



Psychology 321 - 001

Child Development

2020 Term 2

Tuesday & Thursday 2:00pm to 3:30 PM, ART 366

Welcome to Child Development!

I am looking forward to getting to know each of you while we explore the early stages of the lifespan. My aim is to provide an engaging, respectful class environment where each student can further their understanding of the provided material.

Instructor: Jamie Piercy, Ph.D.

Email: Jamie.piercy@ubc.ca

Phone: 250-807-8514

Office: ART 332

Office hours: Weekly on Thursday from 12:30 – 1:30. I am also happy to make appointments by e-mail to find a time to meet that works best with our schedules.

Teaching Assistants:

Kaylee Misener: kaylee.misener@ubc.ca (ASC 201)

Office hour: Thursday 10:00am – 12:00pm

Mariza Micallef: mariza.micallef@ubc.ca (ART 336)

Office hours: Tuesday & Thursday from 11:00 - 12:00 pm

Treya Bishop: treyabishop@alumni.ubc.ca (ART 336)

Office hours: Monday 2:00 – 3:00pm

Academic Calendar Entry

PSYO 321 (3) Child Development

Survey of developmental psychology, focusing on the childhood segment of the lifespan. Examines the physical, cognitive, and psychosocial development of children from conception through the school years. [3-0-0]

Prerequisite: Either (a) PSYO 220 and one of PSYO 219, PSYO 230, PSYO 241, PSYO 252, PSYO 270, PSYO 271, PSYO 298, PSYO 299; or (b) all of PSYO 270, PSYO 271.

Course Format

The contents of the lectures will be determined by the course schedule (see below). You will have access to PowerPoint slides, which will emphasize the key points of the chapters and will provide clarification and explanation of course concepts, including and beyond the textbook. Lecture slides and additional reading will be posted on *Canvas*. Additional learning materials are available through the *LaunchPad* platform. In class activities will use the *Reef* participation platform (registration details below).

Course Overview, Content, and Objectives

In this course, we will take an in-depth approach to child development. The primary goal is to provide you with a foundation in child development. We will explore the main themes and theories of child development, as well as research methodology in the field. This course will provide an overview of the physical, cognitive, and social/emotional components of development using a contextual lens, with an emphasis on Canadian content.



Learning Outcomes

After completing this course, you will be able to:

- Identify and describe the main theories/themes of child development
- Understand the genetic bases of child development
- Identify contextual and social influences on developmental trajectories in children
- Describe the processes involved with prenatal development and birth
- Understand and describe the physical, cognitive, and social/emotional aspects of development in childhood

Evaluation Criteria and Grading

- 1) **Exam #1 (25% of grade).** The exam will cover Chapters 1-6 of the course, including all lecture and textbook material. The exam will be out of 100 marks in a multiple-choice and brief written format.
- 2) **Exam #2: (25% of grade).** The exam will cover Chapters 7-11 of the course, including all lecture and textbook material. The exam will be out of 100 marks in a multiple-choice and brief written format.
- 3) **Final Exam: (35% of grade).** The exam will be Chapters 12-16, including all lecture and textbook material. The final exam will be written during the final exam period (date TBA). The exam will be out of 100 marks in a multiple-choice and short-answer format.

- 4) **LaunchPad (3 sets of assignments worth 2.5% each = 7.5% total)**

Performance of the assigned LaunchPad resource material broken down as follows:

Score of 2/2 for 91-100% performance on the materials

Score of 1.5/2 for 75-90% performance on the materials

Score of 1/2 for 50-74% performance on the materials

Score of 0.5/2 for 25-49% performance on the materials

Score of 0/2 for less than 25% performance on the materials

Please note: Your LaunchPad grade is based on your performance (NOT just completion) of the assignments. The LaunchPad assignments will be due at 3 different times throughout the semester. Please refer to the course schedule for deadlines.

- 5) **In class brief assessments (7.5%).** Brief quizzes (5 items each) and in class assignments will be presented in class and used to test knowledge of that day's lecture material. Recognizing that you have many priorities throughout the semester that may result in missed classes or variable performance, the lowest two performances will be dropped. Participation in and accuracy of responses in these quizzes will contribute 7.5% of the course grade.
- 6) **SONA (2% Bonus).** See below for explanation of how to participate in SONA.

Final grades will be based on the evaluations listed above and the final grade will be assigned according to the standardized grading system outlined in the UBC Okanagan Calendar. The Barber School reserves the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or the school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department, or school

(<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>).



Required Materials

The text we will be using this semester must be purchased through the UBC bookstore due to integration with Canvas and *Launchpad*. This resource creates an immersive learning experience for students using media and assessment tools. In addition to providing access to the textbook content online in e-book format, *Launchpad* integrates helpful study tools for practicing and self-testing what it is discussed in class and in the textbook.

Siegler, R., Saffran, J.R., Graham, S., Eisenberg, N., Deloache, J., Gershoff, E., & Leaper, C. (2018). *How Children Develop* (Canadian 5th ed). New York, NY: Worth Publishers.

