



PSYC 302 Infancy: Syllabus

Tuesday, Student Hours Available (more info here).

Thursday, Interactive Learning Session in [BUCH A104](#)



Prof Lauren Emberson (she/her/hers)
with her kiddos Alba (1) and Elia (3)

See Instructional Staff Communication Policy here)

For fastest response, post on Canvas Discussion Boards.
Student Hours (more info here):

1) drop-in, group student hours: 3-4pm on Tuesdays.

2) book one-on-one, 10 min appointments [here](#)

All Student Hours are held virtually [in this Zoom room](#)

Email (for urgent, personal issues only) emberson@psych.ubc.ca



Mathurada (Matty) Jullamon (she/her/hers)

For fastest response, post on Canvas Discussion Boards.

Student Hours (drop-in, group, virtual): Tuesdays from 2-3 starting Jan 23
[Zoom room link](#)

or Meeting ID: 627 4145 4778, Passcode: 511104

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Zahra Abolghasem (she/her/hers)

For fastest response, post on Canvas Discussion Boards.

Student Hours (drop-in, group, virtual): Tuesdays from 4-5 starting Jan 23
[Zoom room link](#)

or Meeting ID: 618 6683 2537, Passcode: 731220

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1 Land Acknowledgment

UBC’s Vancouver/Point Grey Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. This land has been a place of learning for the Musqueam since time immemorial with a focus of passing on knowledge of their culture and the land from generation to generation in accordance with the principles of First Nations learning. I (Prof E) hold up my hands in a sign of appreciation and respect.

2 Welcome to Infancy!

You’re about to learn about a period rapid change in humans’ brains and behaviour: This period is the first 1000 days of life which covers prenatal development through to 2 years of age. This is also a period where the foundation for the rest of your life is set up (not that it can’t change).

In this class, we are going to learn about infant development from a psychological perspective. What do we know? What are we still studying? Are we still debating that age old Nature/Nurture dichotomy (hint: yes!)? How does understanding infant development help us understand adult psychology?

A major focus of this class is applying key ideas and research findings about development to “real life.” This application could either be in your work life (e.g., as a teacher or doctor, working in public policy), in understanding key events in the world (e.g., how does early life adversity impact someone?) or in your personal life supporting an infant (e.g., as parent, aunt/uncle, family member). As such, our focus is going to be much less on particular theories of development (e.g., Piaget) and more on generalization to the world

outside our textbooks.

As part of this course, we will discuss topics such as sex, gender and LGBTQIA2+ identity, neuro-diversity and developmental disorders, early adversity including institutionalization, poverty, and premature birth, the impacts of environment on infants including socio-economic status and infant mortality. We will examine these topics within a Canadian context but also, when appropriate, in a global context. If you have any questions or concerns about learning about and discussing these topics in class, please talk to Prof E during Student Hours.

3 Justice, Equity, Diversity and Inclusion

University education has a history of exclusion (e.g., people from Indigenous and racialized minorities, women and gender diverse people, people with disabilities, people with substantial family responsibilities, individuals from resource restricted environments). Indeed, even today with our shared values of equity and inclusiveness and a reduction of explicit exclusion, there are still many pervasive ways in which university education remains more 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 socio-cultural 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, the inclusion of multiple assessment methods, more flexibility around deadlines, and more avenues for asking questions and seeking help. 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. If you are struggling with resource restriction, please reach out to Prof E as she has extra textbooks that can be lent out for the semester.

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 any member of the instructional team should anything in the course or classroom (including anything said or part of the course materials or readings) make you uncomfortable in any way. We also welcome feedback and suggestions for ways to promote a better, safer, and more inclusive environment.

I (Prof E) am actively working to education myself in Anti-Racist practices, Indigenous ways of knowing, and relatedly sustainability and climate justice. If you are interested in my engagement in these important topics, I welcome you to look at my [Anti-racist and Sustainability Pledges](#). I am not an expert in Anti-Racism or Indigenous ways of knowing. I am humbly learning. As such, I welcome feedback and ideas for how I can further my journey and help UBC become a truly inclusive place of learning.

The Psychology Department is also engaging in a lot of changes motivated by EDI. You can find additional information about resources pertaining to equity, diversity, and inclusion on the Psychology Department's website as well as information about how the policies and approaches of UBC Psychology are changing: <https://psych.ubc.ca/about/equity-inclusion/>

4 Pre-requisites

By and large, to be in the class, 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). This usually means that are you a third year student but not always. If you are able to enroll in the class and are not in your third year, please consider whether you have the requisite knowledge (see below) to excel in the course. If in doubt, you may want to wait to take it. This course is offered almost every semester and often multiple sections so you will have a chance to take it again.

