ASSISTANTS

Zohreh Soleimani and Eloise West serve as esteemed teaching assistants for this course. Each of them contributes valuable expertise in the field of infant and child development, and will be able to provide excellent support for you through this academic term. I am thrilled to have them be a part of our instructional team.



Zohreh Soleimani(she/her) is a Ph.D student in developmental psychology. She is co-supervised by Drs. Kiley Hamlin and Lauren Emberson and works on infants' social cognition, particularly the neural mechanisms underlying infants' sociomoral evaluations.



Eloise West (she/her) is a Ph.D. student in developmental psychology. With Dr. Darko Odic in UBC's Centre for Cognitive Development, she studies how children's developing language abilities interact with number perception and representation. To examine this across development, her research involves babies, kids, and adults.

Eloise moved to Vancouver from New York to start her grad studies. In addition to chatting about course content, Eloise is happy to be a resource about finding research opportunities at UBC, applying to grad school, or anything else psych-related!

COURSE TEXTBOOK or E-book

You will need access to the material presented in the textbook

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

However, **it is your choice whether you would like to purchase a physical copy or e-book.**

The bookstore has placed an order for 40 copies of the Loose leaf +Achieve package. If the bookstore runs out of these copies, you can purchase from the Macmillan custom student store (\$5 flat shipping to Canada and 10% off print packages).

Here is the custom student store link for our course PSYC 302

<https://store.macmillanlearning.com/ca/storefront/202310499>.

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If you would like to use the **e-book version** of the textbook, this is accessible via Achieve, which also includes additional resources for the course. Purchasing the e-book through Achieve will give you access to the textbook materials for 4 years. This is a very affordable option, and is quite user friendly (includes a built in e-reading feature as well)

Achieve Course

- **Achieve URL:** <https://achieve.macmillanlearning.com/courses/3tnyxr/mycourse>
- **Achieve Course ID:** 3tnyxr

1 term access is available for \$79.99. It includes the E-book and associated practice questions available on Achieve

Ebook Access (4 year access):

- As an added value to Achieve, any student who purchases Achieve access (by itself or freely bundled with a physical text), will have access to the eBook for the duration of their education or 4 years by [following these instructions](#)

[Achieve Student Checklist](#) - this is a 'go-to HUB' for students:

- Contains information for students including registering for your course, how to use Achieve, FAQs, tech support etc.

Tech Support Options:

- **Via Online Form** - available 24/7 - <https://macmillan.force.com/macmillanlearning/s/contactsupport>
- **Via Chat** - within the [knowledge base](#)
- **Via phone** - 800.936.6899 (**times in EST**): available Monday-Thursday 8:00am to 3:00am; Friday 8:00am to 12:00am, Saturday 12:00pm to 8:00pm, Sunday 12:00pm to 3:00am.

This textbook is also often used for *PSYC 315 – Child and Adolescent Development*. So, it may be useful to have the textbook or e-book version (Achieve) if you anticipate taking both courses.

I recognize that course materials can be expensive, and no student should have to choose between obtaining the textbook or e-book and purchasing other necessities. If you are struggling to acquire a version of the text material, please let me know.

COURSE STRUCTURE

Classes will be a combination of lectures, in class (or on-line) discussion, plus additional resources, such as occasional films, or guest lectures.

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 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) – I will aim to upload videos of the lectures that I’ve recorded on zoom *after* the lecture. Lecture slides, readings, and on-line materials will be accessible through Canvas. While these resources are available, for the

betterment of your learning, you should attend class whenever possible. However, please stay home if you are not feeling well.

ILLNESS, COVID SAFETY and PROTOCOLS FOR THIS COURSE

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. *You are encouraged to wear a non-medical mask during our class meetings, for your own protection, and for safety and comfort of everyone else in the class.* 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.

If you have not yet had a chance to get vaccinated against COVID-19, vaccines are available to you, at no cost (<https://www2.gov.bc.ca/gov/content/covid-19/vaccine/register>) As you are an important part of the UBC community, please consider getting vaccinated if you have not already done so.

If you have any symptoms of illness, 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>

Please, DO NOT come to class if you suspect that you are sick, have cold, flu and/or 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, the marking scheme is intended to provide flexibility so that you can prioritize your health and still be able to succeed.

ACCOMODATIONS FOR MISSING CLASS, ILLNESSES, EMERGENCIES, ETC.

