PSYCHOLOGY 315:
CHILDHOOD & ADOLESCENCE

Winter 2024
Mondays, Wednesdays, & Fridays, 3:00-3:50pm
SWNG-221

WELCOME TO PSYC315!

Are you fascinated by the silly things kids say? Do you look back on your teenage years and wonder, '*what was I thinking*?' Are you interested in how our genes, our families, and our environments shape development?

If so, excellent! Those are just some of the questions we will discuss throughout this course. We will also talk about the development of identity, friendships, our understanding of right and wrong, and our conceptions of race and gender—plus so much more.

In official terms: this course will provide an introduction to the major theories and current research on human development, focusing on development between 3-17 years of age.

LEARNING GOALS

By the end of this course, you should be able to:

1. Discuss and contrast major theories of development, such as those by Piaget, Freud, Erikson, & Bronfenbrenner.
2. Identify and describe important trajectories and milestones in cognitive, social cognitive, social, gender, and moral development between 3 and 17 years of age.
3. Appreciate the impact of family, peers, culture, and context on development.
4. Apply developmental psychology concepts and research to real-world situations.
5. Consider how experiences of development impact our own and others' positionality
6. Read and analyze empirical research in developmental psychology.

We acknowledge that this course (located at the Point Grey campus of UBC) takes place on the traditional, ancestral, and unsurrendered land of the xʷməθkʷəy̓əm (Musqueam) people.

The xʷməθkʷəy̓əm people have used this land as a site of learning for generations before us. In this class, we aim to honour this history. We also acknowledge the harms inflicted through the colonialization of Indigenous lands.

OUR INSTRUCTIONAL TEAM

INSTRUCTOR

Dr. Lillian May
- Please call me: Lily or Dr. May (pronouns: she/her)
- Email: lamay@psych.ubc.ca
- Office: Kenny 2037
- Zoom Drop-in Student Hours:
    - Tuesdays: 11:00am-12:00pm
    - Thursdays: 3:00-4:00pm
- Appointments (either in-person or via Zoom): Book via calendly.com/lamay

> *Hi! I'm Lily, your instructor for the term! I'm a Lecturer in the Department of Psychology, where I teach several classes all about development. I also have 3 kids at home—4 year-old Remy and 1 year-old twins Gus and Poppy!*

TEACHING ASSISTANTS

Nitya Mahajan
- Please call me: Nitya (pronouns: she/her)
- Email: nmahajan@mail.ubc.ca
- Student hours by appointment
- *"I am a fifth year undergraduate student, majoring in psychology and minoring in education with a specialization in interpersonal development. I absolutely love to have nerdy conversations about psychology and development, but I am also an avid dancer and often compete internationally with my team UBC Junoon. Having taken this course with Dr. May before, I am so excited to assist you through this fun and exciting journey throughout the term!"*
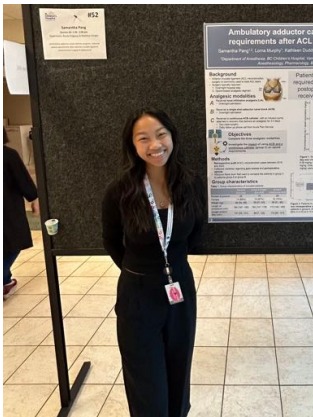
Samantha Pang
- Please call me: Samantha (pronouns: she/her)
- Email: spang01@student.ubc.ca
- Student hours by appointment
- *Hello, I'm Samantha and your TA for this course! I am a 4th year Behavioural Neuroscience Honours student and I have research experience in childhood morality as well as pediatric anesthesia and pain management. I also have a corgi named Mango!*

ABOUT THIS COURSE

Our class is planned to be almost fully **in-person**: lectures will be held in the classroom on Mondays, Wednesdays, and Fridays. There are a few days in which we will instead have pre-recorded video lectures, noted in the course schedule.

