

UNIVERSITY OF VICTORIA | DEPARTMENT OF PSYCHOLOGY
PSYC 335 (A01) – Infant and Child Development
Fall 2016
MWR 2:30-3:20pm
COR B112

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ABOUT THIS COURSE

This class is intended as a survey course covering psychological processes from conception through about 12 years of age. In this course we will review different theories of development and important topics in developmental research. We will focus on the topics of brain development, physical and motor development, cognitive processes, language acquisition, social-emotional and moral development, and the development of 'self' across the periods of infancy, toddlerhood, and childhood.

Learning Objectives

Many remarkable changes occur between birth and 12 years of age. By the end of the course you should be able to:

- Describe what some of these physical, cognitive, and socio-emotional changes are and explain how or why they occur.
- Understand the different theoretical perspectives that guide research in developmental science.
- Apply and translate knowledge of developmental processes to everyday, practical contexts.

Course Format

Class sessions will include lecture material, videos, demonstrations, and small group discussions/assignments designed to enhance and expand on material presented in the textbook. In addition to increasing your understanding of developmental psychology, I hope to foster a dynamic learning environment where we have the opportunity to exchange opinions and ideas with each other.

Course Website

All course materials including lecture slides, assignments, and grades are/will be posted on CourseSpaces (<http://coursepaces.uvic.ca>). All announcements and other important information regarding UVic's policies for academic integrity will also be posted on this site. You can access CourseSpaces by signing in with your NetLink ID.

Prerequisites

PSYC 100A & 100B and PSYC 201, or 201 and 243, or have permission from the instructor.

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) at some later time if such courses are required for the degree program. Students are responsible for checking their registration status by the add/drop deadline.

REQUIRED MATERIALS

Textbook: Younger, A. J., Adler, S. A., & Vasta, R. (2012). *Child Psychology: A Canadian Perspective* (3rd Edition). Toronto, Wiley.

Additional Readings: There are 3 required readings in addition to the textbook (please see tentative schedule). These will be posted on CourseSpaces as PDFs and can also be accessed via Library Services.

EVALUATION AND GRADING

Grades are not everything, but they are one way to motivate us and allow you to demonstrate your understanding of the course material. Your grade will be determined by your performance on the following items:

| Item | Percent of Final Grade | Date |
|---------------------|------------------------|--|
| Participation | 5% | ~Once or twice per week |
| Written Assignments | 30% (2 x 15% each) | Paper 1: October 14, 10pm Paper 2: December 4, 10pm |
| Midterm 1 | 25% | Thursday, October 6 |
| Midterm 2 | 25% | Monday, November 7 |
| Final Exam | 15% | Thursday, December 1 |
| Research Bonus | +2% | |

Participation (5%)

To promote active learning and your engagement in class, you will be asked to answer an open-ended question, discuss a topic with peers, or reflect on some of the material presented in lecture. These very short written activities will be completed in class and graded as satisfactory or unsatisfactory. There will be at least one of these assignments each week and in order to receive the full 5% you need to participate in at least 80% of these assignments. There will be no opportunities to make up these points as you can occasionally miss a class and still receive the full 5%.

Written Assignments (15% each x 2 = 30%)

Each student is required to complete 2 short writing assignments (each assignment is worth 10%). Students can choose between a) writing two essays (900-1000 words or ~3 pages double-spaced per essay); or b) writing one essay and conducting & writing up one observational study (900-1000 words or ~3 pages double-spaced per essay).

The purpose of the short essays is to provide you with an opportunity to synthesize and apply information from the course to a practical, everyday context. The purpose the observational study is to give you an opportunity to administer a number of widely used developmental tasks, and observe & document the behaviour of a child participant. Please see the documents on CourseSpaces for a detailed description of the assignment options and instructions.

Exams (2 Midterms 25% each, 1 final 15% = 65%)

There will be 2 midterm exams and 1 non-cumulative final exam. The exams will consist of multiple choice questions and fill-in-the-blank/very-short answer questions. Material tested on the exams will pertain to lectures and readings.