Purchasing your book:

*This course will be using a product that is integrated into Canvas. In order to utilize this material, you **MUST** purchase your course materials for this course at the UBC Bookstore. Purchases from any other retailer (ie. Amazon, Discount Textbooks, etc.) are not able to be verified through the course site, and **you will not be able to access the content needed.***

You have two options of purchasing your course materials for this course:

- 1. Purchase either the physical or digital product in-store or online at the UBC Bookstore – for these purchases you **MUST** keep your receipt in order to verify the purchase on the course site.*
- 2. Log into the course site and follow the link to purchase the required materials (*Please note, you can only purchase the digital product through this option).*

If you purchase in-store or online from the bookstore, you will need to log into the course site and click on the 'Redeem Your Purchase Receipt Number' option in order to verify your purchase and gain access to the online materials.

These google slides can be a helpful resource: <https://docs.google.com/presentation/d/1b1e5NZYfZH-IdPaTKTIvoWDSwnjEwPqsrITs353qgqk/edit#slide=id.p>

Accessing Reef:

In addition to the textbook, we will be using the Reef in class which requires you to register with a separate account before class. *I will provide you an access code in class for your free access, but strongly recommend you to register in advance.*

Instructions for Reef registration and code redemption:

<https://macmillan.force.com/iclicker/s/article/How-to-Redeem-Your-iClicker-Reef-Access-Code>

Missed Graded Work:

If you, because of unforeseen events, are absent during the term and are unable to complete tests or other graded work, please discuss with me as soon as possible how you can make up for missed work, according to written guidelines provided in this syllabus (see Grading Practices). I am not required to make allowance for any missed test or incomplete work that is not satisfactorily accounted for. If ill health is an issue, you are encouraged to seek attention from a health professional. Campus Health and Counselling will normally provide documentation only to students who have been seen previously at these offices for treatment or counselling specific to conditions associated with their academic difficulties. Students who feel that requests for consideration have not been dealt with fairly by their instructors may take their concerns first to the Head of the



discipline, and if not resolved, to the Office of the Dean. Further information can be found at:

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>.

IMPORTANT: If you miss an exam, **you must provide written documentation** (i.e., doctor's note) of the absence to the instructor and must arrange to make up the exam before the next scheduled class. If you do not write the exam by the next scheduled class will receive a "0" for the exam.

Final Examination:

The examination period for Term 1 of Winter 2019 is December 2nd – December 17th. Except in the case of examination clashes and hardships (three or more formal examinations scheduled within a 24-hour period) or unforeseen events, students will be permitted to apply for out-of-time final examinations only if they are representing the University, the province, or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support themselves or their family; or caring for a family member. Unforeseen events include (but may not be limited to) the following: ill health or other personal challenges that arise during a term and changes in the requirements of an ongoing job. Further information on Academic Concessions can be found under Policies and Regulations in the Okanagan Academic Calendar <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0> Out-of-time examination forms can be found at (<http://ikbsas.ok.ubc.ca/students/undergrad/forms.html>) and must be sent to the Dean's office.

Academic Integrity:

The academic enterprise is founded on *honesty, civility, and integrity*. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at <http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>.

UBC Okanagan Disability Resource Centre:

The Disability Resource Centre ensures educational equity for students with disabilities and chronic medical conditions. If you are disabled, have an injury or illness and require academic accommodations to meet the course objectives, please contact Earllene Roberts, the Diversity Advisor for the Disability Resource Centre located in the University Centre building (UNC 214).

UNC 214 250.807.9263

email earllene.roberts@ubc.ca

Web: www.students.ok.ubc.ca/drc

RESEARCH ACTIVITY (2% BONUS)

This course allows for 2% bonus to be added to your final grade. This requirement may be fulfilled either through direct participation in research through the SONA online volunteer subject pool (Option 1), by completing two written summaries of primary research articles (Option 2), or by a combination of the two types of activities.

Research Participation (Option 1)



As a participant in one of numerous Psychology Department Subject Pool experiments posted at <http://ubco.sonasystems.com/>, you will obtain 0.5% credit for each 0.5 hour of participation at UBCO. Hence, participation requiring a 1-hour time commitment provides a credit of 1%, 1.5 hours provides a credit of 1.5%, and 2 hours provides a credit of 2.0%, etc.

Important Requirements

You may participate in more than one experiment in order to accrue credits. A substantial number of studies are typically hosted on SONA; therefore, you will have many different choices. It is important to sign up for experiments early in the semester in order to increase the odds that a time slot is available. If you wait until late in the semester, all time slots may be taken.

Logging On To The System

SONA is only open for those students who are registered in a psychology course offering SONA credit. Please only use the request account option if you have never used the SONA system before. If you have used the SONA system before, please use the most recent login information you remember to log in.

Missed Appointments & Penalties

Missed appointments (i.e., failure to cancel the appointment at least 3 hours prior to the session) will be tracked. The consequence will be that you will not receive credit for participation in the experiment and will lose the credit value of the study from possible marks associated with participation in research.

