ABOUT THIS COURSE
This course will provide students with a broad background in the development of social understanding during infancy and childhood. Students will be presented with a number of different theoretical frameworks for social development. Emphasis will be placed on evaluating empirical research from different theoretical perspectives and understanding the interplay between biology and culture in the context of social development. Topics include the development of social understanding in infancy, attachment, theory of mind, moral development, and Autism Spectrum Disorder.

Course Format
This is an advanced 4th year seminar course and my goal is to create a collaborative learning environment where we can engage in critical discussion and learn from each other throughout the course. Although I will lecture on some occasions, most of the class will be discussion-based and each student will have the opportunity to lead the discussion. For this reason, it is imperative to keep up with the assigned readings and I encourage you to bring your own perspectives and experience to this class.

Course Website
All course materials including assignments guidelines, readings, and grades are/will be posted on Coursespaces (http://coursespaces.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 300A, PSYC 330B, and PSYC335; and PSYC 336 or PSYC 339, or have permission from the Undergraduate Advisor.

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
Readings: All required readings will be posted on Coursespaces as PDF documents.

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:

<table>
<thead>
<tr>
<th>Item</th>
<th>Percent of Final Grade</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>12% (12 x 1% each week)</td>
<td>Weekly</td>
</tr>
<tr>
<td>Thought Papers</td>
<td>20% (2 x 10% each)</td>
<td>You decide on the due date: the first thought paper must be submitted between Jan 7 - Feb 17, and the second thought paper must be submitted between Feb 24 - Mar 31</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>15%</td>
<td>You will sign up for a presentation date, details TBA</td>
</tr>
<tr>
<td>Research Proposal Outline</td>
<td>10%</td>
<td>Sunday February 24, 10pm</td>
</tr>
<tr>
<td>Reference List + Annotated Bibliography</td>
<td>15%</td>
<td>Sunday, March 10, 10pm</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>28%</td>
<td>Sunday, April 7, 10pm</td>
</tr>
<tr>
<td>Bonus</td>
<td>+0.5%</td>
<td>Sunday, January 13, 10pm</td>
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Participation (12%)
This is a discussion-based and interactive class and your attendance and participation in group activities will enrich your learning experience. For this reason, 12% of your grade will be based on your contributions to class discussion and/or in-class activities and how you demonstrate your enthusiasm and preparedness each week. It is expected that you will contribute in a way that promotes discussion and enhances the learning environment of your peers. Attendance is imperative for learning in this class and students who miss more than five classes without appropriate documentation excusing their absence will receive 0 for participation.

Thought Papers (10% each x 2 = 20%)
Each student is required to submit 2 thought papers based on the readings for a weekly topic (other than the week in which you present) or based on a integration of 2 or more papers/topics across weeks. For each thought paper, please submit 600-800 words that integrate at least 2 of the readings with your own questions (and possible answers), opinions, or reflections on the topic. Please do not summarize the papers (assume that I have read them); instead you should focus on your own critical analysis and interpretation of the papers. One paper must be submitted between January 7 – February 17, and the other must be submitted between February 24 – March 31. Papers will be submitted electronically on Coursespaces. I will provide feedback on the first paper with the intention that you will use and apply this feedback on the second paper.
Class Presentation (15%)
In groups of up to 3 people, you will be required to present one of the course readings and lead the class discussion. More details and sign up for presentation dates will be discussed in class.

Research Proposal (28%) – due before 10pm on Sunday, April 7
The term paper for this class is a research proposal where you will design an experiment or study that examines a specific hypothesis that is related to the content of this class. The format of your research proposal will follow the structure of a journal article with a detailed Introduction providing a review of the literature and rationale of your study and specific hypotheses. The Method section will detail the participants, procedures, and measures that you will use to test your hypothesis. You should also include a short Anticipated Results section along with a few Implications. Please ensure that your paper follows APA style and is no longer than 12 pages (excluding the title page, references, and appendices), double-spaced using 12 point font. Additional guidelines and the grading rubric will be posted on Coursespaces.

Research Proposal Outline (10%) – due before 10pm on Sunday February 24
The final paper in this course is a research proposal where you will design an experiment or study that examines a specific research question that is related to the development of social understanding. The first assignment related to this paper is a short outline (maximum 2 pages, in point form) describing your research question and the literature you will be reviewing. I also expect details regarding the potential design of your study and possible analyses. Additional guidelines and the grading rubric will be posted on Coursespaces. I will provide you with feedback on your outline and must approve of your topic before you continue writing your paper.