Reading/Exam Bonus: To encourage and motivate you to do the assigned readings before coming to class I will be using Solomon's (1979) "Two-Point System" to reward students who are actively reading the material with no consequence for those who are not. Periodically throughout the course, I will open a link on Coursespaces (for 12hrs) that will allow you to submit 1-2 paragraphs within a 15-minute time frame, critically evaluating the assigned reading for the next upcoming class. To receive credit you must select a few important points from the chapter and show how these points relate to the topics to be covered that week or to material previously covered in the course. Summarizing the chapter is not enough; rather, you must show that you have not only read the material but have thought about the information covered. For each successful critique submitted, you will receive a bonus of 2% on the next exam. There will be approximately 6-8 opportunities to submit your critiques during the course.

Bonus: Research Participation or Article Review (+2%)*Research Participation*

Students in this course may earn up to 2% extra credit toward their final grade by participating in research studies conducted in the Department of Psychology. Each 15 minutes of participation will earn 0.5 credits and up to 4 credits may be counted toward this course, with 2 credits required for a 1% increase in the student's final grade. Thus, two hours of participation would earn the full 2% extra credit.

For details on participating in research studies, go to the Department of Psychology web site (<http://web.uvic.ca/psyc>), click on the **Research** link near the top of the page, then click on the **Participant Pool** link at the left of the new page to see instructions for participating in the system. You must be sure to assign your credits to this course (PSYC 335 A01) no later than the last day of class (December 2), otherwise you will not receive extra credit in this course. If you do not wish to participate in research studies for any reason, but still wish to have the opportunity to earn an equivalent amount of extra credit, you may contact me no later than October 14 to arrange for an alternative option involving written article reviews (see below).

Article Review

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may instead opt to gain research experience by writing reviews (2 pages double spaced) of journal articles reporting original research relevant to child development. Each review will be worth 1% of extra credit and a maximum of 2 reviews will be accepted. Please email me by October 14 if you wish to choose this option and include your chosen research articles so I can approve them. To receive credit, you must follow the guidelines posted on CourseSpaces.

Grading Criteria

The final letter grade in this course will be based on the percent score, rounded up or down to the nearest whole percentage point, and based on this distribution:

| A+ | A | A- | B+ | B | B- | C+ | C | D | F |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| 90-100 | 85-89 | 80-84 | 77-79 | 73-76 | 70-72 | 65-69 | 60-64 | 50-59 | 0-49 |

Students who do not take the final exam will receive an “N”. It is the student’s responsibility to keep track of their grades on CourseSpaces.

ACCOMMODATIONS

Late assignments. For each half-day (12 hours) that the assignment is late, 10% of your grade on the assignment will be deducted. Assignments will not be accepted after 3 full days past the deadline and a grade of zero will be assigned. Exceptions will only be made under exceptional circumstances (e.g., serious illness or accident), and when appropriate documentation is presented within 5 days of the due date.

Missed examinations. Students who miss a midterm or the final exam will receive a mark of zero unless they have a case of documented illness or family emergency, or under exceptional circumstances, which I will consider on a case-by-case basis. If you miss a midterm or the final exam you must supply me with written documentation justifying your absence (e.g., a doctor’s note) as soon as possible. If your documented justification for missing a midterm exam is approved, you will be permitted to write a make-up exam during a time scheduled by the Department.

Students who miss the final exam due to documented illness, accident, or family affliction must apply at Record Services for a “Request for Academic Concession”, normally within 10 working days of the exam. Students who do not take the final exam will receive a grade of “N”.

Other accommodations. I will make every effort to accommodate the learning needs of all students enrolled in this course. Students should discuss any specific needs with the instructor as soon as possible (i.e., within the first 5 classes). Some students may wish to consider registration at the Resource Centre for Students with a Disability (RCSD).