It is recommended that you've taken both PSYC 217 and 218 but not required. 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. We will be reading the primary literature (i.e., scientific papers) so PSYC 217 and 218 are important for that. However, we will give training in the class on reading these papers as well. If you do not know how easy or hard this will be for you, feel free to take a look at the first paper we will read (listed on the Outline). You will also need enough knowledge of basic concepts in human biology to understand lectures and readings on brain development, prenatal development, conception, and basic genetics (e.g., grade 11 or 12 biology is fine). Note: While a conceptual knowledge of statistics and biology is important, we will only discuss these conceptually. Please check your eligibility and take appropriate steps before the add/drop date passes. If you have concerns at all, please reach out to the instructional team as soon as possible. Early in the course is the best time to address these concerns as little can be done after the add/drop deadline.

5 Learning Objectives

By the end of semester, you will be able to:

- Explain the importance of understanding infant development from multiple angles.
- Consider the relationship between development and your own and others' positionality.
- Connect key ideas or major themes in infant development to contemporary, real-world issues.
- Know what is meant by a domain of development and how that relates to the study of infant development in the psychological tradition.
- Appreciate the impact of family, peers, culture, and context on development.
- Evaluate research findings in relation to key principles of JEDI such as diversity/representativeness of research samples, which socio-cultural context which is centred in a particular piece of work or how is socio-cultural context considered within the study.
- Situate novel research findings in relation to the major themes in developmental psychology.
- Understand and critique the methods used for studying human infants, such as considering their pros/cons for studying a particular research question.

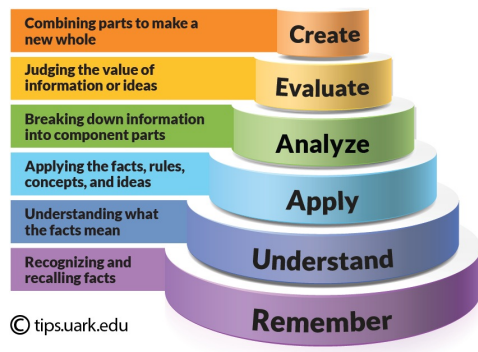
6 Structure of the Class: “Flipped!”

IMPORTANT, PLEASE READ THIS!

This course uses a “flipped” classroom approach. A “flipped” classroom is one where lectures occur outside of the classroom and in-person, in-class time will be focused on active, interactive learning activities. The class is flipped in order to achieve two goals. The first, is to increase your sense of autonomy, competence and relatedness (in line with [Self-Determination Theory](#)) as well as to allow you opportunities to move as high in Bloom's Taxonomy of Learning as possible each week (below). In order to facilitate these goals, this

course combines independent online learning with interactive, active in-person learning.

What does a “flipped” classroom look like? The class is broken down into Modules with a new Module released each week on Friday. You will start the module by watching brief lecture videos and doing your readings (including textbook and papers from academic journals). Because this material is online, you can learn it at your own pace, when and where you feel most comfortable. If you need one-on-one support learning this material, you can see Dr. Emberson during Student Hours on Tuesday. We will not meet in the classroom on Tuesday during scheduled class time.



By Wednesday, you will have completed your online materials. To give you (and me, Prof E) feedback regarding your understanding of key points from the lectures and readings and you will complete an online Mastery quiz by 11:59pm on Wednesday. Mastery quizzes will be worth 25% of your final grade. They are multiple choice quizzes (approximately 10 questions). We will start each Interacting Learning Session with looking at key questions of the Mastery quiz.

| Day of the Week | Always | Sometimes | Student Hours |
|-----------------|--|--|-----------------------------------|
| Friday | Online content for new module released on Canvas | | |
| Saturday | | | |
| Sunday | | work independently on online materials on Canvas | Assignments due 11:59pm on Canvas |
| Monday | | | |
| Tuesday | | | Student Hours |
| Wednesday | Mastery Quiz closes at 11:59pm | | |
| Thursday | Interactive Learning Session: In-Person | | |

Then, on Thursday, you will come in-person (if you are not sick, etc, see below) for an Interactive Learning Session. In these sessions, you will have an opportunity to apply and extend what you have learned that week (operating at the upper levels of the taxonomy). This will happen through hands-on activities, guest speakers, teamwork and discussions.

