

Psychology 302/901 Infancy
Wednesdays, Hennings 202, 5-8 pm

PREREQUISITES

Enrollment in this course is restricted to students with second year standing or higher. 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 have introductory level knowledge of theoretical approaches and methods in psychology, 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. Exceptions can be made, but only in consultation with me or your TA. Please check your eligibility and take appropriate steps before the add/drop date passes.

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. I am grateful to them for their thoughtful stewardship of this land and its people.

EDI 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, religious, 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 and the inclusion of multiple assessment methods. As well, given research indicating that having a recommended rather than required text actually disadvantages learners from minority backgrounds, I have returned to making the textbook required.

Full inclusion requires all of us working together in a respectful environment, and I know we can create such an environment in the class. Critical to this is not only listening and speaking respectfully to one another, but also feeling valued and listened to. As such, please always reach out to me or Erica Dharmawan, the 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	Office Location	Office Hours
<i>Course Instructor</i> Dr. Janet Werker (she/her)	Email: jwerker@psych.ubc.ca I will reply within 24-48 hours, except on weekends or holidays	Kenny 2404	Wednesdays 12-1 on Zoom Join Zoom Meeting https://ubc.zoom.us/j/7692765622?pwd=SzA0a2piM09Saitxc1FhVzU2MjZldz09 Meeting ID: 769 276 5622 Passcode: 479739
<i>Teaching Assistant</i> Erica Dharmawan (she/her)	Email: edharmawan@psych.ubc.ca I will reply within 24-48 hours, except on weekends or holidays	Kenny 4224	Tuesdays 5-6 on Zoom Join Zoom Meeting https://ubc.zoom.us/j/69037046289?pwd=jKrqZ2ox3nK3bA0wbftTNDqhie2eVk.1 Meeting ID: 690 3704 6289 Passcode: 454410

COURSE INSTRUCTOR BIOGRAPHICAL STATEMENT

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

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

While I love all stages of human development, infancy has always been the most fascinating period for me both for research and teaching – in part because of its tight links to biology but also because of the rapid changes that occur in all aspects of development, the evidence for powerful learning, and the remarkable foundations of cognitive, language, emotional and social development that are in place at birth and/or rapidly emerging. My goals in teaching this course are to enable you to better understand: 1) how theory guides research, 2) how best to critically evaluate research, 3)

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Syllabus

how essential it is to consider development from birth (conception, really) in order to fully understand psychological functioning, but also 4) to equip you with the essential knowledge for becoming a parent, educator, aunt, uncle, friend, or simply informed member of society, in the future.

TEACHING ASSISTANT STATEMENT

Hi! My name is Erica, and I'm excited to be part of PSYC 302's teaching team. I am a 4th Year PhD student studying Developmental Psychology. I received both my Bachelor's and Master's degrees from UBC!

My research focuses on how school-aged children understand brand names that indicate the producers of particular categories of objects and how their learning of brand names may be related to their knowledge of count nouns that label the associated categories. Specifically, I am interested in how children categorize and evaluate manufactured products based on the identity and intentions of their makers.

I am happy to talk about course content, my research and how to get into research during my office hours, so feel free to pop by via Zoom. Have a great semester!

COURSE TEXTBOOK

Text: *Infancy: The Development of the Whole Child*, (2023). By Lisa M. Oakes, Vanessa LoBue, and Marianella Casasola. Published by Sage Publishers. You can order the online version directly from Vital Source:
<https://www.vitalsource.com/en-ca/products/infancy-lisa-m-oakes-vanessa-lobue-v9781071831007>

COURSE STRUCTURE

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

This course is "in-person" and thus it will be designed for in-person participation for all course components. Except under special circumstances lectures will not be live streamed or posted on Canvas. Lecture slides, readings, and on-line materials will be accessible through Canvas. Slides will be posted prior to each class, and will sometimes be changed afterwards if we ended up not covering all the material, or deviating from the pre-posted slide material. While these resources are available, they do not substitute for attendance, and you are expected to attend in person. Indeed, answers to questions that come up in class, or discussions that occur (planned or spontaneous) are all part of the material you will be expected to know for exams.

ACCOMODATIONS FOR MISSING CLASS, ILLNESSES, EMERGENCIES, ETC.

If you are unable to attend class, please reach out to your peers in class to trade notes on class material. In addition, please feel free to come to my office hours or Erica's office hours.