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:

- 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 weight of the missed midterm will be shifted to the final exam.
- 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, 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, please do not attend the exam. You can apply for deferred standing (an academic concession) through Science Advising. However, this must be done 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>

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

- We will post all slides, readings, and will aim to provide lecture recordings for each class. Consult the class resources on Canvas.
- Please try to 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, I will help facilitate this in the first week of class, and please post on the discussion forum to connect with other students.
- Use the discussion forum for help and content questions. The Tas will monitor the discussion forums regularly, and will respond to posts in a timely manner (within 72 hours).
- 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 ASAP to discuss at psych302@psych.ubc.ca

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. I will give you as much notice as I am able. If this happens, here's what you can expect:

- One of your Teaching Assistants will substitute if available
- An online activity or video will be assigned which can be completed during the class time or at your convenience. If this happens, we will resume the lecture material at the next in-person meeting.
- The in-class lecture will be cancelled. If I'm well-enough to create an online lecture, I will do so and upload the lecture for you to view at your convenience.

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

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

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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.

PSYCHOLOGY 302: Infancy

Section 001: 12 pm in Buchanon A room 104

Section 002: 1 pm in Buchanon A room 103

Day of the Week	Date	Module	Topic	Readings	Assessments
Start: Wednesday	Sept 6	Module 0	Introduction to the Course	**COURSE SYLLABUS** A must read	None
Friday	Sept 8	Module 1	Why Study Infancy?	Chapter 1	None
Monday	Sept 11	Module 1	Methods for studying infant and child development	Chapter 1 Required reading: Lukowski, A. & Milojevich, H. (2022). <i>Research methods in developmental psychology</i> . In R. Biswas-Diener & E. Diener (Eds), Noba textbook series: Psychology. Champaign, IL: DEF publishers. Retrieved from http://noba.to/zk3s8yrp This article provides an overview of most of the methods and designs used in contemporary infancy research.	None
Wednesday	Sept 13	Module 2	Prenatal Development and the Newborn Period	Chapter 2	

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Friday	Sept 15	Module 2	Prenatal Development and the Newborn Period Learning to read an empirical article: QALMRI method	Required reading: Kozak, K., Greaves, A., Waldfogel, J., Angal, J., Elliot, A., Fifer, W., & Brito, N. (2021) Paid maternal leave is associated with better language and socioemotional outcomes during toddlerhood. <i>Infancy</i> . This article addresses the positive developmental impact of implementing social policies that stem from research. Chapter 2 Please read the entire chapter. It provides an excellent overview.	
Monday	Sept 18	Module 2	Prenatal Development and the Newborn Period	Chapter 2	
Wednesday	Sept 20	Module 3	Biological Foundations of Development	Chapter 3. Biological Foundations Only read sections 3.1, 3.2 and 3.3	
Friday	Sept 22	Module 3	Biological Foundations of Development	Chapter 3- Biological Foundations Only read sections 3.1, 3.2 and 3.3 <i>Recommended Reading:</i> Krol, et al., (2019) Epigenetic dynamics in infancy and the impact of maternal engagement. <i>Science Advances</i> . This article gives a more in-depth introduction to epigenetics.	
Monday	Sept 25	Module 3	Biological Foundations of Development	Chapter 3 Only read sections 3.1, 3.2 and 3.3	
Wednesday	Sept 27	Module 4	Theories of Cognitive Development	Chapter 4: Theories of Cognitive Development In this unit, we will review key theories of cognitive development, with a focus on	

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				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.	
Friday	Sept 29	Module 4	Theories of Cognitive Development	Chapter 4	
Monday	Oct 2		NO CLASS (National Day for Truth and Reconciliation observed)		NO CLASS
Wednesday	Oct 4	Module 4	Theories of Cognitive Development	Chapter 4	
Friday	Oct 6			Review Session	
Monday	Oct 9		NO CLASS (Thanksgiving Day)		NO CLASS
Wednesday	Oct 11			ONLINE MIDTERM EXAM	ONLINE MIDTERM #1
Thursday	Oct 12		NO "Makeup Monday" for my Psyc 302 class	Note: No psyc 302 class on Thursday, Oct 12	NO CLASS
Friday	Oct 13	Module 4	Cognitive Development	Guest lecturer: Carolyn Baer - Material presented by guest lecturers will be included on the exams	
Monday	Oct 16	Module 5	Perceptual and Motor Development and Learning	Chapter 5 Required reading: Karasik, L. B., Tamis-LeMonda, C. S., Ossmy, O., & Adolph, K. E. (2018). The ties that bind: Cradling in Tajikistan. This article illustrates how different parenting practices can be around the world. Please be prepared to discuss the relation between culture,	