In addition to Mastery quizzes, the class has group-based assignments and generalization papers instead of mid-terms and exams. These papers will allow you to create, evaluate and analyze what we have learned and apply it to real-world contexts. The move away from midterms and exams is meant to support learning

that is higher in Bloom's taxonomy of learning.

7 Communication Policy for the Instructional Team: Prof E. and the TAs

The Instructional Team (the Instructor, Prof E. and the teaching assistants or TAs) are here to help you succeed in this course. We have multiple avenues for contacting us with questions, for help, etc. As our time is limited and we are teaching many students this semester, please see below for the best way to contact us so you will receive a response and the type of help you are looking for. In brief, with some exceptions, **we will not individually respond to emails.** With close to 400 students this semester, we will receive the same question over email many, many times and it can occupy up to 25% of TAs allotted hours for the semester to respond to emails which takes time away from other important class activities. Instead of email, you may post your question on the discussion boards on Canvas for a response (this will give you the fastest response) and attend Student Hours. If you have an urgent question that is personal (e.g., sickness), you may email. We look forward to connecting with you.

If you have a question about course content: A question about course content would be about a specific reading, research finding, part of the lecture videos, etc. We welcome these questions in multiple ways. If you wish to ask *before* the Wednesday evening Mastery quiz, you can post on the online discussion boards (for your peers to weigh in on) or attend the drop-in, group Student Hours for Prof E (on Tuesday during scheduled class time). If you do not need a question answered before the Mastery quiz, it would be excellent to ask during the Thursday Interactive Learning Sessions. You can also approach Prof E before or after class to discuss more. However, please do *not* email questions about course content. Usually, these questions require a conversation, and email is an ineffective way to have a conversation. Also with the number of students the TAs and Prof E are supporting this semester, it will not be possible to communicate with everyone over email.

If you have a question or concern that is personal or specific to you: Examples of personal and specific questions and concern are if you are experiencing challenges with this course or if something in this class did not make you feel safe or included. In this cases of personal, specific conversations, you can book a one-on-one meeting with Prof E. If the matter is urgent and cannot wait until Student Hours, you may email the Instructional Team.

If you have a question about grades after they are released: The class has a policy that we do not consider emails about grades sent within 24 hours of grade releases. Your TA will not re-grade your assignment or change your grade (unless it is a very simply addition or data entry error). However, if you would like feedback on your assignment (without changing the grade), feel free to go to your TA's Student Hours. If you would like a re-grade by Prof. E, see below re: policies for re-grading requests.

If you have a question about the assignments and any other communication not included here: First, make sure that you have taken a look at the relevant place in the syllabus and on Canvas to find the answer yourself. Second, look at the online discussion forums for this class. If you still cannot find the answer to your question, feel free to post yourself in the discussion board (which the TAs monitor regularly) or attend Student Hours.

If you have a technical or logistical question about the course: We hope everything goes smoothly and that you'll have no problems accessing course materials or submitting assignments on Canvas, etc. But, unexpected glitches might arise. The best way to get help is to post your question on the Course Logistics Discussion Board so that everyone in the class can see it or in the Discussion Board at the end of each Module. You'll get help faster and you'll be helping any other student who may be facing the same technical/logistical issue. Often other students are the best source of the solution to the problem.

8 Student Hours

Everyone on your Instruction Team (Prof E and your TAs) holds Student Hours. These are times when you can meet with your Instructional Team to ask questions about course material, seek further feedback on assignments, get mentoring advice, express concerns and talk about the challenges you are experiencing or just get to know them a bit more. These hours are also an important time to reach out if you are struggling. These are hours set aside for you.

We use virtual student hours to increase flexibility. The TAs will hold drop-in student hours. These are group student hours but TAs may create break-out rooms to meet one-on-one with students for personal questions, at their discretion.

Prof E will have a combination of drop-in, group hours and pre-booked, one-on-one hours. The drop-in, group hours are open Zoom meetings where you can drop in anytime. If you have a sensitive or individual topic or question to discuss and/or don't wish to be part of a group conversation, you can either book a one-on-one appointment (these need to be booked in advance and tend to fill up, so book early), or you can go to the drop-in hours and ask Prof E to meet privately and they will do their best to accommodate (e.g., bringing you to a break-out room or asking others to wait briefly in the waiting room.). See first page for information about when these hours are happening, link for booking, etc.

We encourage you to come to these hours to communicate with your instructional staff. We look forward to meeting you!

