

Psychology 302-002 Infancy
Tuesdays, Brock Commons South Room 1030, 4-7 pm

UBC CALENDAR DESCRIPTION

Human cognition, perception, motor, social, emotional needs, brain development and their interactions from birth until the emergence of language. Strongly recommended: PSYC 101, 102, and one of PSYC 216, PSYC 217, or 277. Restricted to students with second-year standing or higher.

UBC VALUES

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/policies-resources-support-student-success/>)

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>

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, more time and more vehicles for questions and discussion in class, and the selection of a text books that explicitly addresses EDI issues. 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.

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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 your TA Erica Dharmawan, should anything in the course or classroom (including anything said) make you uncomfortable. 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	Wednesday 12-1 on Zoom; or meeting in person if requested 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	Monday 10am-11am 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 immigrated to Canada. I received my PhD from UBC, and then moved with my husband and two young sons to Halifax for 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

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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) 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 5th 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: How Children Develop (Canadian Edition) with Achieve, 7th Edition, 2024. By Robert S. Siegler; Jenny Saffran; Susan Graham; Elizabeth Gershoff. Published by MacMillan Publishers. You can order either the e-book (including Achieve) or the loose leaf (with Achieve) from the bookstore. We will be using the accompanying Achieve for class work, so please make sure you get the full package. It's a great book, and we will be using it fairly heavily.

COURSE STRUCTURE

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

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 for any reason, 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. If you are ill (or something else comes up) on the day of the midterm (see schedule below), one make-up midterm session will be arranged within 1 week of each midterm. 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 will 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 (or I) NEED TO MISS CLASS BECAUSE OF ILLNESS, OBSERVANCES, 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.
 - If I need to miss a class due to illness or other unforeseen events, I will either arrange to hold the class on-line, record and post the lecture material, or find a substitute to cover that week's class
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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

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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, exercises and videos (some in Achieve), and original research articles.

As noted earlier in the syllabus, there is a profound history of exclusion of women and people from indigenous and racialized minorities, including within academia. To address this inequity, some of the selected readings will highlight work by scholars from these previously excluded communities, and/or address different cultural practices.

Date	Important Notes	Topic & Required Text Reading	Additional Assignment
Sept 9 (no class Sept 2, Imagine Day)	Prof and TA both lecturing	Chapter 1: An Introduction to Child Development	
Sept 16		Chapter 2: Prenatal Development and the Newborn Period	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
September 23rd		Chapter 3: Biology and Behaviour	
September 30		NO CLASS – Truth & Reconciliation Day	
October 7	Midterm 1, from 4-5, then lecture	Chapter 4: Theories of Cognitive Development	Stahl, A.E. & Feigenson, L. (2015). Observing the unexpected enhances infants' learning and exploration. <i>Science</i> , 348(6230), 91–94. 10.1126/science.aaa3799
October 14	Prof and TA both lecturing	Chapter 5: Perception, Action, and Learning	
October 21	*Ch 7 here; Ch 8 later	Chapter 7: Conceptual Development	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
October 28	Midterm, then lecture	Chapter 6: Language Development	
Nov 4		Chapter 6: Language Development Continued	Byers-Heinlein K, Lew-Williams C. Bilingualism in the Early Years: What the Science Says. <i>Learn Landsc</i> . 2013 Fall;7(1):95-112. https://pubmed.ncbi.nlm.nih.gov/30288204/
Nov 11	No class	Midterm Break	
Nov 18		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</i>

			<i>Psychology</i> , 42(6), 1018-1029. https://doi.org/10.1177/0022022110381114
Nov 25		Chapter 11: Attachment	
Dec 2		Chapter 14: Moral Development & Review with Discussion of Early Adversity	You can read the whole chapter if you want, but we will be covering the sections relevant for infancy (particularly The Development of Prosocial Behavior, the Development of Conscience, and The Origins of Individual Differences in Prosocial Behavior, and some parts of The Origins of Aggression and Antisocial Behavior).
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, any class group activities, Top Hat (or Qualtrics) questions/surveys, and the discussion board in Canvas.

LEARNING MATERIALS

In addition to the required chapters in the text, as noted above, there will be required (and optional) activities in Achieve, all designed to help you achieve your learning goals. As one of the goals of this course is to give you the skill set to read and understand original empirical research articles, there are also a handful of assigned journal articles. Key information will be posted on Canvas, including your course outline, links to assignments on Achieve, 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

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Grades will be determined on the basis of two on Canvas (to be taken in the classroom) Midterm Exams (25% and 30%) as noted on the syllabus, a Final exam worth (35%) as scheduled during the final exam period, and your Achieve assignments (10%). The midterm you perform the best in will be worth 30% and the other 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 and short answer questions.
 - The final exam will be 120 minutes in length and will focus on the material from the final portion of the course, but will also test cumulative knowledge from the entire course. The final exam will also consist of multiple choice and short answer questions.
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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-	B+	76-	C+	64-	D	50-
	100%		79%		67%		54%
A	85-	B	72-	C	60-	F	0-

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	89%		75%		63%	49 %
A-	80-	B-	68-	C-	55-	
	84%		71%		59%	

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

EXTRA CREDIT

Human Subject Pool (HSP)**Extra Credit via the Human Subject Pool (HSP)**

As part of this course, you are invited to earn **3% extra credit (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 ½ hour credit with a brief online survey that will increase your eligibility for more studies.**

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

Alternative assignment:**The Library Option**

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

Requirements:

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

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

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

You are to submit your article and your summary to turnitin.com. If you don't have a turnitin account already (from a previous course), you will need to create a user account in Turnitin. **For the library assignment the class ID is 49567461, class name is "HSP 2025 Winter 1", 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:

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).

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.

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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 in all of your assignments (including 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/policy_69.html).