EXAMS:

- There are 2 midterms and 1 final, but if you are ill (or something else comes up), a make-up midterm will be arranged . If you know in advance (e.g. on a traveling team) you cannot write the exam, you should contact the instructional team *prior* to the exam, and it will need to be written within 1 week of the midterm so that the other students can receive feedback on their exams as soon as possible. Please note that make-up exams may be different than the original.
 - If you are sick on a final exam day, you must apply for deferred standing (an academic concession) through your faculty advising office 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://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions>
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IF YOU NEED TO MISS CLASS BECAUSE OF ILLNESS OR EMERGENCIES:

- Make a connection early in the term to another student or a group of students in the class. You can help each other by sharing notes. If you don't yet know anyone in the class, post on the discussion forum to connect with other students.
 - Use the discussion forum for help.
 - Come to office hours (they're online, so you can join from anywhere).
 - If you are concerned that you will need to miss a particular key activity due to illness, or a known absence in advance, contact us to discuss.
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**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 (but still surprisingly capable cognitively) newborns to walking, talking, intentional beings, with likes, dislikes, friends, expectations, and sophisticated reasoning abilities. This course is designed to introduce you not only to the content of infancy research, but to current theories and recent empirical work, with an emphasis on ensuring we include papers by often underrepresented communities. The goals of the course are 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 these goals, there will be a combination of text and original research articles.

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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. To address this inequity, some of the selected readings will highlight work by scholars from these previously excluded communities.

Date	Important Notes	Topic & Required Text Reading	Empirical Paper Reading
September 4th		Chapter 1: How & Why Study Infancy	Wang, J. & Feigenson, L. (2019). Is empiricism innate? preference for nurture over nature in People's beliefs about the origins of human knowledge. <i>Open Mind</i> (Cambridge, Mass.), 3, 89-100. https://doi.org/10.1162/opmi_a_00028
September 11th		Chapter 2: Biological and Brain Development	[OPTIONAL] Krol, K. M., Moulder, R. G., Lillard, T. S., Grossmann, T., & Connelly, J. J. (2019). Epigenetic dynamics in infancy and the impact of maternal engagement. <i>Science Advances</i> , 5(10), eaay0680-eaay0680. https://doi.org/10.1126/sciadv.aay0680
September 18th		Chapter 3: Prenatal , Sensory Development and the Newborn	Brannon, T. N. (2024). Antiracism and positive intergenerational (infant) outcomes: A county-level examination of low birth weight and infant mortality. <i>Proceedings of the National Academy of Sciences - PNAS</i> , 121(15), e2320299121-e2320299121. https://doi.org/10.1073/pnas.2320299121
September 25th		Chapter 4: Perception	Zanon, M., Lemaire, B. S., Papeo, L., & Vallortigara, G. (2024). Innate sensitivity to face-to-face biological motion. <i>Iscience</i> , 27(2), 108793-108793. https://doi.org/10.1016/j.isci.2024.108793
October 2nd	Midterm 1	Chapter 5: Physical and Motor Development	Karasik, L. B., Tamis-LeMonda, C. S., Ossmy, O., & Adolph, K. E. (2018). The ties that bind: Cradling in tajikistan. <i>PloS One</i> , 13(10), e0204428-e0204428. https://doi.org/10.1371/journal.pone.0204428
October 9th	Assignment Option #1 Due on Friday, October 11th	Text, Chapter 7: Infant's Developing Understanding of the World	Wu, Y., Merrick, M., & Gweon, H. (2024). Expecting the unexpected: Infants use others' surprise to revise their own expectations. <i>Open Mind</i> (Cambridge, Mass.), 8, 67-83. https://doi.org/10.1162/opmi_a_00117
October 16th	Guest Lecture from Dr. Kyle Danielson, Professor of Teaching, UofT	Text, Chapter 6: The Development of Cognitive Skills	Perez, J., & Feigenson, L. (2022). Violations of expectation trigger infants to search for explanations. <i>Cognition</i> , 218, 104942; pp 1-9. https://doi.org/10.1016/j.cognition.2021.104942
October 23rd		Text, Chapter 8: The development of play and symbols	DeLoache, J. S., Miller, K. F., & Rosengren, K. S. (1997). The credible shrinking room: Very young children's performance with symbolic and nonsymbolic relations. <i>Psychological Science</i> , 8(4), 308-313. https://doi.org/10.1111/j.1467-9280.1997.tb00443.x