9 Readings

Textbook: Our textbook is *How Do Children Develop?*, Canadian 6th Edition, Siegler, Saffran, Graham, Gershoff & Eisenberg. If you are experiencing resource-restriction, please contact Prof E (you are welcome to email) as she has some copies of the textbook that you may be able to have for the semester. There are some paper copies of the textbook at the UBC Bookstore and the UBC Bookstore has an excellent price on the online textbook. See the following links for [Section 004 \(2pm\)](#) and [005 \(3:30pm\)](#). You do not need to purchase the Achieve version of the textbook.

You may purchase the version of the textbook with the publisher's learning software, Achieve, however, it is not required at all. If you have the Canadian 5th edition of this book, that is ok but page numbers and some content will not overlap. If you are experiencing resource-restriction, please talk to Dr. Emberson as she has additional copies that can be lent out for the semester.

While the textbook is required, everything that you will be tested on will be covered in the online lectures/materials or Interactive Learning Sessions or in the non-textbook readings. Prof E will not test you on some obscure fact buried in the textbook that is not otherwise covered. The class will closely follow the textbook and reading the textbook will provide additional ways and examples to understand the core materials in class.

Occasionally, we will have "guest" textbook chapters. These will be uploaded on Canvas and, as with our regular textbook, they are highly recommended reading but won't be tested directly.

Information from MacMillan on the textbook: For information on Achieve please see [this link](#). This page contains information for students including registering for your course, how to use Achieve, FAQs, tech support, etc. **The Achieve course code is dgvbvc**. Any student who purchase Achieve access (by itself or bundled with a physical text) will have access to the eBook for the duration of their education or 4 years by following [these instructions](#).

Other readings: In addition to the textbook readings, scientific articles (i.e., the primary literature) will be

assigned on specific weeks. These readings are **required**. You can find these articles on Canvas. There will be in-class materials/discussion that will help you in reading and understanding these articles (see QALMRI materials on Canvas) and, once you have the skills to read these papers, you will be tested on them in the Mastery Quizzes (using the QALMRI method).

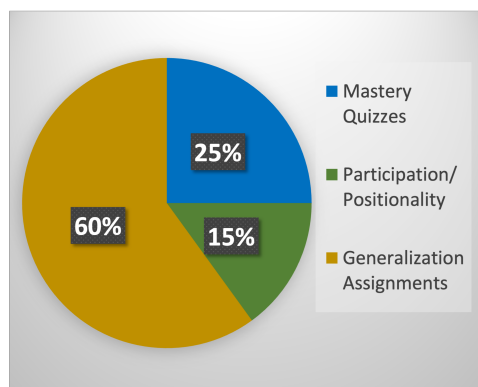
10 Assessments

These assessments are designed to help you achieve the Learning Objectives and to help the instruction team measure that learning. These assessments were informed by [Self-Determination Theory](#). Assessments are structured to support your experience of **autonomy** e.g., chosen assignment questions, optional and self-selected group work, increased flexibility through online content, option for in-person class attendance or completing participation activities asynchronously, **competence** e.g., weekly learning activities in interactive learning sessions, mastery quizzes, generalization assignments, and **relatedness** e.g., self-selected groups for assignments, discussion threads on Canvas, in-person discussions.

Moreover, these assessments were designed to move your learning up through Bloom’s taxonomy of learning (see Structure of the Class) from the lowest level of remembering a fact upwards through understanding and applying all the way to evaluating and creating. Thus, the course will only have multiple choice questions, which typically only support and assess learning at the bottom of this taxonomy, in our weekly mastery quizzes. Our major assessments will encourage and require the analysis, evaluation of what you have learned and the creation of something new.

Grade Distribution:

| | |
|-----------------------------|------|
| Mastery quizzes | 25% |
| Participation/Positionality | 15% |
| Generalization Assignments | 60% |
| <hr/> | |
| Total | 100% |
| HSP Extra Credit | 3% |



Mastery Quizzes, 25%: Mastery quizzes are online and will be made available alongside the online lecture materials each week (see Weekly Class Schedule and Structure of the Class Above). The Mastery Quizzes are not cumulative and only cover the material for a single Module. This material includes what is in the online lectures/videos and other online materials for the Module as well as the assigned readings. These quizzes may also contain questions about the Syllabus. They are open-book and have a long period of time to completion.