SUPPORT

If you have any questions or concerns regarding this course, please approach the instructor or TA as soon as possible; we are happy to help! For any typical questions (e.g., about course grades, etc.) please contact the TA. For concerns that are urgent/sensitive contact the course instructor. Office hours are held each week and this is best way to have a question or concern addressed. If communicating by email, please include “PSYC335” in the subject line to avoid having the message accidentally relayed to the ‘Junk’ folder. We will try our best to respond promptly, but please expect a response lag of at least 24 hours.

TENTATIVE SCHEDULE

| Dates | Topic | Readings | Notes |
|--------------------|---|--|---|
| Sep 7, 8 | Introduction Background and Theory | Ch. 1 | |
| Sep 12, 14 | Theory cont'd Research Methods | Ch. 2 | |
| Sep 15, 19 | Biological Context of Development | Ch. 3 | Sep 20: drop deadline for 100% fee reduction |
| Sep 21 | Motor and Physical Development | Ch. 5 (pp. 148-154) | Sep 23: last day to add course |
| Sep 22, 26, 28 | Sensory and Perceptual Development | Ch. 7 (pp. 216-245) | |
| Sep 29 Oct 3, 5 | Neural and Brain Development | Ch. 6 | |
| R Oct 6 | EXAM 1 – Ch. 1, 2, 3, 5 (pp. 148-154), 6, 7 (pp.216-245) + lectures | | |
| Oct 10 | HAPPY THANKSGIVING; NO CLASS | | |
| Oct 12, 13, 17 | Cognitive Development: Piaget and Vygotsky | Ch. 8 | Oct 14: Assignment 1 due |
| Oct 19, 20 | Cognitive Development: Information Processing | Ch. 9 | |
| Oct 24 | Symbolic Development & Imagination | DeLoache, J. S. (2004). Becoming symbol-minded. <i>Trends in Cognitive Sciences</i> , 8, 66-70. | |
| Oct 26, 27 | Language Development | Ch 11 | |
| Oct 31 Nov 2, 3 | Early Social-Emotional Development | Ch. 12 | Oct 31: last day to drop course without academic penalty |
| M Nov 7 | EXAM 2 – Ch. 8, 9, 11, 12 + journal article + lectures | | |
| Nov 9, 10 | HAPPY READING BREAK; NO CLASS | | |
| Nov 14, 16, 17 | Development of “Self” | Ch. 13 | |
| Nov 21, 23 | Self & Other | Ch. 8 (pp. 290-294) Meltzoff, A. N. (2007). ‘Like me’: A foundation for social cognition. <i>Developmental Science</i> , 10, 126-134. Warneken, F. & Tomasello, M. (2006). Altruistic helping in human infants and young chimpanzees. <i>Science</i> , 311, 1301-1303. | |
| Nov 24, 28, 29 | Moral Development | Ch. 14 | |
| R Dec 1 | FINAL EXAM - Ch. 8 (pp. 290-294), 13, 14 + journal articles + lectures | | Dec 4: Assignment 2 due |

N.B. I reserve the right to make changes to this course outline at any time, though I will make every effort not to inconvenience anyone by doing so 😊

UNIVERSITY OF VICTORIA | Department of Psychology
Important Course Policy Information
Winter 2016-2017

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 383-386 of the UVic Calendar 2016-17.

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, 2016-17, p. 59-60)**What to do if you miss an exam other than one scheduled during the formal examination period**

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 miss an exam scheduled during the formal exam period

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the end of the formal examination period. 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 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 formal examination period. Records Services will forward the form to the instructor. If the concession is granted the instructor will determine how to deal with the situation. 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 (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html>), p. 55-58, UVic Calendar 2016-17). 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. **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.
3. **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.
4. **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.
5. **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. 55-58 in 2016-17).

The definitive source for information on Academic Integrity is the University Calendar (p. 55-58 in 2016-17) (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html>)

Other useful resources on Plagiarism and Cheating include:

1. The Learning Skills program: <http://www.coun.uvic.ca/learning/index.html>
2. The Ombudsperson's office: <http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf>