INFANT AND CHILD DEVELOPMENT
PSYC 335 (A01) CRN 22607 Spring 2020

Lecture Time: Tuesdays, Wednesdays, and Fridays 11:30am-12:20pm
Location: HSD A240
Course Websites: http://coursespaces.uvic.ca/
https://login.nelsonbrain.com/course/MTPQZ42NMJ92

Instructor: Elizabeth Wachala (ewachala@uvic.ca)
Office: COR A215
Office Hours: Fridays 10:15-11:15am or by appointment

Teaching Assistant: Christina Robillard (christinarobillard@uvic.ca)
Office: COR A057
Office Hours: Wednesdays 12:30-1:30pm or by appointment

Course Description: This course provides a broad overview of infant and child development ranging from the prenatal period to late childhood/early adolescence. Guided by prominent developmental psychology theories and current research, we will see how the dynamic interplay between genetics and environment during these early years promote changes in brain and physical development, cognitive processes, language acquisition, socioemotional and moral development, and the personality and sense of self.

Prerequisites: PSYC 201 and PSYC 243. Students who remain in courses for which they do not have the prerequisites do so at their own risk. Those who complete courses without prerequisites are not exempt from having to complete the prerequisite courses at some later date if such courses are required for the degree program. Students are responsible for checking their registration by the add/drop deadline.

Required Materials:


2. MindTap code – enables you to access online textbook content and activities

The textbook (loose-leaf version) and MindTap code come bundled together for approximately $139. Alternatively, you can buy a standalone MindTap code for approximately $108, which also gives you access to an electronic version of the textbook. If you buy a used copy of the textbook, you will still need to buy a standalone MindTap code.

The link to our course MindTap site is: https://login.nelsonbrain.com/course/MTPQZ42NMJ92. Follow the prompts to register using your individual MindTap code.
Course Evaluation:

- Reflection assignments – 30% (2 x 15%)
  - Throughout the term, you will be asked to complete two reflection assignments
    online (MindTap or CourseSpaces) based videos or readings assigned ahead of
    time. Assignments will be due by 11:59pm on each given due date.

- Midterms – 70%
  - Each midterm consists of an in-class multiple choice (MC) portion and a take-
    home short answer (SA) portion online that will be timed, to be completed prior
    to the next class (see schedule below). Both parts must be completed for the
    entire midterm grade to count. There is no official final exam.
    - Midterm #1 (Jan. 31) – 25%: Chapters 1-6 and lectures from weeks 1-4
    - Midterm #2 (Mar. 6) – 20%: Chapters 7-11 and lectures from weeks 5-8
    - Midterm #3 (Apr. 3) – 25%: Chapters 12-17 and lectures from weeks 9-12

Grading Scale:

Grades are assigned in accordance with university standards (https://web.uvic.ca/calendar2019-09/undergrad/info/regulations/grading.html). Final grades will be rounded based on whether decimals fall at/above or below the 0.5 value (e.g., 79.5% is rounded up to 80%, while 79.4% is rounded down to 79%). Requests for final grade changes will only be considered if there has been a calculation error or proof is provided that a course component has been graded unfairly.

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Important Dates: https://web.uvic.ca/calendar2019-05/general/dates.html

Jan. 6: First day of class
Jan. 19: Last day for 100% reduction of tuition fees for dropped courses
Jan. 22: Last day to add fall courses
Jan. 31: **Midterm #1**; last day for paying term fees without penalty
Feb. 9: Last day for 50% reduction of tuition fees for dropped courses
Feb. 14: **Reflection #1 due**
Feb. 17-21: Reading Break
Feb. 29: Last day to drop courses with no academic penalty
Mar. 6: **Midterm #2**
Mar. 20: **Reflection #2 due**
Apr. 3: **Midterm #3**; last day of spring classes
Apr. 6-24: Exam period
Apr. 10-13: Easter Holiday (no exams)
## Course Schedule*