Mastery Quizzes will be available until 11:59pm on Wednesday, the day before before our Interactive Learning Sessions. There will be Mastery Quizzes for all modules. Modules 1 through 10 (10 modules in total) will be available to be part of the 25% allocated for Mastery Quizzes. For flexibility and to accommodate any sickness etc, only 8 of these quizzes will be included in your final grade. If you complete more than 8, the top grades will be included. These quizzes cannot be completed after their due date because the answers will be taken up in the Interactive Learning Session on Thursdays. If you miss more than 2 Mastery Quizzes due to illness or circumstances beyond your control, please talk to Prof E during her Student Hours to see if further accommodations are possible.

Note: This is the only assessment in the class with a timed component to it and the timing is very generous, so it is not intended to be done under pressure. Many accommodations for students allow 1.5 times to timed

assessments. The Instructional team will happily give you an increase in the timing for these however they are not meant to be taken under time-pressure so you may not want/need additional accommodations.

The Mastery Quiz for Module 0 will be graded for completion only for 1% of your participation grade and can be completed after the due date (see below).

Participation/Positionality, 15%: There three aspects to this part of your grade. Participation in Interactive Learning Sessions 8%, Positionality Statement, 6%, Mastery Quiz 0, 1%.

You will receive 8% of your final grade for participation in the activities during Thursday interactive learning session with 1% for each module you participate in. Your interaction with these activities will increase your learning and will increase your sense of relatedness in the class. However, we also want to increase your sense of autonomy and provide flexibility as it is not equally easy for all students to come, in-person to class (e.g., who is able to live on campus, who is balancing health challenges, family responsibilities or the need to work while being a student). Thus, there are two options for you to gain credit for your participation in the Interactive Learning Session activities: through in person attendance on the Thursdays classes or through answering an asynchronous participation question on Canvas.

For each module, you will have an opportunity to earn 1% of your participation grade either through attending class and registering your attendance through iClicker (see below) or in answering the asynchronous participation question which will be made available at the same time as the Interactive Learning Session (Thursdays). The asynchronous participation question be modeled after the group activities that we do in the Interaction Learning Sessions and is meant to give students who are unable to attend in-person with the same learning activities and opportunities. These are open-book and untimed assessments. Either will be worth 1% of your final grade to a maximum of 8%.

You will not be permitted to both attend in person and answer an asynchronous participation question for the same module but you can mix and match between these two options across modules. In other words, for Module 1 you can *either* choose to participate in-person or using the asynchronous question but not both. However, in Module 1 you could choose to do asynchronous participation and then in Module 2 you can participate in person.

Note: You only need to 'participate' in 8/10 of the Interactive Learning Sessions to earn 100% of the possible participation grade. This is in order to accommodate for sickness and other needs throughout the semester. You will also be able to submit the asynchronous participation questions anytime before the end of the semester [see outline].

In addition, Prof E is piloting a new assignment with Prof May who teaches PSY 315: Childhood and Adolescent, a positionality assignment. This assignment is meant to link your positionality with the content of course, human development. There are two aspects to this assignment, the first is a submission of your initial draft of your positionality statement which will be graded for completion and count towards 1% of your final grade. Then you will use your TA feedback (and your own re-reading of the assignment) and your further learning in the course to revise your positionality statement and submit a 'final' positionality statement later in the term. This 'final' positionality statement will be self-graded and will be worth 5% of your final grade.

Finally, there will also be one quiz for Module 0 that will be graded for completion only. It can be completed at any time but it is strongly encouraged that you complete it as early as possible in the course. This quiz will count towards 1% of your participation grade.

Generalization Assignments, 60%: In lieu of mid-terms and a final exam, you will complete generalization assignments that will require you to combine information, think critically about what we have learned and generalize it to real-world situations. An example of a past question for the final generalization assignment that was a 2 page written assignment is, "Take one domain of development that we have studied

(e.g., motor development, moral development) and connect it to one of the main themes of the class (e.g., the Active Child).” However, the first three generalization assignments are designed to help you build up towards writing the final generalization assignment which is more unstructured. They start out more specific and are typically shorter.

To increase your sense of autonomy: You will be given an option of at least two questions. These questions will be posted at least two weeks before the assignment is due. The grades from each of the questions may be scaled to match each other.

To add to your sense of relatedness and help with your writing and learning, you can choose to work in groups of up to three. You will be able to select your group each time. **It is highly encouraged that you work in a group of at least two as working in groups is helpful for generation and feedback of ideas.** As you will be working together in groups during the Interactive Learning Sessions and participating in online discussion threads on Canvas, there will be a number of opportunities to connect with fellow students re:working together. Full details on these assignments including a rubric are available on Canvas.

