

**Applied Developmental Psychology
Psychology 319, Section 002 Course Syllabus**

Tuesday/Thursday 11am-12:20pm
Earth Sciences Building, Room 1012

Instructor:

Lillian May
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Office Hours: *By Appointment*
Email: lamay@psych.ubc.ca

TA:

TBD

We are *more than happy* to meet with you by appointment for any reason! Please email us with questions or to set up a meeting—**with the course number 319 in the subject line of the email**, and we will strive to respond to all emails within 48 hours.

Course Description:

Welcome to Psychology 319! As a 300-level course, some background in psychology is required.

This course examines research in developmental psychology as it applies to real-world situations, including how such research may be used to design and implement interventions for improving children's welfare as well as inform policy making. As this course is only a semester long, it would be impossible to cover in depth the entire field of applied developmental psychology. Instead, we will focus on topics that represent some of the most exciting and controversial areas of research. We will cover topics such as parenting, child care, schooling, the media, and more.

Course Materials:

There is no course textbook! Instead, 2-4 readings will be assigned each week and posted on the course Connect website. Readings may include empirical research studies, popular media articles, and review chapters. You will be responsible for knowing this material, and it will be discussed in class and on exams.

Some of the readings are at an advanced level. You do not necessarily need to understand all the statistics used, but please make an effort to look up unknown words, to read carefully and deeply, and to ask questions if you do not understand.

Course Website:

You are responsible for checking the course website at www.connect.ubc.ca often throughout the term. You use your CWL to login. This is where you can access and download the course syllabus, readings, and see important announcements. Additionally, lecture slides will be posted at least 1 hour before each class, barring extraneous circumstances. These slides are not complete, but serve as an outline for the lecture of the day. We have also made discussion forums available to support peer and self-motivated learning.

Course Requirements and Grading:

1. **Class Attendance:** 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 Connect. By regularly attending class you ensure yourself the best chance to excel.

2. Weekly Discussion Paragraphs (20% of final mark)

Each week, at the end of Thursday's class, I will give you a short writing prompt related to the next week's course material. You will be asked to write a brief paragraph (approximately 5-8 sentences) with your answer and thoughts. Most of these writing prompts will relate to your opinions, experiences, etc. Each weekly paragraph will be given up to 2 points: 0 for no paragraph turned in, 1 for a paragraph that fails to answer the question fully, and 2 for a well thought-out paragraph. There will be 10 paragraphs assigned in total.

Weekly paragraphs will be **due before class starts on Tuesdays**, submitted to Connect under each week's learning module. Paragraphs turned in after 11:00am on Tuesdays will be given a 0 for that week.

3. Assignment (20% of final mark)

One of the hallmarks of applied developmental psychology is using research on children's development to inform and advise parents and others. For this assignment, you will design a 2-3 page pamphlet targeted towards parents, informing them of relevant research and suggestions for one area of development. For example, you may wish to inform parents about research findings on the pros and cons of co-sleeping, and advise them of what practical suggestions this research might provide. You should give concrete data (percentages, etc), and make the research findings accessible to parents in a general (non scholarly) audience. Feel free to use illustrations, graphs,

diagrams, etc. in order to make your points clear. You **must** correctly cite all references.

Empirical research related to your topic of interest can be found using PsycInfo, a database on the UBC Library website. We will go over how to find articles and other information using PsycInfo at some point during the course.

4. **Midterm (30% of final mark):** Covers material from lecture, slides, and readings prior to the midterm. Multiple choice, fill-in-the-blank, and short answer.
5. **Final (30% of final mark):** Covers material from after the midterm. Multiple choice, fill-in-the-blank, and short answer.

Note on exams: Both the midterm and final exam are designed to not only test your knowledge of facts, but also to challenge you to apply and integrate what you have learned to new situations and context. 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 (up to 3%)**

*****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 exam. 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 citing or 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.

September 5: Introduction and Syllabus Review

September 10, 12: What is Applied Developmental Psychology? History, Background, Research Methods, Ethics

September 17, 19: Birth and Early Care

September 24, 26: Parenting

October 1, 3: Child Care

October 8, 10: Adoption and Foster Care

October 15: Catch-up & review for midterm

October 17: **MIDTERM EXAM**

October 22, 24: Impact of the Media

October 29, 31: Schooling

November 5, 7: Literacy & Reading

November 12, 14: Children & the Law

November 19, 21: Child Psychopathology

November 26, 28: Catch-up & review for final

***** ASSIGNMENT DUE NOVEMBER 26 *****

Final exam to be scheduled during University Exam Period