Reference List + Annotated Bibliography (15%) – due before 10pm on Sunday March 10
The second assignment pertaining to your final term paper is reference list and annotated bibliography for the main sources that you will using in your paper. You should include at least 15 references from peer-reviewed sources in your reference list and include short 150 word annotations of 7 of them. Additional guidelines and grading rubric will be posted on Coursespaces.

Bonus (+0.5%) – due before 10pm on Sunday January 13
Please submit a recent picture along with a few blurbs about yourself (as a Word document or PDF on Coursespace) so I can learn a little about you and also learn your name quickly.

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
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<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>65-69</td>
</tr>
<tr>
<td>C</td>
<td>60-64</td>
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<tr>
<td>C-</td>
<td>50-59</td>
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<tr>
<td>D</td>
<td>0-49</td>
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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 day 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 3 days of the due date.
Extensions. If you feel that you need an extension, please speak to me about it at least 1 week before the due date (extension is not guaranteed but I will consider requests on a case-by-case basis). Extensions will not be granted on, or after, the due date. If you are having difficulty starting any assignment, please drop by my office hours – I am happy to work with you to determine how you can best complete the assigned work.

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 Centre for Accessible Learning. For help with academic writing, please considering making an appointment at the Centre for Academic Communication.

SUPPORT & CONTACTING ME
If you have any questions or concerns regarding this course, please come speak to me as soon as possible; I am happy to help. Office hours are held each week and this is best way to have a question or concern addressed. If communicating by email, please include “PSYC 435A” in the subject line to avoid having the message accidentally relayed to the ‘Junk’ folder. I will try my best to respond promptly, but please expect a response lag of at least 24 hours.

RESPECT FOR DIVERSITY
It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

ADDITIONAL SUPPORT
Please remember 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.

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

Centre for Accessible Learning:
The 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.

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.

Mental Health Supports and Services:
Mental health supports and services are available to students from all areas of the UVic community:

UNIVERSITY POLICIES
Please familiarize yourself with the university’s standards of academic integrity (e.g., plagiarism and cheating). Information about these regulations can be found on the last 2 pages of this course outline. Any form of plagiarism is considered a serious violation of academic integrity and the university’s policies will be strictly enforced in this course.
SCHEDULE AND READING ASSIGNMENTS
(Tentative: December 9, 2018)

Week 1  Introduction & Theoretical Foundations


Week 2  Attachment I


* Jan 20 is the last day to drop the course with 100% fee reduction

Week 3  Attachment II


Suggested Reading:

Week 4  Social Understanding in Infancy I


Week 5  Social Understanding in Infancy II


* Feb 10 is the last day to drop the course with 50% fee reduction

**Week 6**

**Theory of Mind & False Belief Understanding**

Feb 12


Suggested Reading:


* First Thought Paper is due before Sunday February 17, 10pm

**READING BREAK (Feb 18 – 22)**

* Research Proposal Outline is due before Sunday February 24, 10pm

**Week 7**

**Theoretical & Philosophical Perspectives**

Feb 26


* Feb 28 is the last day to drop the course without penalty of failure

**Week 8**

**Beyond (False) Belief**

Mar 5


* Reference List and Annotated Bibliography is due before Sunday March 10, 10pm

**Week 9**

**Social Interaction, Culture, and Language in the Development of Social Understanding**

Mar 12


**Week 10**

**Prosocial and Antisocial Behaviour**

Mar 19


**Week 11**

**Moral Development**

Mar 26


**Week 12**

**Autism Spectrum Disorder**

Apr 2


*Research Proposal (Final Paper) is due before Sunday April 7, 10pm*
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 313-317 of the UVic Calendar September 2018.

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 2018, p. 48-50)

What to do if you miss the final exam scheduled during the formal exam period
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.

What to do if you miss an exam other than one scheduled during the formal exam 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 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.

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 (p.45-47, UVic Calendar September 2018). 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 2018).

**The definitive source** for information on Academic Integrity is the *University Calendar* (p. 45-47 in September 2018)

**Other useful resources on Plagiarism and Cheating include:**

1. The Study Solutions Office
2. The Ombudsperson’s Office
3. UVic Library Resources
4. Dr. Mitchell of the UVic English Department
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: svpcoordinator@uvic.ca
Web: www.uvic.ca/svp