Generalization assignment #1 (6%): due [see outline] @ 11:59pm on Canvas
Generalization assignment #2 (9%): due [see outline] @ 11:59pm on Canvas
Generalization assignment #3 (15%): due [see outline] @ 11:59pm on Canvas
Generalization assignment #4 (30%): due [see outline] @ 11:59pm on Canvas

Note: This course does not have mid-terms and finals.

11 Deadline Flexibility

This course has a lot of flexibility, but at some point—despite your best efforts—you might need an extra bit of flexibility (such as a brief extension on a paper). For example, maybe your WiFi goes out just as you’re about to submit an assignment that you’ve worked really hard on, and you need a few extra hours to submit it. To this end, we are allowing an automatic, no-questions asked one week extension on all Generalization Assignments and the Async Participation Assignments. Credit to Dr. Werker for this idea.

These extensions do not apply to the Mastery Quizzes. As the answers to hardest Mastery Quizzes questions are discussed in the Interactive Learning Session on Thursdays, we cannot give extensions to the Mastery Quizzes (though you only have to complete 80% of them).

12 Extra Credit and Human Subject Pool (HSP)

As part of this course, you are invited to earn 3% extra credit (PSYC 217/218 require 4% as part of the course grade).

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 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 $\frac{1}{2}$ 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: 1) The article must have been published in the journal titled “Psychological Science” 2) 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) 3) 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 4) The summary should be approximately 500 words in length 5) You must include your name, student number, course, section, instructor and email address on each summary 6) 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. 6) 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). 7) 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 41815379, class name is “HSP W2 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 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).

13 Illness and this Course

I respect everyone’s comfort with regards to mask wearing and encourage you to do the same. I believe that this is a personal choice and relates to your own body and comfort levels. I typically do not wear a mask but do occasionally (e.g., if someone in my home is sick).

If you’re sick, it’s important that you stay home—no matter what you think that you are sick with. Do not come to class if you are sick, have COVID symptoms, have recently tested positive for COVID, or any other infectious disease. 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. There is flexibility built in in-class participation.

If you do miss class because of illness:

- 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.

- Complete the asynchronous participation question to gain your 1% participation grade for the Module.
- Consult the class resources on Canvas. We will post (all the slides, readings, select activities, etc.) for each module.
- Use the discussion forum for help.
- Come to Student Hours for Prof E and the TAs.
- See the Assessments for reassurance about what flexibility you have.
- If you are concerned about anything, please attend Student Hours with Prof E or one of the TAs.

If I am sick, I will not come to class. As class instructor, I will make every reasonable attempt to communicate plans for class as soon as possible (by email, on Canvas, etc.). I will do my best to make a plan that will best support your learning but I ask for your flexibility if I have to make this decision to prioritize our safety and health.

14 Thanks and Gratitude for Assistance with this Syllabus

This course and syllabus was informed by the syllabi, conversations and course materials of Dr. Lily May, Dr. Kiley Hamlin, Dr. Janet Werker (particularly for land acknowledgment and JEDI wording in this version!), Dr. Catherine Rawn, Dr. Elizabeth Dunn, Dr. Nancy Sin (thank you!). Also help from Nicole and the GSS team in the Psychology Department and Denitza Dramkin for EDI and accessibility support. Much appreciated all!

15 Other Important Stuff (University Policies, Resources, etc.)

15.1 Psychology Department Policy on Grade Distribution and Scaling of Grades

The Psychology Department has a department-wide policy of norms regarding grade distributions. The average grade in 300-level Psychology classes will be 73 for an average class, 75 for an exceptional class and 71 for a weak class, with a standard deviation of 13. (In other words: The average grade in this class will be in the B range, and most likely it will be in the lower end of the B range.) The goal of this policy is to reduce grade inflation and maintain equity across multiple course sections. Grades may be scaled in order to comply with these norms (grades may be scaled up or down as necessary by an instructor or the department).

Grade norms and scaling are complex issues and generally I support Psychology and UBC as a whole moving away from these practices. These policies are based on the assumption of education as a type of evaluation rather than supporting education as a type of transformative journey or individual and collective achievement. While I do not have the ability to change this policy and the assessments for this class will be set up to produce a distribution consistent with this range, I will provide my support to the class if we end up with an unusually high grade distribution and resist scaling it down. I am also engaging in conversations within Psychology and the University about changing these practices and the underlying approach to education.

15.2 UBC Grading Policies

Grades are not official until they appear on a student's academic record. Each student will earn a percent grade for this course and will be automatically assigned a corresponding letter grade by the Registrar. (See the UBC Course Calendar for additional information about UBC grading scale—showing letter grades and corresponding numerical grades.)