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
<th>Tests/Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan. 7, 8, &amp; 10</td>
<td>Intro to Developmental Psych. and its Research Strategies</td>
<td>Chapter 1</td>
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<td>Orientation to MindTap (Jan. 8)</td>
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<td>Theories of Human Development</td>
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<td>Chapter 2</td>
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<td>Jan. 14, 15, &amp; 17</td>
<td>Hereditary Influences on Development</td>
<td>Chapter 3</td>
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<td>Prenatal Development</td>
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<td>3</td>
<td>Jan. 21, 22, &amp; 24</td>
<td>Birth and the Newborn’s Readiness for Life</td>
<td>Chapter 5</td>
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<td>Physical Development</td>
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<td>4</td>
<td>Jan. 28, 29, &amp; 31</td>
<td>Review Midterm 1</td>
<td>Ch. 1-6</td>
<td>Midterm #1 in-class</td>
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<td>MC Fri. Jan. 31</td>
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<td>5</td>
<td>Feb. 4, 5, &amp; 7</td>
<td>Early Cognitive Foundations</td>
<td>Chapter 7</td>
<td>Midterm #1 take-</td>
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<td>Cognitive Development: Piaget, Case &amp; Vygotsky</td>
<td>Chapter 8</td>
<td>home SA due online</td>
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<td>before Feb. 4</td>
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<td>6</td>
<td>Feb. 11, 12, &amp; 14</td>
<td>Cognitive Development: Piaget, Case &amp; Vygotsky (cont’d)</td>
<td>Chapter 8</td>
<td>Reflection #1 due</td>
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<td>Cognitive Development: Information-Processing Perspectives &amp; Connectionism</td>
<td>(cont’d)</td>
<td>Feb. 14 by 11:59pm</td>
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<td>Chapter 9</td>
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<td><strong>February 17 – 21: Reading Break</strong></td>
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<td>7</td>
<td>Feb. 25, 26, &amp; 28</td>
<td>Intelligence: Measuring Mental Performance</td>
<td>Chapter 10</td>
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<td>Development of Language and Communication Skills</td>
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<td>8</td>
<td>Mar. 3, 4, &amp; 6</td>
<td>Review Midterm 2</td>
<td>Ch. 7-11</td>
<td>Midterm #2 in-class</td>
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<td>MC Friday Mar. 6</td>
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<td>9</td>
<td>Mar. 10, 11, &amp; 13</td>
<td>Emotional Development, Temperament &amp; Attachment</td>
<td>Chapter 12</td>
<td>Midterm #2 take-</td>
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<td>Development of the Self &amp; Social Cognition</td>
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<td>Chapter 13</td>
<td>before Mar. 10</td>
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<td>10</td>
<td>Mar. 17, 18, &amp; 20</td>
<td>Sex Differences &amp; Similarities, &amp; Gender-Role Development</td>
<td>Chapter 14</td>
<td>Reflection #2 due</td>
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<td>Moral Development &amp; Aggression</td>
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<td>Mar. 20 by 11:59pm</td>
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<td>Chapter 15</td>
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<td>11</td>
<td>Mar. 24, 25, &amp; 27</td>
<td>The Family Beyond the Family Context</td>
<td>Chapter 16</td>
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<td>Chapter 17</td>
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<td>12</td>
<td>Mar. 31, Apr. 1 &amp; 3</td>
<td>Review Midterm 3</td>
<td>Ch. 12-15</td>
<td>Midterm #3 in-class</td>
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<td>MC Fri. Apr. 3; SA</td>
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* This schedule is tentative; any changes will be announced in class and posted to CourseSpaces.
Preparing for Class:

All tests will be based on the assigned reading material and additional information presented in class and on CourseSpaces. It is to your benefit to attend class regularly and take notes. If you must miss class, it will be important to borrow notes from a classmate.

To enhance your learning experience and that of your classmates, please save your emailing, social media browsing, and other electronic pastimes for after class. Students who bring laptops to class should use them for note taking purposes only.

You will have opportunities to engage more deeply with the material through active class discussions and activities. Your input is valued and encouraged, as we all benefit from learning from each others’ diverse experiences. Reading ahead the assigned readings for each class will ensure even greater engagement with the material and comprehension of topics.

