

**Psychology 335  
Infant and Child Development  
Spring Session 2021**

	<b>Instructor</b>	<b>Teaching Assistant</b>
<i>Name</i>	Paweena Sukhawathanakul	Rikka Paular
<i>Office</i>	Cornett A206	-
<i>Email</i>	<a href="mailto:paweenas@uvic.ca">paweenas@uvic.ca</a>	<a href="mailto:rpaular@uvic.ca">rpaular@uvic.ca</a>
<i>Phone</i>	(250) 385-1986 (cell)	-
<i>Office Hours</i>	By appointment (online).	By appointment (online).

**Class Time:** 8:30-9:20am Tuesdays, Wednesdays, and Fridays  
**Date Range:** January 12 to April 8, 2021  
**Location:** Online  
**Required Text and Resource:** Berk, L. (2021). *Infants and Children: Prenatal through middle childhood*, 9<sup>th</sup> Edition. Revel Version. Subscription to **Packback** is mandatory (online discussion platform).  
**Course Website:** A course website available through the UVic Brightspace learning management system will be used for posting the course outline, lectures, assignments, and grades.

**Course Description**

This course explores the vast developmental changes that occur in infants and children across multiple domains (physical, cognitive, emotional, and social). We will examine seminal developmental theories that seek to explain these developmental changes, highlight the complex interplay between genetic factors and the environment, and emphasize the impact of context and culture on child development. The goal of the course is to provide a practical understanding of how we can harness child development research to shape social policies and practices that support children's diverse needs.

**Prerequisites**

- PSYC201 and PSYC243; Credit will be granted for only one of PSYC 335, PSYC 333A.

**Course Requirements and Evaluation**

<b>Evaluation</b>	<b>Date</b>	<b>% of Grade</b>
Exam 1	February 2 <sup>nd</sup>	15%
Exam 2	February 26 <sup>th</sup>	15%
Exam 3	March 19 <sup>th</sup>	15%
Exam 4	April 9 <sup>th</sup>	15%
Packback Online Discussion Forum	Weekly submissions (1 question; 2 answers; due Sunday each week)	10%
Raise a Virtual Child Assignment	Throughout the course: Jan 31, Feb 28, Mar 21, Apr 11	10%
"It takes a village to raise a child" Group Assignment	Group selection and introductions due February 23 <sup>rd</sup> (5%) Final group presentations due April 16 <sup>th</sup> (15%)	20%

**Grading Policy**

As per university policy, your final grade in the course will be based on your total percent score. Grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number:

A+ = 90 – 100%	B+ = 77 – 79%	C+ = 65 – 69%	F = 0 – 49%
A = 85 – 89%	B = 73 – 76%	C = 60 – 64%	N = incomplete*
A- = 80 – 84%	B- = 70 – 72%	D = 50 – 59%	

\*If you do not complete each exam and paper you will receive an "N" for the course.

**Learning Format and Weekly Study Sessions.** This course is a “blended” asynchronous format. Students can work through the materials on their own time but still have the option to interact with their classmates and instructor in real time on a weekly basis. Class lectures will be recorded and posted on the course website at the beginning of each week. In lieu of office hours, I will offer weekly study sessions on a video conferencing platform (i.e., Zoom). These sessions during scheduled class time are intended as a check-in for students to ask questions regarding course content offered in that week and provides an opportunity for students to engage in collaborative discussions with their classmates (see \* in class schedule). Sessions will be recorded and posted online in order to be available to students who are unable to attend these sessions. While it is strongly recommended that you attend these weekly study sessions, attendance is *optional*. These sessions are intended to help you optimize your studying and understanding of course material.

**Online Discussion Forum Contributions via Packback:** Each week you will be required to contribute to online discussion forums on topics related to course content. Active weekly participation in each online forum accounts for a total of 10% of your overall grade. In order to receive your points per week, you must post 1 question and 2 answers per week relevant to our class subject matter per week. The Packback Questions platform will be used for online discussion about class topics – registration is mandatory. Packback Questions is an online interactive discussion platform that provides students with immediate feedback on the quality of their submissions: <https://vimeo.com/163888277> . Access instructions are provided in Brightspace (cost is ≈ \$25).

**Raise a Virtual Child Assignment.** *My Virtual Child* is an interactive and immersive simulation that provides students with the experience of parenting a virtual child. Through this assignment, you will be able to observe first-hand the effects of your decisions on individual development through middle childhood. Each module (i.e., child-rearing decisions and dilemmas) will be assigned throughout the course of the semester (available through the Revel course textbook website). The child is shown in the form of an “avatar” that literally ages, changing in appearance from infancy through the middle childhood years, and develops uniquely depending on your decision as a parent. You must complete all 4 modules related to the assignment in order to receive full marks. Each child’s developmental trajectory is unique so there are no right or wrong answers to this assignment (i.e., your mark does not depend on the outcome of your child but *please try to keep them alive*). This assignment is worth 10% of your total grade; due dates for each module coincide with the chronological order of course content: 1.) Create your child due **January 31**; 2.) Raise your child ages 0-2 due **February 28**; 3.) Raise your child ages 3-5 due **March 21**; and 4.) Raise your child ages 6-11 due **April 11**.