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October 30th	Midterm 2	Text, Chapter 9: Language Development	Campbell, E., Casillas, R., & Bergelson, E. (2024). The role of vision in the acquisition of words: Vocabulary development in blind toddlers. <i>Developmental Science</i> , 27(4), e13475-n/a. https://doi.org/10.1111/desc.13475
November 6th	Assignment Option #2 Due on Friday, November 8th	Text, Chapter 9: Language Development	Weatherhead, D., Kandhadai, P., Hall, D. G., & Werker, J. F. (2021). Putting mutual exclusivity in context: Speaker race influences monolingual and bilingual infants' Word-Learning assumptions. <i>Child Development</i> , 92(5), 1735-1751. https://doi.org/10.1111/cdev.13626
Date	Important Notes	Topic & Required Text Reading	Empirical Paper Reading
November 13th	Midterm Break		
November 20th		Text, Chapter 10: Emotional Development	Broesch, T., Callaghan, T., Henrich, J., Murphy, C., & Rochat, P. (2011). Cultural variations in Children's mirror self-recognition. <i>Journal of Cross-Cultural Psychology</i> , 42(6), 1018-1029. https://doi.org/10.1177/0022022110381114
November 27th	Guest Lecture Moral Development: Dr. Kiley Hamlin, UBC Psychology	Text, Chapter 11: Social Development	Thomas, A. J., Saxe, R., & Spelke, E. S. (2022). Infants infer potential social partners by observing the interactions of their parent with unknown others. <i>Proceedings of the National Academy of Sciences - PNAS</i> , 119(32), e2121390119-e2121390119. https://doi.org/10.1073/pnas.2121390119
December 4th		Text, Chapter 12: The Context of Development	Troller-Renfree, S. V., Costanzo, M. A., Duncan, G. J., Magnuson, K., Gennetian, L. A., Yoshikawa, H., Halpern-Meehin, S., Fox, N. A., & Noble, K. G. (2022). The impact of a poverty reduction intervention on infant brain activity. <i>Proceedings of the National Academy of Sciences - PNAS</i> , 119(5) https://doi.org/10.1073/pnas.2115649119 Kozak, K., Greaves, A., Waldfogel, J., Angal, J., Elliott, A. J., Fifier, W. P., & Brito, N. H. (2021). Paid maternal leave is associated with better language and socioemotional outcomes during toddlerhood. <i>Infancy</i> , 26(4), 536-550. https://doi.org/10.1111/inf.12399
December 13th	Assignment Option #3 Due on 13th		
TBD	Final Exam (Date to be determined by the University)		

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

LEARNING ACTIVITIES

Students are expected to participate in class discussion, group activities, Top Hat (or Qualtrics) questions/surveys, and the discussion board in Canvas. As noted, for your assignment, you are able to either work in groups of three or four.

LEARNING MATERIALS

There will typically be one required reading per week. As one of the goals of this course is to give you the skill set to read and understand original empirical research articles, many of your required readings are journal articles. As well, there are 12 text chapters assigned as required. All required readings, as listed in the course schedule, are posted on Canvas. You can purchase either the full textbook, as listed below, at the bookstore, or you can purchase an online version of the text from VitalSource.com.

Infancy: The Development of the Whole Child, (2023). By Lisa M. Oakes, Vanessa LoBue, and Marianella Casasola. Published by Sage 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 at least WEEKLY for updated information. Lecture slides will typically be posted by the evening before the class.

ASSESSMENTS OF LEARNING

Grades will be determined on the basis of two in person written Midterm Exams (25% and 30%) as noted on the syllabus, a Final exam worth (35%) as scheduled during the final exam period, and one 3-part Assignment (10%). The midterm you perform the best in will be worth more (e.g., 30%) than your other midterm (25%).

EXAMS:

- Each midterm will be 60 minutes in length and will cover the material only from that portion of the course (up through the week preceding the midterm). Midterms will consist of multiple choice questions.
- The final exam will be 60 minutes in length and will focus on the lecture and reading material from the final portion of the course, but will also test cumulative knowledge from the entire course that continued to be relevant in the final section of the course. The final exam will also be multiple choice.

ASSIGNMENTS:

- Step 1. Get into groups of three or four and select a topic and claim. You must email your teaching assistant, Erica, with the names of the people in your group and the topic you would like to do your assignment on by September 17th. If you do not do so by this date, the teaching team will assign you a group and a topic. Once you have selected your group, your selection is locked (i.e., you cannot change your assignment group). A maximum of 5 groups can sign up for each topic. We have provided a list of pre-approved claims below.
 - o If you would like to create an infographic based on a different claim, please make sure it still aligns with one of the twelve course chapters and email your teaching assistant (Erica) a link to the claim so that she can approve the claim. If you choose to do so, you must email Erica by September 17th.
- Step 2. Create an Infographic [10 points]. Your infographic should contain three main components.
 - o First, include a sentence that summarizes the claim made [worth 1 point].
 - o Second, raise three points [worth 2 points each] about how this claim relates (e.g., is consistent or inconsistent, may only apply to some but not all cultures) to course readings and content, and evaluate the claims made.
 - o Third, include information that improves the claim that you selected [worth 3 points].
- Notes on Submission: While you will hand in only one infographic, there are three possible due dates for this assignment, one corresponding to each section of the course: Friday October 12th, Friday November 9th and Friday December 14th. You must submit your infographic by 11:59 PM on the appropriate due date. For example, if you select to create an infographic about perception (Chapter 4), you must submit your assignment by Friday, October 12th. See table below for a full description of when assignments are due and the list of pre-approved media/online claims to evaluate.