It is generally expected that you try to attend class— a lot of learning happens as we discuss course content *together*. However, **lecture recordings *will* be available** to anyone who is unable to attend class (for illness, family circumstances, etc.). If you are feeling unwell, please do not feel the pressure to attend class!

You can find the room recordings via the link on our Canvas homepage, following each class session.

Do note that recordings will likely (definitely) experience technical difficulties, and will not be

perfect! You probably will want to get to know some classmates from whom you can get notes on days you are unable to attend.

Class time will be a mix of lecture, discussion, and activities. We aim to make class interactive—please feel free to ask any questions, make comments, discuss with your classmates!

In this class, we may discuss potentially sensitive topics, including (but not limited to): social identity, race and racism, eugenics, gender development, and transgender youth. If you are concerned about any of these topics, please consider checking in with any of our instructional team!

DIVERSITY & INCLUSION

I hope we all come to this class as *our whole selves*. I come to this class as a settler to these lands, as a developmental psychologist, a white straight cisgender woman, a mom, a person with an anxiety disorder… it is impossible for me to separate my teaching from these identities. **I welcome you to bring your identities to our learning, in whatever way you feel safe and able.**

To that end**,** we strive to build a classroom environment where all students feel included for *all of who you are*. **This class aims to be inclusive of gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political and religious affiliation, ability/disability, health, mental health, body size, and age (this is not an exhaustive list!).**

Students, instructors, and readings may sometimes raise controversial and/or sensitive issues. Respectful discussion is encouraged: our goal is not to always agree, but rather to explore different perspectives without being threatening or alienating. Statements or behaviours likely to offend others or make others feel excluded in any way should not be shared in class-- but can be shared with me after class or in office hours.

I am always working to learn more and do better supporting diverse experiences and identities. If you ever feel as though the class is failing to live up to an inclusive environment, *please* let me or a TA know.

COURSE READINGS

We have no course textbook! Instead, for most units, 1-2 readings are assigned. These readings are a range of materials—some are textbook chapters, some review articles, some research articles, etc. In particular, the research articles are selected to highlight new and exciting research within the field.

All non-textbook readings are available for no cost on Canvas.

COURSE WEBSITE

Find everything for our class on www.canvas.ubc.ca, and check the site often!

Course material will be posted under the Modules tab, and Assignment information under the Assignments tab.

The Modules tab is also where you can find lecture slides. The night before class, you can find a "draft" version posted—this version will be incomplete (discussions and "surprises" left out, and changes may be made just before class!), but will give you an outline on which you can take notes. Following class, a "final" version will be posted.

Make sure your Canvas settings are such that you see course announcements when they are released—they will be used frequently to convey important information (go to Account → Notifications→ Announcements → select Notify me right away)

TOPHAT

TopHat is an online classroom response system that allows you to answer questions and engage in discussions during class. We will use it for in-class activities, and for your Engagement mark.

Sign up at tophat.com
Course Join Code: 856185

Top Hat can be accessed through your internet browser, or through Apple/Android apps. During sign-up, make sure you enter your UBC Student ID correctly so your Top Hat responses are counted towards your grades!

TopHat is a US-based program and is hosted on US-based servers: if you wish to use a false/alternate name for privacy reasons, please just email us to tell us your chosen name!