**Group Assignments:** “**It takes a village to raise a child,**” is an African proverb that means an entire community takes an active role in rearing the child in a safe and healthy environment. The child’s “village” also shapes how they think and behave, and how they form their self-image and identity. This assignment invites you to dig further into how children are raised in different cultures. Throughout the course you are expected to work as a group with your classmates (up to 4 members) to submit a research project about how a particular culture impacts child development. You can submit the assignment in whatever format you like (e.g., Podcast = at least 30mins long, powerpoint presentation, research paper = min. 8 pages double-space). Make sure to structure your discussion. For example, start by select a culture that interests you and your group – you can be as specific as you like (e.g., Thai children versus children of the Karan hill tribes in northern Thailand). Discuss the child-rearing techniques that are unique to that culture (e.g., beliefs and perceptions about children, language, children’s interactions with other peoples, attachment styles, and rules/rituals related to children etc.). This assignment is worth 15% of your overall grade (due **April 16<sup>th</sup>**). You can find group members by posting on the discussion forum in Brightspace. To encourage group participation early in the semester, you must submit a short introductory video/podcast submission introducing members of your group as well as the topic that you will be submitting in April (5-15 minutes). This initial submission is worth 5% of your overall grade (due **February 23<sup>rd</sup>**). When submitting these assignments, please only submit one assignment per group.

**Extra Credit with Participation in Research Studies:** Students can earn up to 2% extra credit toward your final grade by participating in psychological studies that are posted on the research pool website. Visit <https://uvic.sona-systems.com> for more information.

**Exams:** Knowledge of the readings and lectures will be assessed through 4, non-cumulative online, open-book exams worth 60% of your overall mark. Exams will include a combination of multiple choice and short answer questions based on both the readings and lectures. **Missed Exams:** It is the student's responsibility to complete exams as scheduled. Students who miss a scheduled exam will receive a mark of zero unless they have a case of documented illness or family emergency. If you miss an exam due to illness, accident, or family affliction, you must notify me (via email or telephone message) on or before the exam date. You must write the final exam (Exam 4) to pass the course. Failure to write Exam 4 will result in a failing grade for the course, even when a final grade of 50% or higher is achieved.

### Tentative Schedule of Classes

Date	Topic	Class Format	Chapter
January 12	Introduction and course overview	Synchronous	-
January 13, 15*	History, Theory, Research Methods	Asynchronous	1
January 19, 20, 22*	Genetic and Environment Foundations	Asynchronous	2
January 26, 27, 29*	Prenatal Development	Asynchronous	3
January 31	<b>Create your virtual child due (2.5%)</b>	-	-
February 2,	<b>Exam 1 (15%)</b>	Synchronous	1,2,3
February 3, 5*	Infancy and Toddlerhood: Physical Dev.	Asynchronous	5
February 9, 10, 12*	Infancy and Toddlerhood: Cognitive Dev.	Asynchronous	6
February 16, 17, 19	<i>No class, reading week</i>	-	-
February 23	<b>Test Group Podcast Introductions due (5%)</b>	-	-
February 23, 24*	Infancy and Toddlerhood: Socioemotional Dev.	Asynchronous	7
February 26	<b>Exam 2 (15%)</b>	Synchronous	5,6,7
February 28	<b>Raise your child ages 0-2 due (2.5%)</b>	-	-
March 2, 3, 5*	Early Childhood: Physical Dev.	Asynchronous	8
March 9, 10, 12*	Early Childhood: Cognitive Dev.	Asynchronous	9
March 16, 17*	Early Childhood: Socioemotional Dev.	Asynchronous	10
March 19	<b>Exam 3 (15%)</b>	Synchronous	8,9,10
March 21	<b>Raise your child ages 3-5 due (2.5%)</b>	-	-
March 23, 24, 26*	Middle Childhood: Physical Dev.	Asynchronous	11
March 30, 31*	Middle Childhood: Cognitive Dev.	Asynchronous	12
April 2	<i>No class, Good Friday</i>	-	-
April 6, 7*	Middle Childhood: Socioemotional Dev.	Asynchronous	13
April 9	<b>Exam 4 (15%)</b>	Synchronous	11,12,13
April 11	<b>Raise your child ages 6-11 due (2.5%)</b>	-	-
April 16	<b>Group Assignments due (15%)</b>	-	-

\* Scheduled synchronous online study sessions (*note dates offered are subject to changes*).

\*\* This schedule is tentative and any changes will be discussed in class and posted on Brightspace.

***Important Note***

- Please feel free to talk with me anytime during the semester. If there is a problem that is negatively affecting your course performance, contact me as early as possible so that we can develop a plan to help you succeed in this class.
- It is your responsibility to check your registration status by the drop deadline (**January 19<sup>th</sup>**). The last day to add courses online is **January 22<sup>nd</sup>** for courses. Undergrad course adds after this date will require an Undergraduate Course Change form and are subject to the approval of the Director of the Academic Advising Centre.

**UNIVERSITY OF VICTORIA**  
**Department of Psychology**

**Important Course Policy Information**  
**Spring 2021**

***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 the UVic Calendar January 2021.

***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***

- ***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:

<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 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:

<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://www.uvic.ca/calendar/future/undergrad/#/policy/Sk\\_0xsM\\_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies](https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies). 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. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

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 January 2021.

**The definitive source** for information on Academic Integrity is the University Calendar

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

1. The Ombudsperson's office: <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](mailto:ombuddy@uvic.ca); Web: [uvicombudsperson.ca](http://uvicombudsperson.ca).
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. [https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate\\_Sept\\_2013.pdf](https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf)

# BE WELL



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/](http://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/](http://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/](http://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/](http://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/](http://www.uvic.ca/mentalhealth/undergraduate/)