15.3 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 address 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/policy69.html>).

15.4 Academic Integrity

As members of the academic community, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. For details on University policies and procedures pertaining to student conduct and academic dishonesty, please see the UBC Calendar: Student Conduct and Discipline.

15.5 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 (Prof E) 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>

15.6 Academic Concession

UBC has well-articulated policies regarding what sorts of circumstances do and don’t qualify for academic concession. Please make sure that you are familiar with UBC policies on academic concession, in the UBC course calendar. For more information, please see <https://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions>

15.7 Copyright and Intellectual Property

All readings for this course are copyrighted, and cannot be redistributed without permission of the copyright owner. Lecture videos and other course materials are the intellectual property of the instructor(s) and these also cannot be redistributed (e.g., posted on any other website, or shared in any other way) without instructor permission. Violation of these policies may lead to academic discipline.

15.8 Academic Resources

- **Writing Support:** The Writing Centre offers courses, tutoring services, and an online Writer's Workshop to assist students in developing their writing skills. <http://learningcommons.ubc.ca/improve-your-writing/>
- **UBC Academic Regulations:** Information on UBC policies and regulations, including academic concession and accommodation. <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,0,0,0>
- **UBC Learning Commons:** Learning and research resources and opportunities for students, including tutoring, workshops, study groups, and many other online tools. <http://learningcommons.ubc.ca/>
- **Centre for Accessibility:** Resources and accommodations for students living with physical, mental, and/or learning disabilities. <http://students.ubc.ca/about/access> or 604-822-5844
- **Student's guide to Canvas:** <https://students.canvas.ubc.ca/>

15.9 Wellbeing Resources

- **Thrive Campaign:** Collaborative initiative between UBC Human Resources, Health Promotion and Education (Vancouver), Health and Wellness (Okanagan), and UBC Wellbeing offering access to a variety of learning, health, and wellness resources. <https://wellbeing.ubc.ca/wellbeing-campaigns-and-initiatives/thrive>
- **UBC Psychology Clinic:** An outpatient mental health and training clinic that offers assessment, treatment, research and training of clinical psychology. <https://clinic.psych.ubc.ca/>
- **Campus Lightbox:** Student-led website with mental health support resources. <https://campuslightbox.com/>
- **The Kaleidoscope:** Peer-run mental health support group. <http://the-kaleidoscope.com/>
- **UBC Counselling Services:** 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. <http://students.ubc.ca/livewell/services/counselling-services>
- **AMS Peer Support:** Free, confidential, one-on-one peer support for a variety of issues, related to personal, academic, and mental health challenges. <https://www.ams.ubc.ca/student-services/peer-support/>
- **UBC Wellness Centre:** Offers resources for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex, and more. <http://students.ubc.ca/livewell/services/wellness-centre>
- **Student Health Services:** Offers a variety of healthcare related services, including access to doctors, registered nurses, and specialists. <http://students.ubc.ca/livewell/services/student-health-service>
- **Live Well, Learn Well:** Resource hub for information about improving physical and mental well-being. <http://students.ubc.ca/livewell>
- **Mental Health Awareness Club:** Offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community. <http://blogs.ubc.ca/ubcmhac/>
- **AMS Food Bank:** Provides access to food hampers in financial emergencies. Services can be used up to 6 times per term. <http://www.ams.ubc.ca/services/food-bank/>
- **BC Crisis Centre:** Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7. www.crisiscentre.bc.ca
- **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.



PSYC 302 Infancy: Outline

Tuesday, Student Hours Available.

Thursday, Interactive Learning Session in [BUCH A104](#)