COURSE ASSESSMENTS & GRADING

Engagement
2%

Final Assignment
14%

Positionality
Assignment
6%

Midterm #1 (4)
24%

Midterm #2
24%
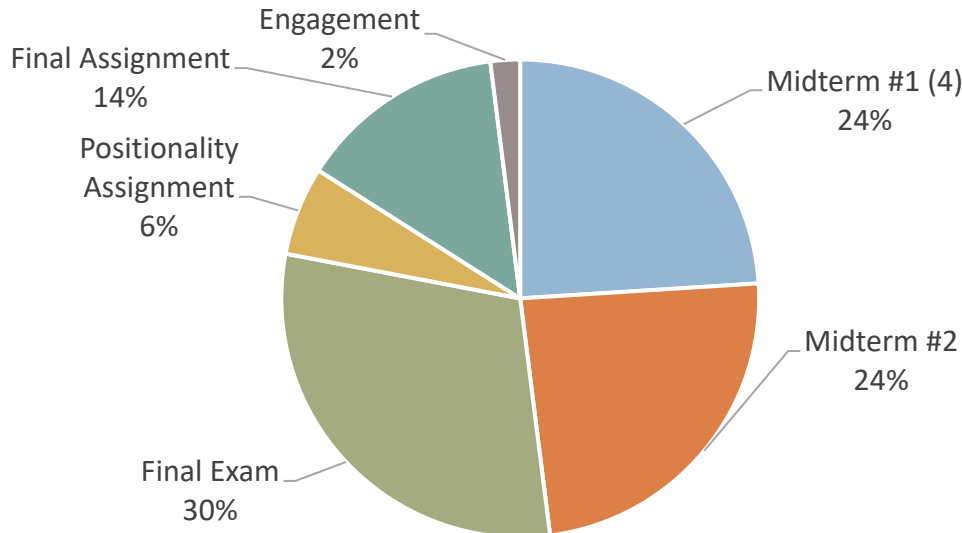
Final Exam
30%

EXAMS (78%)

MIDTERMS (50%)

Two non-cumulative exams each worth 20%.

- **Midterm #1 (24%): February 9**
- **Midterm #2 (24%): March 15**

Midterm exams will consist of multiple choice and short-answer questions.

FINAL EXAM (30%)

The final exam will be scheduled during the University exam period (April 16-27).

Cumulative final exam, covering material from across the course. The final exam will consist of multiple choice and short answer questions, and will have a time limit of 2 hours, 30 minutes.

Notes on Exams:
- Midterms are not cumulative; the final is cumulative.
- Exams will cover content from lecture and assigned readings. Basically, anything covered throughout the course is possible to show up on exams!

- Exams tend to rely heavily on application: i.e., you need to do more than just memorize terms and facts, but be able to *apply* this knowledge to new examples and situations.

ASSIGNMENTS (20%)

DEVELOPMENTAL POSITIONALITY ASSIGNMENT (6%)

Increasingly in the social sciences, we (as researchers, learners, members of the academic community) are asked to reflect on our own positions within society and how this influences our relationship to the theory and research we learn about, create, discuss, etc.

In this class, we'll be talking all about human development—and what is more influential to our positions than our experiences and how we were shaped growing up? Thus in this assignment, you'll be asked to reflect on your positionality in relation to developmental psychology and what you have learned/are learning in this class.

You'll write a 1-page positionality statement connecting aspects of your experiences, contents/environments, identity, etc. to the materials we are learning in PSYC315. You should

aim to relate two or more areas of course content to your own positionality.

Due January 26: **first draft of Positionality statement (1%)**. This first draft is worth 1% of your course mark, and will be graded only for completion. The TAs will provide feedback, to give you areas of improvement.

Due April 5: "**final**" **version of Positionality statement (5%)**. You are the expert on your own positionality and how it connects to this course content: we as instructors and TAs are not. As such, we will be asking *you* to evaluate your work on this assignment. Along with submitting your assignment, you will assess your positionality statement and provide a grade for your assignment. The "final" version of the Positionality statement will be worth 5% of your course grade.

FINAL PROJECT (14%)

For the final project, you have the choice of two different assignment options. For both options, you can work with a group of up to 3 classmates.

1% of your final project grade will be for participation in our in-class final project sharing day (April 10). 13% of your final project grade will be based on evaluation of your assignment submitted on Canvas.

FINAL PROJECT OPTION #1: DESIGN-A-TOY

Did you know that toy companies often hire or consult with developmental psychologists? They do so to make sure their toys might actually be attractive and influential for their target age group-- which requires knowledge *about* that age group!

For this assignment, you are to design a new toy or game for children aged between 3-17 years of age. Your toy should be created with the aim of helping your target audience's development in some way,

using concepts covered in this course. Beyond that, your toy can take any form: it can be a game, an app, a virtual reality program, a doll, etc.

You will submit a one-page (front and back, if wanted) handout about your toy and its design. You should include a drawing/blueprint/model of your toy, as well as a description of how it works and how it will aid in children's development.

Due April 12 @ 11:59pm PST
A full guide to the the Design-a-Toy assignment, including a rubric, will be posted on Canvas.

FINAL PROJECT OPTION #2: DEVELOPMENTAL EXCEPTIONALITY (14%)

Our class tends to focus on typical development— how "most" children/adolescents think and behave. But there are many cases where development diverges, such as with developmental exceptionality (children who differ in functioning, skills, impairments, etc.). Often students in this class wish to learn more about cases of developmental exceptionality. This assignment is your opportunity to do so, as well as to teach and learn from your fellow students!

For this assignment, you will select one exceptionality seen in childhood and/or adolescence. Through reading and research, you will gain a general knowledge of this exceptionality. Then, you will locate and read 1 recent empirical research article on the exceptionality.

You will submit a one-page (front and back, if wanted) handout or infographic teaching your fellow classmates about the exceptionality and summarize the research study you've read about. The exact format is up to you—just think about how you can best convey the information.

Due April 12 @ 11:59pm PST
A full guide to the Developmental Exceptionality assignment, including a rubric, is available on Canvas.

ENGAGEMENT (2%)

Attending and engaging with lecture is incredibly useful for our course learning! To help encourage this engagement, we will use a TopHat questions during each class—some will help you test your knowledge, some will help spark discussion, and some will be just for fun.

None of the TopHat questions will be graded for accuracy—they are all just marked for participation. Your Engagement mark will be determined in the following manner:

If you respond to TopHat questions…	You will receive…
>50% of the time	2%
<50% of the time	0%

EXTRA CREDIT (UP TO 3%)

You may earn up to 3% extra credit to your final course grade through participating in research studies (or by completing library assignments).

More information can be found at https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/

GRADING POLICIES

MISSED EXAMS

I understand that life happens, and can sometimes interfere with coursework. If you are unable to take a midterm exam (for any reason—we don't need to know the details!), you can be excused from that exam and have the weight moved to the cumulative final. Just let us know in advance of the exam: we cannot reweigh marks from already-completed exams.

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

LATE ASSIGNMENTS

If you are unable to submit an assignment on time, a 3-day grace period is automatically granted. As long as you submit your assignment within 3 days of the due date, there is no penalty—and you do not need to let us know! This is already built in to Canvas.

If you need more than 3 days past the due date, please check in with Lily. We may ask that you apply for formal in-term concession with your faculty's advising office. While we may be able to accommodate a later submission, this does often mean that there will be a delay in receiving marks/feedback.

For UBC policies regarding in-term academic concessions, visit: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0.

GRADE DISTRIBUTION & SCALING

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology classes are required to comply with departmental norms regarding grade distributions.

The average grades for 300- and 400-level classes will be 75% for an excellent class, 73% for an average class, and 71% for a week class, with a standard deviation of 13.

Class Performance	Mean	SD
Strong class	75%	13%
Average class	73%	13%
Weak class	71%	13%

Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by an instructor or the department.

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

POLICIES

EMAIL & COMMUNICATION

Please feel free to email your course instructor or TA for any reason. Using email—not Canvas inbox—is the best method of contant.

Our policy is to aim for emails replies within 48 hours, excluding weekends and holidays. If you haven't heard back from us in 48 hours, do follow up. We're not ignoring you—emails just can get lost in the pile!

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. Policy guidelines can be found at: http://vpacademic.ubc.ca/integrity/ubc-regulation-on-plagiarism/.