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				parenting practice, and development, and note how the research was conducted in collaboration with the communities.	
Wednesday	Oct 18	Module 5	Perceptual and Motor Development and Learning	Chapter 5 Babies First Steps: https://www.youtube.com/watch?v=p1otGt99Rec – as an illustration of some aspects of motor development.	
Friday	Oct 20	Module 5	Perceptual and Motor Development and Learning	Chapter 5	
Monday	Oct 23	Module 6	Language Development	Chapter 6. The goal of this unit is to give you an introduction to the key steps in language development that occur in infancy.	
Wednesday	Oct 25	Module 6	Language Development	Chapter 6 Required reading: Byers-Heinlein, K. & Lew-Williams, C. (2013). Bilingualism in the Early Years: What the Science Says. This paper is an excellent example of knowledge translation (KT) – deeply reviewing the published literature but presenting it in an accessible and useable fashion.	
Friday	Oct 27	Module 6	Language Development	Chapter 6 We will continue to discuss the required reading by Byers-Heinlein, K. & Lew-Williams, C. (2013). Bilingualism in the Early Years: What the Science Says. For this class, please come prepared to share your own experience growing up as mono- or bi-lingual.	
Monday	Oct 30	Module 7	Conceptual and Social Cognitive Development	Chapter 7	
Wednesday	Nov 1	Module 7	Conceptual and Social Cognitive Development	Chapter 7 Required reading: Kamps, D. & Kovács, A.M. (2021). Seeing the world from others’ perspective: 14-month-olds show altercentric modulation effects by others’ beliefs.	

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				<p>This unit is designed to give you a deeper understanding of infant cognitive and social cognitive development. The chapter gives an in-depth 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 Kampis 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>	
Friday	Nov 3	Module 7	Conceptual and Social Cognitive Development	Chapter 7	
Monday	Nov 6	Module 7	Conceptual and Social Cognitive Development	Chapter 7	
Wednesday	Nov 8			Review Session	
Friday	Nov 10			ONLINE MIDTERM #2	ONLINE MIDTERM #2
Monday	Nov 13		NO CLASS (Remembrance day observed and Midterm Break)		
Wednesday	Nov 15		NO CLASS- Midterm break		
Friday	Nov 17	Module 8	Moral Development	Guest lecturer: Francis Yuen	

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				Material presented by guest lecturers will be included on the exams	
				Chapter 14	
Monday	Nov 20	Module 8	Moral Development	Chapter 14 Required reading: Van de Vondervoort, J. & Hamlin, J.K. (2016). Evidence for Intuitive Morality: Preverbal Infants Make Sociomoral Evaluations	
Wednesday	Nov 22	Module 8	Moral Development	Chapter 14	
Friday	Nov 24	Module 9	Emotion	None	
Monday	Nov 27	Module 9	Emotion and Attachment	Chapter 11	
Wednesday	Nov 29	Module 9	Attachment	Chapter 11 Required reading: Broesch, T., et al. (2011). Cultural variations in children's mirror self-recognition. 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?	
Friday	Dec 1	Module 9	Temperament	None	
Monday	Dec 4		Catch up and Review	None	
Wednesday	Dec 6		LAST CLASS- Review session	None	

FINAL EXAM date and location TBA

LEARNING OUTCOMES

Learning goals for the course 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
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- to be able to express what you have learned in this class to the broader public

LEARNING MATERIALS

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. All required readings, as listed in the course schedule, will be posted on Canvas. As mentioned above, you can purchase either the full textbook, as listed below, at the bookstore, or you can purchase the e-book version.

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

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 prior to class for updated information and lecture slides. Lecture slides will typically be posted by the evening before the class.

ASSESSMENTS OF LEARNING

Grades will be determined on the basis of two on Canvas Midterm Exams (30% each) as noted on the syllabus, a Final exam worth (40%) as scheduled during the final exam period.

EXAMS:

2 MIDTERMS (worth 30% each)

Each midterm will be 50 minutes in length and will cover the material only from that portion of the course (up through the week preceding the midterm). Midterms will only consist of multiple-choice questions. The exam will be set such that you can take it during any 50 minute interval between 11:00 am and 3:00 pm the day of the exam

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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 50 continuous minutes from when you start the exam, however, so choose your time wisely.

*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 exam. Just **let us know in advance of the exam**, especially if you are ill or are going to be away. In extenuating circumstances, it may be possible for a make-up exam to be arranged. As a reminder, the make-up exam must be taken within 1 week of the date of the midterm and will not be an identical exam. Also **please note that we cannot reweigh marks from already completed and graded exams**.*

Final Exam (worth 40%)

Details about the length and location of the final exam will be discussed during the term. It 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 multiple choice.

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

GRADE DISTRIBUTIONS & SCALING

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

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

EXTRA CREDIT VIA THE HUMAN SUBJECT POOL (HSP)**Extra Credit via the Human Subject Pool (HSP)**

As part of this course, you are invited to earn **3% extra credit**.