| Date | Topic | Readings | Assessments |
|---|--|--|---|
| In-person: Jan 11 | Introduction to Course | None | None |
| Module 0 In-person: Jan 18 | Why Study Infancy? | Textbook: Chapter 1, p.1-22 or Sections 1.1-1.3. | Module 0 Mastery Quiz: for completion only Questions for Generalization Assignment #1 posted |
| Module 1 In-person: Jan 25 | Learning & Our Earliest Memories | Kingo, O. S., Berntsen, D., & Krøjgaard, P. (2013). Adults' Earliest Memories as a Function of Age, Gender, and Education in a Large Stratified Sample. Textbook: Chapter 5, p.182-190 or Section 5.3 | Mastery Quiz, Wednesday 11:59pm |
| Module 2 In-person: Feb 1 | Nature/Nurture Genetics/Epigenetics Sex and Gender | Textbook: Chapter 3, p.78-89, Box 3.2 on p.94 or Sections Intro, 3.1, Box 3.2 in 3.2 (Chapter 3 posted on Canvas) Textbook: Chapter 15, p.524-543 or Sections 15 Intro, 15A, and 15B: Infancy and Toddlerhood only | Mastery Quiz, Wednesday 11:59pm Positionality Assignment 1 due Feb 4 11:59pm |
| Module 3 In-person: Feb 8 | Prenatal Development and Birth Early Adversity Guest: Dr. Manon Ranger | Kozak, K., Greaves, A., Waldfogel, J., Angal, J., Elliot, A., Fifier, W., & Brito, N. (2021) Paid maternal leave is associated with better language and socioemotional outcomes during toddlerhood. Infancy. Textbook: Chapter 2, p.40-53, p.63-69 p.73-74 or Sections 2 Intro, 2A, 2.3, 2.4: Multiple-Risk Models Textbook: Chapter 12, p.441-452 or Sections 12B | Mastery Quiz, Wednesday 11:59pm Generalization Assignment #1 due, Feb 11 at 11:59pm Generalization Assignment #2 questions posted |
| Module 4 In-person: Feb 15 | Brain Development Neurodiversity Guest: Dr. Lily May | Belmonte, M. & Gomot, M. letter to participants from 2010, linked in Module on Canvas Textbook: Chapter 3, p.96-104 or Section 3.3 (Chapter 3 posted on Canvas). | Mastery Quiz, Wednesday 11:59pm |

| Date | Topic | Readings | Assessments |
|---|---|---|--|
| No in-person activities Feb 22 | Spring Break | No new content, catch up and self-care time! | None |
| Module 5 In-person: Feb 29 | Methods to Study the Psychology of Infancy | Storrs, C. (2017). How Poverty Affects the Brain. Guest Textbook: Gross (2018) available on Canvas | Mastery Quiz, Wednesday 11:59pm Generalization Assignment #2 due March 3 11:59pm Generalization Assignment #3 questions posted |
| Module 6 In-person: Mar 7 | Emotion & Attachment | Morales et al. (2021). Infant temperament prospectively predicts general psychopathology in children. Development & Psychopathology Guest Textbook: Berk, L. (2012): Emotional Development. Textbook: Chapter 11, p.387-400 or Sections 11 Intro, 11A, 11B Self-Concept in Infancy only | Mastery Quiz, Wednesday 11:59pm |
| Module 7 In-person: Mar 14 | Language Development Guest: Dr. Janet Werker: tentative | Arredondo, M., Aslin, R., & Werker, J. (2021). Bilingualism alters infants' cortical organization for attentional orienting mechanisms. Developmental Science. Textbook: Chapter 6, p.195-216, Box 6.5 or Sections 6 Intro, 6A, 6B until Putting Words Together in 6.2 and Box 6.5 | Mastery Quiz, Wednesday 11:59pm Generalization Assignment #3 due Mar 17 11:59pm |
| Module 8 In-person: Mar 21 | Sensorimotor Development | Karasik, L. B., Tamis-LeMonda, C. S., Ossmy, O., & Adolph, K. E. (2018). The Ties that Bind: Cradling in Tajikistan. Textbook: Chapter 5, 157-183 or Sections 5 Intro, 5A, 5B: 5.2 Motor Development | Questions for Generalization Assignment #4 posted Mastery Quiz, Wednesday 11:59pm |
| Module 9 In-person: Mar 28 | Conceptual Development | Piantadosi, S., Jara-Ettinger, J. & Gibson, E., (2014). Children's learning of number words in an indigenous farming-foraging group. Developmental Science. Textbook: Chapter 7, p.233-236, p. 262-265 or Sections 7 Intro, 7A until Theory of Mind and 7B Number until Relations.. | Mastery Quiz, Wednesday 11:59pm Positionality Assignment 2 due Mar 31 11:59pm |

| Date | Topic | Readings | Assessments |
|--|---|---|---|
| Module 10 In-person: Apr 4 | Social and Moral Development | Hamlin, J. K., & Tan, E. (2020). The emergence of moral responses and sensitivity. The Oxford Handbook of Moral Development | Mastery Quiz, Wednesday 11:59pm |
| Last week of classes No in-person session Apr 11 | Celebrate your achievements this semester! | None | Generalization Assignment #4 Due April 14th at 11:59pm Participation grade calculated, April 14th at 11:59pm |