CITING VS. PLAGIARISM
Plagiarism is defined as "where an individual submits or presents the oral or written work of another person as his or her own." In academic work, it is crucial that you acknowledge where ideas come from through citing those sources. If you are ever unsure of whether to cite, it is best to err with caution and cite a source! It is very unlikely to ever be penalized for over-citing, while under-citing may be a significant error. Unless a statement can be thought of as common knowledge, spend some time thinking about the source of that information and how best to cite.

In Psychology, we use APA citation style to indicate our sources. A good guide to APA style can be

found at: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html. In writing within Psychology, direct quotations from sources are discouraged. Instead, you should try to paraphrase ideas into your own words, while citing the original source of those ideas.

If you have citing or what may constitute plagiarism, please discuss with Lily/TAs *before* any assessment is begun.

AI/CHAT GPT

Recent developments in AI have been an exciting field! As such, AI is now a potentially useful—and potentially harmful—tool for your learning and performance in this class.

AI (Chat GPT and other related resources) can be helpful in testing your own knowledge, and providing new ideas for projects. However, AI is not perfect—it commonly makes mistakes, and is heavily biased.

In this class, you can use AI at your own risk. My advice is to *not* use it for any *final* version of a project—it can be great for getting initial inspiration (or for exam review), but the potential errors can be very damaging for final projects. To me, use of AI on final projects also seems to undermine the *learning* we aim to emphasize in projects within this class. But that is your decision to make.

If you do use AI in your projects, you must cite it appropriately (ie, https://apastyle.apa.org/blog/how-to-cite-chatgpt) —as with other academic standards of integrity, it is important to provide credit for where your work/information comes from. In this class, there is no penalty or negative connotation associated with using AI *if cited*.

If it is suspected that you used AI without citation, we will invite you to a meeting to discuss further. This may constitute a violation of academic integrity, and subject to associated penalties.

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-support-student-success).

SUPPORT FOR STUDENTS

Your well-being is more important than anything going on is this course. I fully understand that you may have other priorities—your self-care, your families, your work, etc. If you find that you are struggling to balance these priorities with the demands of this class, do reach out. I will try to provide resources and discuss options.

If you are dealing with an emergency during this course (medical, emotional, family, etc.), try to take care of yourself first. Contact us when you are able. We will then work with you to figure out the best course of action— along with likely having you discuss with your faculty's advising office.

RESOURCES

We participate in the **Early Alert program**, which helps us support students who are facing difficulties that are interfering with school. For answers to frequently asked questions regarding the Early Alert program, please visit: https://facultystaff.students.ubc.ca/systems-tools/early-alert

ACADEMIC RESOURCES

- **UBC Academic Regulations:** http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,0,0,0 Information on UBC regulations, including academic concession and accommodation.
- **UBC Learning Commons:** http://learningcommons.ubc.ca/ Offers a variety of learning and research sources for students, including tutoring, writing support, and many other links to academic resources.
- **Centre for Accessibility:** http://students.ubc.ca/about/access or 604-822-5844. Provides accommodations for students living with physical, mental, and/or learning disabilities.

WELLNESS RESOURCES

- **Campus Lightbox:** campuslightbox.ca A student-created website noting many of the mental health support resources available to UBC students.
- **The Kaleidoscope:** http://the-kaleidoscope.com/ A confidential peer-run mental health support group.
- **UBC Counselling Services:** https://students.ubc.ca/health/counselling-services or 604-822-3811. Offers a variety of resources to help you maintain your mental health while in school, including individual and group counselling.
- **AMS Peer Support:** https://www.ams.ubc.ca/student-services/peer-support/ Provides free, confidential, one-on-one peer support for UBC students and staff facing a wide variety of challenges.
- **Student Health Services:** https://students.ubc.ca/health/student-health-service or 604-822-7011. Provides students with a variety of healthcare related services to help you maintain your health. Access to doctors and registered nurses.
- **Mental Health Awareness Club:** http://blogs.ubc.ca/ubcmhac/ A club that offers opportunities to speak about mental health, and strives to promote mental health awareness throughout the UBC community.
- **AMS Food Bank:** https://www.ams.ubc.ca/support-services/student-services/food-bank/ If you are in a financial emergency, the AMS food bank can provide you with a food bag. You are able to use the service for up to 16 times per term.
- **BC Crisis Center:** **http://www.crisiscentre.bc.ca/** or 604-872-3311**.** Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7.
- **Distress Line:** 1-800-Suicide (784-2433)**.** If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day.