Most students will choose to earn these credits by spending **three hours participating in psychology studies (worth 1% point for each hour)** through the Department of Psychology's Human Subject Pool (HSP) system. You can locate, create

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an account, and sign up for studies by going to <https://hsp.psych.ubc.ca>. **Please register in the system by the end of the first month of classes to have the opportunity to earn your first ½ hour credit with a brief online survey that will increase your eligibility for more studies.**

Once registered in the system, you will be able to browse through and select which studies you wish to participate in, sign up for an available timeslot, and confirm your accumulated credits afterward. **At the end of the last day of class for the term, the subject pool is closed.** At that point, you will no longer be able to receive credits. I strongly urge you to participate in and confirm your credits long *before* the last week of class since **many studies will not offer timeslots near the end of the term and you may be locked out before allocating your credits to your desired course.** Further instruction on how to use the HSP online system can be found at <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/> in the document entitled “Subject Pool Information for Participants.”

Alternative assignment:**The Library Option**

As an alternative to participation in psychology subject pool experiments, you may complete a library-writing project. Such projects consist of reading and summarizing 1) the research question, 2) the methods and 3) the results (in written form) of a research article from the peer reviewed journal *Psychological Science*. You will receive one (1) research participation credit for each article summary that meets the following requirements.

Requirements:

- The article must have been published in the journal titled “*Psychological Science*”
- The article must have a publication date from the year 2000 to present (i.e. papers from 2001 are acceptable; those from 1999 or earlier are not)
- The article must be a research article; it cannot be a review article, a news item, a notice, or a letter to the editor, for example
- The summary should be approximately 500 words in length
- You must include your name, student number, course, section, instructor and email address on each summary
- You must log on to the Human Subject Pool (HSP) system (<http://hsp.psych.ubc.ca/>) and create an account before submitting your article summaries. Your credit is assigned using the online system.

For each course, you may obtain the same number of extra credits via the library option as specified in the course syllabus (i.e. the same number of credits available for students who participate in research).

Summaries must be submitted **no later than 10 days before the end of classes.**

You are to submit your article and your summary to turnitin.com. If you don’t have a turnitin account already (from a previous course), you will need to create a user account in Turnitin. **For the library assignment the class ID is 40264948, class name is "HSP W1 2023-2024" and password is "Research".** See www.turnitin.com, and click on the “Training” link at the top of the page for detailed instructions on how to submit papers to Turnitin. Any student who is suspected of plagiarism will, at a minimum, not be granted credit, and their course instructor will be notified. Further action may be taken at a departmental or university level.

HSP Online Study Credit Limit (NEW PILOT PROGRAM):

We will no longer have an online credit limit. Instead, students are free to receive their HSP bonus credits from any combination of “in-lab” and “online” studies. However, “in-lab” studies will offer a bonus 0.5 credits on top of the

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standard 0.5 credits per 30 minutes of participation (e.g., a 1 hour “in-lab” study will award 1.5 credits, while an equivalent “online” study will award 1 credit).

OTHER COURSE POLICIES AND REMINDERS

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 of the missed midterm moved to the final.

Please let us know in advance of the midterm exam you plan to miss.

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.

ACADEMIC RESOURCES

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

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Academic accommodations help students with disabilities or ongoing medical conditions overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the Centre for Accessibility. Please note that students can also receive accommodation for mental health issues such as depression or anxiety at the Centre for Accessibility (CfA). If you are experiencing mental health challenges that are impacting your performance in this course, I (Dr. Pun) can encourage you to reach out to CfA as soon as possible. They are here to support you (also see links and resources below)! For more information, please see <https://students.ubc.ca/about-student-services/centre-for-accessibility>

WELLBEING RESOURCES

- Thrive Campaign: <https://wellbeing.ubc.ca/wellbeing-campaigns-and-initiatives/thrive>
Collaborative initiative between UBC Human Resources, Health Promotion & Education (Vancouver), Health and Wellness (Okanagan), and UBC Wellbeing offering access to a variety of learning, health, and wellness resources.
- UBC Psychology Clinic: <https://clinic.psych.ubc.ca/>
- An outpatient mental health and training clinic that offers assessment, treatment, research and training of clinical psychology.

- Campus Lightbox: campuslightbox.ca
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 or 604-872-3311.
Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7.
- Distress Line: 1-800-Suicide (784-2433).
Provides access to mental health professionals who help in situations of distress. If you or someone you know is in distress and may hurt themselves, call 1-800-SUICIDE 24 hours a day.

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

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 (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.

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 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

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 the TAs *before* any assessment is begun.

Please note that my work on this syllabus was inspired in large part through example syllabi from Dr. Janet Werker and Dr. Lauren Emberson. We have shared, though, with full knowledge and permission from one another. I acknowledge and thank them for their contribution.

PSYCHOLOGY DEPARTMENT’S POSITION ON ACADEMIC MISCONDUCT

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

In all cases of suspected academic misconduct the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student’s transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>) and read the University’s Policy 69 (available at http://www.universitycounsel.ubc.ca/policies/policy_69.html).

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-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>