

**UNIVERSITY OF VICTORIA | DEPARTMENT OF PSYCHOLOGY**  
**PSYC 335 (A01) – Infant and Child Development**

Summer 2016 (June 2-24)

MTWRF 12:30-2:20pm

MCK 150

**Instructor:** Emanuela Yeung, PhD candidate

**Email:** [eyeung@uvic.ca](mailto:eyeung@uvic.ca)

**Office:** COR A216

**Office hours:** TR 2:30-3:30 or by appointment

**Phone:** 250-472-5156

**TA:** Abbi Graves

**Email:** [argraves@uvic.ca](mailto:argraves@uvic.ca)

## **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**

This is a condensed and intensive course that meets every weekday for 3.5 weeks. 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* (3<sup>rd</sup> Edition). Toronto, Wiley.

**Additional Readings:** There are 4 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.

**Technology:** An *iClicker Personal Response System*. The *iClicker* can be purchased at the bookstore new or used. Both the first and second-generation *iClickers* can be used. In order to receive grades on in class quizzes, you must **register your iClicker online**, by signing into MyPage on the UVic website with your Netlink ID.

## 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%	Most days
iClicker quizzes	10% (5 x 2% each)	6 random times during the course
Short essays	20% (2 x 10% each)	Essay 1: June 13, before class Essay 2: June 27, before 5pm
Exam 1	21%	Friday, June 10
Exam 2	21%	Friday, June 17
Exam 3	23%	Friday, June 24
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. Most classes will have at least one of these assignments and in order to receive the full 5% you need to participate in at least 75% 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%.

### iClicker Quizzes (2% each x 5 = 10%)

The use of iClickers in the classroom will give you opportunities to participate in class, compare your thoughts with those of other students, and provide me with feedback on the level of understanding in the classroom. Six times during the course I will give a short quiz on the material covered in the previous day's lecture. The top 5 quiz scores will be used toward your final grade.

This format also allows you to miss one quiz due to illness without any consequences. These quizzes are in large part a reward for attendance, as the questions will be easy to answer for anyone who followed the basic ideas presented in the lecture and described in the textbook. Quizzes also serve two other purposes: 1) research has shown that being tested on material improves memory for that material more than studying alone, so these quizzes should pay dividends at exam time, and 2) the quizzes reward steady effort to learn the concepts presented in the course and reduce the impact of the 3 exams on your grade. Content from these quizzes may be on the exam.

### **Short Essays (10% each x 2 = 20%)**

Each student is required to complete 2 short writing assignments (each assignment is worth 10%). The purpose of these short essays (900-1000 words or ~3 pages double-spaced per essay) is to provide you with an opportunity to synthesize and apply information from the course to a practical, everyday context. Please see the document on CourseSpaces for a detailed description of the assignment options and instructions.

### **Exams (65%)**

There will be 2 midterm exams (worth 21% each) and 1 non-cumulative final exam (worth 23%). The exams will consist of multiple choice questions and fill-in-the-blank/very-short answer questions. Material tested on the exam will pertain to lectures and readings.

### **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 (June 24), 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 June 13 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 June 13 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:

<b>A+</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>D</b>	<b>F</b>
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.** There are no make up exams in this class. 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 exam you must supply me with written documentation justifying your absence (e.g., a doctor’s note).

If your documented justification for missing an exam is approved, you will be assigned a prorated score based on the class average for the missed midterm and how well you do relative to the rest of the class on the other midterm (thus, you must write at least one of the midterms). For example, if you scored 5% above the class average on midterm 1 a score will be generated for midterm 2 by adding 5% to the class average on midterm 2.

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.) contact the TA. For concerns that are urgent/sensitive contact the course instructor. Office hours are held twice a 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**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Notes</b>
R June 2	Introduction Background and Theory	Ch. 1	
F June 3	Theory cont'd Research Methods	Ch. 2	<b>*June 4 = drop deadline for 100% fee reduction &amp; last day to add course</b>
M June 6	Biological Context of Development	Ch. 3	
T June 7	Motor and Sensory Development	Ch. 5 (pp. 148-154)	
W June 8	Sensory and Perceptual Development cont'd	Ch. 7 (pp. 216-245)	
R June 9	Neural and Brain Development	Ch. 6	
<b>F June 10</b>	<b>EXAM 1 – Ch. 1, 2, 3, 5 (pp. 148-154), 6, 7 (pp.216-245) + lectures</b>		
M June 13	Cognitive Development: Piaget and Vygotsky	Ch. 8	<b>Essay 1 due <u>before class</u></b>
T June 14	Cognitive Development: Information Processing	Ch. 9	
W June 15	Language Development	Ch. 11	
R June 16	Symbolic Development Play, Imagination	DeLoache, J. S. (2004). Becoming symbol-minded. <i>Trends in Cognitive Sciences</i> , 8, 66-70.  Gleason, T. R. (2013). Imaginary relationships. In M. Taylor (Ed.) <i>The Oxford handbook of the development of imagination</i> (pp. 251-271). Oxford: Oxford University Press	
<b>F June 17</b>	<b>EXAM 2 – Ch. 8, 9, 11 + journal articles + lectures</b>		
M June 20	Early Social-Emotional Development	Ch. 12	
T June 21	Development of "Self"	Ch. 13	
W June 22	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.	
R June 23	Moral Development	Ch. 14	
<b>F June 24</b>	<b>EXAM 3 – Ch. 8 (pp. 290-294), 12, 13, 14 + journal articles + lectures</b>		<b>Essay 2 due <u>June 27</u> before 5pm</b>

**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**  
**Summer 2016**

**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 378-382 of the UVic Calendar 2015-2016.

**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, 2015-16, p. 59)****- What to do if you miss the final exam scheduled on 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 on 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. 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/calendar2016-01/undergrad/info/regulations/academic-integrity.html> , p. 54-57, UVic Calendar 2015-16). 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. 54- 57 in 2015-2016).

**The definitive source** for information on Academic Integrity is the University Calendar (p. 54-57 in 2015-2016) (<http://web.uvic.ca/calendar2016-01/undergrad/info/regulations/academic-integrity.html>)

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

1. The Study Solutions Office: <https://www.uvic.ca/services/counselling/success/study/index.php>
2. The Ombudsperson's office: <http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf>
3. The English Department: <http://web.uvic.ca/wguide/Pages/CitPlagiarism.html>