PSYC 302 Infancy: Syllabus

Tuesday, Student Hours Available (more info here).

Thursday, Interactive Learning Session in Henning Floor 1 Roo

Prof Lauren Emberson (feel free to call me Prof E, she/her)
with kiddos Alba (they/he, 4) and Elia (she/her, 7)
See Instructional Staff Communication Policy here)
For fastest response, post on Canvas Discussion Boards.
Student Hours 230-430pm on Tuesdays.
All Student Hours are held virtually in this Zoom room
More info re Student Hours here)
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 3:30-4:30
Zoom room link
or Meeting ID: 627 4145 4778, Passcode: 511104
Email (for urgent, personal/private issues only) mj2653@mail.ubc.ca
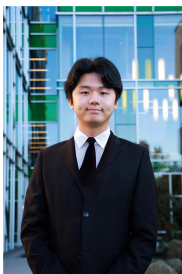
Kelvin Ng (he/him)
For fastest response, post on Canvas Discussion Boards.
Student Hours (drop-in, group, virtual): Tuesdays from 2-3
Zoom room link
or Meeting ID: 684 9915 0966, Passcode: 005181
Email (for urgent, personal/private issues only) kelvinky@student.ubc.ca

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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 2SLGBTQIA+ identity, neuro-diversity and so-called 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 through making this a welcoming learning environment for each of you. This approach 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 transparency in and avenues for asking questions and seeking help. As well, given research indicating that having a recommended rather than required text actually disadvantages learners from minoritized backgrounds, I have returned to making several chapters from the textbook required. I have opted for the inclusion of an online version which is more cost effective in addition to a loose leaf version for folks who prefer physical copies. **If you are struggling with resource restriction**, please reach out to Prof E as she has extra textbooks (currently only the previous 6th edition but it will be sufficient) 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 the related topics of 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. I have been a member of the EDI committee for the last three years and lead the Dialogue and Learning Working Group. 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 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.

- 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 centered 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.

- Use QALMRI method for reading and understanding the primary literature in developmental psychology

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 comprised of Modules with a new Module released most weeks on Friday. You will start the module by watching a series 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 and the TAs during Student Hours on Tuesday. We will not meet in the classroom on Tuesday during scheduled class time.
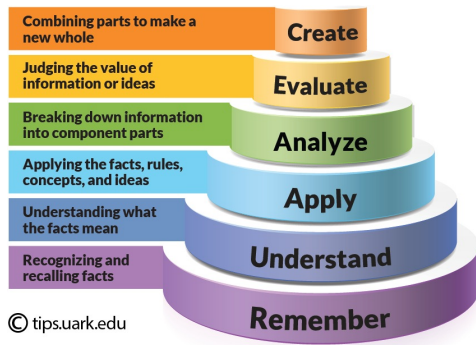
By Wednesday, you will have completed your online materials. To give you (and me, Prof E) feedback regarding your understanding of key points from the lectures and readings and you will complete an online Mastery quiz by 11:59pm on Wednesday. Mastery quizzes will be worth 25% of your final grade. They are multiple choice quizzes (approximately 10 questions). We will often examine key questions of the Mastery quiz during the Interactive Learning Sessions on Thursday.

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) 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 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 taxomy 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 (in addition to leading the UBC Baby Learning Lab), 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 300 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 and other avenues of support which are more enriching. 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. You are able to have a one-on-one conversation in Student Hours through requesting a break-out room. If you have an urgent question that is personal/private (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 private: 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 request a break out room during the Student Hours with either Prof E or the TAs. 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: 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. We will not answer questions about grades over email except in very specific circumstances. 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 a Canvas Discussion Board so that everyone in the class can see it. 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 solu-

tion 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 experiences 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. Both the TAs and Prof E hold drop-in student hours. These are group student hours but we can create break-out rooms to meet one-on-one with students for personal questions, at their discretion. If you want to request a break-out room or private chat during Student Hours simply log onto the Student Hours and send a dm to the TA or Prof E or communicate in any way that you feel comfortable and they will create space for a private conversation.

You are also welcome to chat with Prof E before and after the Thursday Interactive Learning Sessions.

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 or Canadian 7th Edition, Siegler, Saffran, & Gershoff. If you are experiencing resource-restriction, please contact Prof E (you are welcome to email in this case) as she has some copies of the 6th edition 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:
Section 004 (2pm) 6th edition, BEST PRICE or Section 004 2pm, 7th edition online or loose leaf

Section 005 (3:30pm) 6th edition, online only BEST PRICE or Section 005, 3:30pm, 7th edition online or loose leaf

You may purchase the version of the textbook with the publisher's learning software, Achieve. 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 of the 6th edition 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 MacMillian 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 2pypah**. 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, 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 Grade	15%
Generalization Assignments	60%
Total	100%
HSP Extra Credit	3%
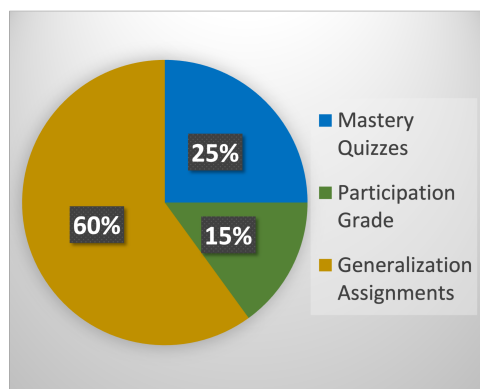
Mastery Quizzes, 25%: Mastery quizzes are online and will be made available alongside the online lecture materials each week (see Weekly Class Schedule and Structure of the Class Above). The Mastery Quizzes are not cumulative and only cover the material for a single Module. This material includes what 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 chronic 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.