ACKNOWLEDGEMENTS

COURSE SCHEDULE

Date	Topic	Assigned Readings	Important Dates
January 8	**Class Introduction**		
January 10	**Introduction & Methods in Developmental Psychology**		
January 12	**Introduction & Methods in Developmental Psychology**		
January 15	**Introduction & Methods in Developmental Psychology**		No in-person class
January 17	**Introduction & Methods in Developmental Psychology**		
January 19	**Cognitive Development: Introduction & Theories**	Siegler et al. (2020). Theories of Cognitive Development → read sections on Piaget's theory	Add/drop deadline
January 22	**Cognitive Development: Introduction & Theories**	Siegler et al. (2020). Theories of Cognitive Development → read sections on Vygotsky's theory	
January 24	**Social Cognition**	Rakoczy. (2017). Theory of mind.	
January 26	**Social Cognition**		Positionality Assignment- Draft Due
January 29	**Social Cognition**	Gonzalez, A.M.., Steele, J.R., & Baron, A.S. (2017). Reducing children's implicit racial bias through exposure to positive out-group exemplars.	
January 31	**Language & Communication**	Becker Bryant (2017). Language in Social Contexts: Development of Communicative Competence.	
February 2	**Language & Communication**		
February 5	**Language & Communication**	Novack et al. (2014). From action to abstraction: Using the hands to learn math.	
February 7	**Wrap-Up & Exam Review**		
February 9		**MIDTERM #1**	
February 12	**Online Lecture: Intelligence**		No in-person class
February 14	**Intelligence**	Picho & Schmader (2018). When do gender stereotypes impair math performance? A study of stereotype threat among Ugandan adolescents	
February 16	**Intelligence & Academic Achievement**	Sun et al. (2021). Growth mindset and academic outcomes: a comparison of US and Chinese students	
February 19-23		**READING BREAK**	
February 26	**Social Development: Introduction & Theories**	Siegler et al. (2020). Theories of Social Development → read sections on Freud's theory, Erikson's theory, and Bronfenbrenner's theory	
February 28	**The Self**	Steinberg (2019). Identity.	
March 1	**The Self**		

Date	Topic	Reading	Assignment
March 4	**The Self**	Umaña-Taylor et al. (2018). A universal intervention program increases Ethnic-Racial Identity exploration and resolution to predict adolescent psychosocial functioning one year later.	
March 6	**Gender Development**		
March 8	**Gender Development**		
March 11	**Gender Development**	Fast & Olson (2018). Gender development in transgender preschool children.	
March 13	**Wrap-Up & Exam Review**		
March 15	**MIDTERM #2**		
March 18	**Family**		
March 20	**Family**	Lansford (2022). Annual research review: Cross-cultural similarities and differences in parenting.	
March 22	**Peers**		
March 25	**Peers**	Zhang et al. (2018). Characteristics of likeability, perceived popularity, and admiration in the adolescent peer system in the United States and China.	
March 27	**Peers**	Mikami et al. (2019). Online social interactions predict academic and emotional adjustment in the transition to university.	
March 29-April 1	**EASTER BREAK**		
April 3	**Moral Development**		
April 5	**Moral Development**	Zhao et al. (2018). Young children are more likely to cheat after overhearing that a classmate is smart.	Positionality Assignment: "Final" Due
April 8	**No class—work on final projects**		No in-person class
April 10	**Project Sharing Day!**		
April 12	**Wrap-up & review**		Final Project Due