Please email psyc.ubco.research@ubc.ca with any questions or concerns that you may have regarding the SONA system, including unassigned bonus credits. Your professor does NOT have access to this information.

Focus Group Participation (Option 2)

Alternatively, you may earn up to 1.0 bonus points by participating in up to two small focus groups (8-12 students) discussing classroom strategies and student wellness throughout the semester. Each focus group will be worth 0.5 points. The first focus group will occur in approximately February, and the second will take place in late March.

If you are interested in this option, please email Jannik Eikenaar (Jannik.Eikenaar@ubc.ca) as soon as possible. At the end of the semester, Jannik Eikenaar will provide me with a list of all PSYO 321 students who participated in a group (and how many interviews they did). Please be aware that the focus groups are not part of the SONA system.

Research Summary Assignment (Option 3)

As an alternative to participating in a Psychology Subject Pool experiment, you may obtain subject pool credit by completing 1 library-writing project to a satisfactory level. Each library-writing project is worth a total of two credits [i.e., 2% toward the final grade].

Important Requirements

1. This project consists of reading and summarizing (in written form) a recent, peer-reviewed, primary research article.

- A “recent” article has been published within the past 12 months.
- A “peer reviewed” article is one that has been reviewed by other scholars before it is accepted – for example, it **cannot** be a news item, an article from a popular magazine, a notice, or a letter to the editor.
- A “primary” research article describes an experiment or study where data are collected by the authors. In other words, the article you choose to review **cannot** be a book review, literature review, or summary article.

2. You must choose an article published by one of the following agencies:



- The American Psychological Society - *Psychological Science*, *Current Directions in Psychological Science*, *Psychological Science in the Public Interest*, or *Perspectives on Psychological Science*.
- The American Psychological Association - www.apa.org/journals/by_title.html has a full listing.
- The Canadian Psychological Association - *Canadian Psychology*, *Canadian Journal of Behavioural Science*, or *Canadian Journal of Experimental Psychology*.
- The Psychonomic Society - *Behavior Research Methods, Cognitive, Affective, & Behavioral Neuroscience*, *Learning & Behavior*, *Memory & Cognition*, *Perception & Psychophysics*, or *Psychonomic Bulletin & Review*

3. Other Assignment Guidelines

The summary should be about 300-500 words in length. The source must be cited and referenced in accordance with the *Publication Manual of the American Psychological Association* (6th ed.). The review will be graded on a pass – fail basis (2% or 0%). **At least 14 days before** the end of classes each term, submit the following to the course instructor:

- the article summary
- a copy of the article
- a cover page that specifies your name, student number, email address, and word count of the summary.
- the course title and number

Submitting the assignment 14 days in advance is necessary to ensure that you have an opportunity to make corrections, if required.

**Course Schedule, Required Readings**

| | Topics and/or exam | Required Reading |
|-------------------------------|---|-------------------------|
| Tues. Jan 7 | Course overview, Themes; Introduction | Ch. 1 |
| Thurs. Jan 9 | Introduction to Child Development | Ch. 1 |
| Tues. Jan 14 | Prenatal Development | Ch. 2 |
| Thurs. Jan 16 | Biology and Behaviour | Ch. 2 & 3 |
| Tues. Jan 21 | Biology and Behaviour; Intro to Cognitive Development | Ch. 3 & 4 |
| Thurs. Jan 23 | Cognitive Development | Ch. 4 |
| Tues. Jan 28 | Sensory Development in Infancy | Ch. 5 |
| Thurs. Jan 30 | Sensory Development & Intro to Language | Ch. 5 & 6 |
| Tues. Feb 4 | Language Development | Ch 6 |
| Thurs Feb. 6 | Midterm 1 (Ch. 1 – 6) | |
| Tues Feb 11 | Conceptual Development | Ch. 7 |
| Thurs Feb 13 | Intelligence and Achievement | Ch. 7 & 8 |
| Tues. Feb 18 Thurs. Feb 20 | READING WEEK NO CLASSES | |
| Tues. Feb 25 | Intelligence & Academic Achievement | Ch. 8 |
| Thurs. Feb 27 | Social Development | Ch. 9 |
| Tues. Mar 3 | Social & Emotional Development | Ch. 9 & 10 |
| Thurs. Mar 5 | Emotional Development & Attachment | Ch. 10 & 11 |
| Tues. Mar 10 | Attachment to Self & Others | Ch. 11 |
| Thurs. Mar 12 | Midterm 2 (Ch. 7-11) | |
| Tues. Mar 17 | Family | Ch. 12 |
| Thurs. Mar 19 | Relationships | Ch. 12 & 13 |
| Tues. Mar 24 | Peer Relationships | Ch. 13 |
| Thurs. Mar 26 | Moral Development | Ch. 14 |
| Tues. Mar 31 | Moral Development; Intro. to Gender Development | Ch. 14 & 15 |
| Thurs. Apr 2 | Gender Development | Ch. 15 |
| Tues. Apr 7 | Review & Conclusions | Ch 16 |

FINAL EXAM PERIOD: April 14 - 29, 2020