Assignment Option 1 Due Date: Friday, October 12th	Assignment Option 2 Due Date: Friday, November 9th	Assignment Option 3 Due Date: Friday December 14th
Option 1: How & Why Study Infancy	Option 5: Physical and Motor Development	Option 9: Language Development
Option 2: Biological and Brain Development	Option 6: The Development of Cognitive Skills	Option 10: Emotional Development
Option 3: Prenatal , Sensory Development and the Newborn	Option 7: Infant’s Developing Understanding of the World	Option 11: Social Development
Option 4: Perception	Option 8: The Development of Play and Symbols.	Option 12: The Context of Development

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

GRADE DISTRIBUTIONS & SCALING

In the Psychology Department, we aim to offer learning experiences that welcome and challenge all students to engage meaningfully in our discipline. We strive for grades that accurately reflect student learning and achievement of course learning objectives, rather than solely reflecting their performance relative to others.

In Psychology at UBC-V, we employ department-wide grading standards to promote equitable alignment, supporting students and course instructors as they learn and teach across many diverse courses and sections. For each Course Section, instructors should aim for a grade average in the following Target Ranges (before any bonus HSP points are added). : **B- (68-71%) in Introductory 100-level and 200-level courses; B (72-75%) in Intermediate 300-level courses; B+ (76-79%) for Advanced 400-level courses and Selective-Entry lower-level courses** (e.g., PSYC 277, 278, 312, 370, 371, 349, 359, 365). Ranges are intended to provide some flexibility to instructors and account for differences that can occur between classes. Ranges increase across year levels to account for improvements in student learning, and students' ability to self-select into more specialized courses.

During the course, instructors may choose to adjust grades and/or difficulty of the assessments, to align with the Target Range. At the end of the course, if the average falls outside the Target Range (either direction), instructors will typically be expected to use a linear transformation to adjust final grades (i.e., add or subtract the same number of points to all students' marks, while ensuring no student fails the course due to this transformation). If a course mean falls in within one +/- letter grade band above the Target Range (e.g., in the B+ range for Intermediate courses), and the instructor believes these grades to be justified, the instructor may submit a justification request using the departmental approval final grades submission form, and the grades may stand. This Upper Range is intended to inspire further excellence in learning and teaching and allow for the possibility that some classes select for higher performing students. Courses with means exceeding the Upper Range will be expected to provide justification as well as use a linear transformation to fall within the Upper Range.

Grades are not official until they appear on students' academic record. Students 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

Human Subject Pool (HSP)

You can gain research experience by serving as a participant in one of the many different psychological studies that are being conducted by the department. For each hour of experimental participation you can earn one credit towards your final grade, for up to three extra credits. You can sign up for studies by visiting <https://ubc-psych.sona-systems.com/>. If you prefer, you can earn these same extra credits (again up to three extra credits) by completing a library-writing project, in which you read and summarize a peer-reviewed research article. You can find out more about how you can

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earn extra credits at <https://psych.ubc.ca/hsp>. There you will find a detailed guide about how to participate in the HSP, how-to videos, and a list of frequently asked questions.

Library Assignment Update for Winter Term 1 2024-2025:

The class ID is 35938309, class name is "HSP W1 2024-2025" and password is "Research".

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

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: <http://students.ubc.ca/about/access> or 604-822-5844. Resources and accommodations for students living with physical, mental, and/or learning disabilities.

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.

COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

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

ACADEMIC INTEGRITY

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 (i.e., we don't copy or buy papers, we don't cheat on exams) and we don't take credit for someone else's work (i.e., we include citations and references).

Students are expected to comply with all university regulations regarding academic integrity; including plagiarism, cheating, and submitting your own work more than once. Policy guidelines can be found at:

<http://vpacademic.ubc.ca/integrity/ubcregulation-on-plagiarism/>.

CITING VS. PLAGIARISM

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 TAs *before* any assessment is begun. In addition, a helpful guide can be found at <https://learningcommons.ubc.ca/resourceguides/understand-academicintegrity/?login>.

Whereas you might be allowed to use Chat GPT or other on-line content creation platforms in some of your other courses, you are required to do your own writing – both for the Infographic and for the HSP written extra credit assignment (if you choose that).

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/policy69.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>