Students are expected to familiarize themselves with the Important Course Policy Information on the following pages. It is your responsibility to meet the posted deadlines; if you foresee difficulty meeting these deadlines, you must discuss alternate arrangements with the instructor in advance. Late assignments will be penalized 10% per day (e.g., an assignment that earns 80% would be reduced to 70% if handed in one day late) up to a maximum of five days, after which they will receive a mark of 0%. Students who miss tests will receive a mark of 0% unless they have a note from a medical or psychological professional, or a previously discussed family emergency, in which case the instructor should be notified within the same calendar day so that arrangements can be made for a makeup test. Students must show the original medical note to the instructor for validation. Makeup tests are held on Friday afternoons.

If you do not complete all midterms by the end of the term, you will receive a final course grade of N. A student whose ability to complete requirements is affected due to injury, family or personal affliction, or illness should immediately consult with a health professional and then look into the process of seeking an Academic Concession.

Respect for Accessibility, Safety, & Diversity:

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach your instructor and/or the Centre for Accessible Learning (CAL) as soon as possible. CAL staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

It is important that we co-create a classroom environment that is safe and inclusive for individuals of all backgrounds. The diversity of our collective experiences is a strength that can deeply enrich our learning and wellbeing. When contributing to class discussions, you are
encouraged to use strengths-based language that is respectful of differences in gender, sexuality, age, ability, socioeconomic status, ethnicity, and culture.

There may be certain topics we cover that evoke an emotional response. If any student experiences such an activating event, they are encouraged to approach the instructor or TA privately to discuss how we can best support them in coping with these triggers (including but not limited to referrals to Counselling Services).

**Feedback:**

I humbly welcome your constructive feedback on this course. Please feel free to bring forward any questions or concerns to myself or the TA throughout the course during our office hours. Additionally, toward the end of the term, you will have the option to complete an official Course Experience Survey (CES) about your learning experiences. These surveys can be done anonymously or with identifying information. Though not mandatory, your feedback is valued in helping me refine this course for future students, and for informing the Department of Psychology about their students’ satisfaction. You will receive an email inviting you to participate near the end of the course, which can be done on your computer or mobile device. Please ensure that your current email address is listed in MyPage (http://uvic.ca/mypage). If you do not receive an email invitation, you can also access the CES directly at http://ces.uvic.ca. A portion of one of the last lectures will be set aside for you to complete this survey.
Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see pages 309-312 of the UVic Calendar September 2019.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction (See UVic Calendar, September 2019, p. 49-51)

• What to do if you miss the final exam scheduled during the last day of classes

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.

OR, you can download the Request for Academic Concession form here: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

• What to do if you miss an exam other than one scheduled during the last day of classes

Do not apply at Records Services for a “Request for Academic Concession”. Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

• What to do if you require additional time to complete course requirements

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

OR, you can download the Request for Academic Concession form here: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf
Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic Integrity [https://web.uvic.ca/calendar2019-09/pdfs/undergraduate-201909_Part4.pdf](https://web.uvic.ca/calendar2019-09/pdfs/undergraduate-201909_Part4.pdf), (p.45-47, UVic Calendar September 2019). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else’s. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

6. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 46 in September 2019).

The definitive source for information on Academic Integrity is the University Calendar (p. 45-47 in September 2019) [https://web.uvic.ca/calendar2019-09/pdfs/undergraduate-201909_Part4.pdf](https://web.uvic.ca/calendar2019-09/pdfs/undergraduate-201909_Part4.pdf)

Other useful resources on Plagiarism and Cheating include:

1. The Study Solutions Office: [https://www.uvic.ca/services/counselling/success/study/index.php](https://www.uvic.ca/services/counselling/success/study/index.php)
2. The Ombudsperson’s office: [https://uvicombudsperson.ca/tips/plagiarism/](https://uvicombudsperson.ca/tips/plagiarism/)
   The Office of the Ombudsperson is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:
Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.
https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php

Counselling Services:
Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.
www.uvic.ca/services/counselling/

Health Services:
University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.
www.uvic.ca/services/health/

Centre for Accessible Learning:
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:
The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.
www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:
Mental health supports and services are available to students from all areas of the UVic community:
www.uvic.ca/mentalhealth/undergraduate/
Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

   Where: Sexualized violence resource office in EQHR, Sedgewick C119
   Phone: 250.721.8021
   Email: sypcoordinator@uvic.ca
   Web: www.uvic.ca/svp