

Childhood and Adolescence
Psychology 315, Section 003 Course Syllabus
Tuesday/Thursday 2:00-3:20pm, Buchanan A104

Instructor:

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We are more than happy to meet with you during office hours or by appointment. Please email us with any questions or to set up a meeting, and we will strive to respond to all emails within 48 hours. Also note that we do NOT check Vista email, so please use the emails listed above.

Course Description:

This course will provide an introduction to the major theories and empirical research on child and adolescent development, focusing on development between 3-17 years of age. We will discuss topics such as language development, social cognition, emotional development, gender development, peer and family relations, and more. While the focus of this course will be on typical development throughout childhood and adolescence, we will also touch on examples of atypical development and explore what they can tell us about development.

Course Materials:

Textbook:

Siegler R, DeLoache J, Eisenberg N. (2011). How Children Develop (3rd edition). New York, NY: Worth Publishers.

Note: This textbook is used by both Psychology 315 (Childhood and Adolescence) and Psychology 302 (Infancy). As such, we will only cover portions of the textbook in this course, as noted by the page numbers assigned in the syllabus. A small amount of material may overlap between 315 and 302.

Additional Readings:

Occasionally, additional readings will be assigned to supplement the textbook for given topics. Readings will be posted to Vista, and will be announced in class prior to covering the topic. You will be responsible for knowing this material, and it will be discussed in class and on exams.

Course Website:

You are responsible for checking the course website at www.vista.ubc.ca often throughout the term. You can use your CWL to login. This is where you can access and download the course syllabus, lecture slides at least 1 hour before each class, links to additional required reading material, and important announcements. We have also made discussion forums available to support peer & self-motivated learning.

Course Requirements and Grading:

1. **Class Attendance & Participation:** Attendance is expected. Although we will not take attendance at each class, there will be material covered in class in substantially greater depth than what is covered on the lecture slides on VISTA. By regularly attending class you ensure yourself the best chance to excel. I also hope for this class to include lots of interesting discussions, which is best achieved through your active participation.

2. **Assignment 1:** Research Article. Choose 1 of 2 options described below. Approximately 3-5 pages typed, size 12 font, double spaced. (15%)

Option 1: RESEARCH & YOURSELF:

For this assignment, find a peer-reviewed research article focused on an aspect of child development (ages 3-17 years) using PsychInfo. In your paper, describe the theory, hypotheses, methods, results, and conclusions of the research. Then, think back to your childhood and development. Did your personal experience fit with what the researchers found and concluded? Give concrete examples of why or why not. If your experience was different from what the researchers found, why do you think this might be the case? If your experience was similar, why do you think that is? Think about and incorporate what you have learned in class and in course materials about research methods as well as aspects of child development.

Note: Along with your paper, you must also turn in a copy of the peer-reviewed article.

Option 2: RESEARCH & THE MEDIA:

Find an article in the popular media (ie, newspapers, magazines, etc) that describes and is based upon a research article related to child development (ages 3-17 years). Good places to look are major newspapers (washingtonpost.com, nytimes.com, usatoday.com), news magazines (time.com, newsweek.com), news organizations (cnn.com, cbc.ca, huffpo.com, bbc.co.uk). Then, track down the original source article using PsychInfo (note: this must be original peer-reviewed research, not facts put out by a charity or organization). In your paper, describe the theory, hypotheses, methods, results, and conclusions of the source research. Did the popular media article do an accurate job relating the researchers' findings and conclusions? Why or why not? What did the popular media article leave out? Do you believe that a lay reader (somebody without your experience taking Developmental Psychology courses) would get a true picture of the original research and conclusions based upon solely reading the popular media article? Why or why not? Think about and incorporate what you have learned in class and in course materials about research methods as well as aspects of child development.

Note: Along with your paper, you must turn in a copy of both the popular media article and the peer-reviewed source article.

3. **Assignment 2:** Design a Children's Toy. Approximately 2-4 pages typed, size 12 font, double spaced. (15%)
Children LOVE toys, and making toys for children is a huge industry. Many toy developers and parents also believe that toys can help with children's development, by teaching them new abilities, skills, or ways of looking at the world. Your job for this assignment is to create a new toy for children anywhere between 3 and 17 years of age that is designed to aid in their development. You must turn in a drawing/blueprint of your new toy, and write a description of what your toy is and how it functions. Describe how your toy will aid in children's development. What age is your toy designed for, and why? What skills or abilities is your toy designed to influence, and how? How would you market this toy to parents? Use and cite research and theories you have learned in class and from course materials.
4. **Midterm (30%):** Covers material from lecture, slides, textbook, and readings prior to the midterm. Multiple choice, fill-in-the-blank, and short answer.
5. **Final (40%):** Covers material from the whole term, with a strong focus on new material from after the midterm. Multiple choice, fill-in-the-blank, and short answer.
Note on Exams: Both the Midterm and Final Exams are designed to not only test your knowledge of facts, but to challenge you to apply and integrate what you have learned to new situations and contexts. To do well, you must do more than simply memorize information, but should be actively engaged in the learning process.
6. Additional Human Subjects Pool Credits