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, 15%: There three aspects to this part of your grade. Participation in Interactive Learning Sessions 14%, Mastery Quiz 0, 1%.

You will receive 14% of your final grade for participation in the activities during Thursday interactive learning session. Your interaction with these activities will increase your learning and 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 not able to live close to campus, who is balancing health challenges including mental 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 participation credit either through attending class and submitting "evidence" (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.

You can mix and match between in-person and asynchronous options for participation across modules. However, you can only receive participation credit once per module. 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 the full 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].

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 to give you a sense of what mastery quizzes are like. 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 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 collective 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

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, but including any mandatory HSP points): 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.

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   Well-being Resources

I encourage you to look at the UBC Psychology Department guide for a list of up-to-date resources. It is available on Canvas at https://canvas.ubc.ca/enroll/ERJB9T. You can also find an excellent list of resources including for mental health support at the UBC Psychology website, https://psych.ubc.ca/edi/resources/.

PSYC 302 Infancy: Outline

Tuesday, Student Hours Available.

Thursday, Interactive Learning Session in Henning Rm 202

Date	Topic	Readings	Assessments
In-person: Jan 9	**Introduction to Course**	None	None
Module 0 In-person: Jan 16	**Why Study Infancy?**	6th edition/7th edition: Chapter 1, p.1-22 or Sections 1.1-1.3 end with Theme 6.	Module 0 Mastery Quiz: for completion only Questions for Generalization Assignment #1 posted
Module 1 *No in-person activities Jan 23**	**Learning & Our Earliest Memories** Note: No in-person learning Jan 23	Kingo, O. S., Berntsen, D., & Krøjgaard, P. (2013). Adults' Earliest Memories as a Function of Age, Gender, and Education in a Large Stratified Sample. 6th edition: Chapter 5, p.182-190 or Section 5.3 7th edition: Chapter 5, p.188-196 or Section 5.3	Mastery Quiz, Wednesday 11:59pm
Module 2 In-person: Jan 30	**Nature/Nurture Genetics/Epigenetics Sex and Gender**	6th edition: Chapter 3, p.78-95 or Sections Intro, 3.1, 3.2 6th edition: Chapter 15, p.524-543 or Sections 15 Intro, 15.1, 15.3, to the Infancy and Toddlerhood 7th edition: Chapter 3, p.83-100 or Sections Intro, 3.1, 3.2 7th edition: Chapter 15, p.528-534 or Sections Intro, 15.1, 15.3 to end of Infancy and Toddlerhood	Mastery Quiz, Wednesday 11:59pm

Date	Topic	Readings	Assessments
Module 3 In-person: Feb 6	**Prenatal Development and Birth** **Early Adversity** Guests: Dr. Lily May and our TAs	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.* 6th edition: Chapter 2, p.40-53, p.63-69 p.73-74 or Sections 2 Intro, 2A, 2.3, 2.4: Multiple-Risk Models 6th edition: Chapter 12, p.441-452 or Sections 12B 7th edition: Chapter 2, Intro and Section 2.1 or p.42-55, Section 2.3, 2.4 until Negative Outcomes at Birth or p.66-73, and Multiple Risk Models or p.77-78 7th edition: Chapter 12, Section 12.4 or p.448-457	Mastery Quiz, Wednesday 11:59pm Generalization Assignment #1 due, Feb 9 at 11:59pm Generalization Assignment #2 questions posted
Module 4 In-person: Feb 13	**Brain Development** **Neurodiversity** Guest: Dr. Manon Ranger	Belmonte, M. & Gomot, M. letter to participants from 2010, linked in Module on Canvas 6th edition: Chapter 3, Section 3.3, p.96-104 7th edition: Chapter 3, Section 3.3, p. 101-108	Mastery Quiz, Wednesday 11:59pm
No in-person activities Feb 20	**Spring Break**	No new content, catch up and self-care time!	None
Module 5 In-person: Feb 27	**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 2 11:59pm Generalization Assignment #3 questions posted
Module 6 In-person: Mar 6	**Emotion & Attachment**	Morales et al. (2021). Infant temperament prospectively predicts general psychopathology in children. Development & Psychopathology Guest Textbook: Berk, L. (2012): Emotional Development. 6th edition: Chapter 11, p.387-	Mastery Quiz, Wednesday 11:59pm

Date	Topic	Readings	Assessments
Module 8 In-person: Mar 20	**Sensorimotor Development**	Karasik, L. B., Tamis-LeMonda, C. S., Ossmy, O., & Adolph, K. E. (2018). The Ties that Bind: Cradling in Tajikistan. 6th edition: Chapter 5, 157-183 or Sections 5 Intro, 5A, 5B: 5.2 Motor Development	Mastery Quiz, Wednesday 11:59pm
Module 9 In-person: Mar 27	**Conceptual Development**	Piantadosi, S., Jara-Ettinger, J. & Gibson, E., (2014). Children's learning of number words in an indigenous farming-foraging group. Developmental Science. 6th edition: Chapter 7, p.233-241, p. 262-265 or Sections 7 Intro, 7A until Theory of Mind and 7B Number until Relations..	Mastery Quiz, Wednesday 11:59pm
Module 10 In-person: Apr 3	**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 Generalization Assignment #4 Due April 6th at 11:59pm Participation grade calculated, April 6th at 11:59pm