Note on missed exams, delayed papers, special accommodation: A person who misses an exam for a valid medical reason only (with doctor's note) will be allowed to write a make-up midterm. If you are unwell on the day of the midterm, please arrange to see a doctor and contact the instructor and/or TA as soon as possible to make arrangements. The paper assignment must be turned in AT THE START OF CLASS on the due date. A penalty of 10% of the paper grade will be applied for each day that the paper is late. If you require any special accommodation for exams or for classes (e.g., because of a disability), please contact the instructor as early as possible.

Additional Resources Available to You:

For learning:

UBC Academic Regulations: Information on academic regulations, including course withdrawal dates and credits, can be found in the UBC Calendar at

<http://students.ubc.ca/calendar>

UBC Learning Commons: <http://learningcommons.ubc.ca> offers a variety of learning and research sources for students. The website includes tutoring,

workshops, study groups, many other online tools, and links to most of the academic resources offered at UBC.

UBC Writing Centre: www.writingcentre.ubc.ca offers tutoring services, online workshops, and links to other useful writing centres.

For coping with stress and hardship:

UBC Counseling Services: <http://www.students.ubc.ca/livewelllearnwell/book-an-appointment/counselling-services/> or 604-822-3811

Vancouver Crisis Line: <http://www.crisiscentre.bc.ca/about-us/contact-us/>

Skills for Time Management: <http://learningcommons.ubc.ca/time-management/>

Ethical and Responsible Conduct:

Always treat yourself, your classmates, and your instructors with respect both in and outside of class. This includes being on time to class, and being aware of your words and actions. Be mindful of other students during class. Please turn off all mobile phones, mp3 players, etc. before coming to class. If you choose to take notes on a laptop, please quit/minimize any programs that may distract others (internet, IM, facebook, games, etc).

Cheating of any type is not tolerated. Just don't do it—it is not worth your education, your reputation, or your future. Any cheating will result in failing the assignment or exam, and may lead to an automatic fail for the course and/or expulsion from the university. If you have any questions about the proper way of citing and using sources in your assignments, please see your Instructor or TA BEFORE the assignment is due.

Department of Psychology's Position on Grade Distribution and Scaling:

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. According to departmental norms, the average grade in a 100- and 200-level Psychology courses are 67 for an exceptionally strong class, 65 for an average class, and 63 for a weak class, with a standard deviation of 14. The corresponding figures for 300- and 400-level classes are 70, 68, and 66, with a standard deviation of 13. Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department. Each student will earn a percent grade for this course and will be automatically assigned a corresponding letter grade by the Registrar.

Department of Psychology's Position on Academic Misconduct:

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to TurnItIn – a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned

and compared to over 4.5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class.

In all cases of suspected academic misconduct the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>) and read the University's Policy 69 (available at <http://www.universitycounsel.ubc.ca/policies/policy69.html>).

Class Schedule

This schedule is subject to change. Any changes will be announced both in class and on the course website.

January 3: Introduction & Syllabus Review

January 8: Introduction and History of Developmental Psychology
Required Reading: pgs. 2-24

January 10, 15: Major Theories of Development
Required Reading: pgs. 128-173, 342-279

January 17: Methods for Studying Development
Required Reading: pgs. 24-38

January 22: Biology & the Brain
Required Reading: pgs. 102-123

January 24, 29, 31: Self, Family, & Peers
Required Reading: pgs. 438-461, 464-500, 504-533

February 5, 7: Theory of Mind
Required Reading: pgs. 266-272

February 12: Wrap up & Midterm Review

February 14: MIDTERM EXAM

February 19, 21: No class, reading week

February 26, 28: Language Development, Part 1
Required Reading: pgs. 216-223, 244-251

February 28: ASSIGNMENT 1 DUE

March 5: Language Development, Part 2

March 7, 12: Intelligence and Academic Achievement
Required Reading: pgs. 298-338

March 14, 19: Gender Development
Required Reading: pgs. 585-620

March 22: Emotional Development
Required Reading: pgs. 382-383, 391-396, 407-420

March 26, 28: Moral Development
Required Reading: pgs. 544-580

March 28: ASSIGNMENT 2 DUE

April 2: Atypical Development

April 4: Wrap-up & Exam Review
Required Reading: pgs. 624-653

Final Exam to be scheduled during University Exam Period