



Psychology 321 - 001
Child Development
2021 Term 2

Virtual: Tuesday 9:00 – 10:30 AM, Wednesday 4:00 – 5:30 PM

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 online class environment where each student can further their understanding of the provided material.

Instructor: Jamie Piercy, Ph.D.

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Phone: 250-807-8514

Office hours: Tuesdays 10:30 – 12:30 or by appointment, on Zoom

Teaching Assistants:

Teaching assistants will be available by e-mail and discussion board to answer course questions or facilitate discussion as appropriate. More information on each TA is available on the Canvas page.

Kaylee Miesner: kaylee.misener@ubc.ca

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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). PowerPoint slides will emphasize the key points of the chapters and will provide clarification and explanation of course concepts, including and beyond the textbook. Lectures will be recorded and posted weekly on *Canvas*. Outline slides will also be posted on *Canvas*. Online interactive discussion sessions will be held in *Zoom* (see course schedule). Additional learning materials are available through the *Launchpad* platform (see course schedule for due dates).

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
- Outline 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) **Exams, 78% of grade.** The exams will include all lecture, Canvas, and textbook material. The exam will be in a multiple-choice and brief written format. The exams will be completed over 80 minutes (1 hour 20 minutes) on Canvas Quiz using *Respondus LockDown Browser*.

The examinations in this course are all closed-book, so you may **not** have access to any of the course materials, including your notes, during the exam. You are **not** to use any search engines or other programs – your browser will be locked in Canvas. You are **not** to take screenshots or pictures of the exam. Nor are you to communicate with anyone – you are to work independently. If you violate these conditions you have engaged in Academic Misconduct and will be subject to the consequences articulated in the Academic Integrity section. Communication with other students (written, text, verbal, etc.) is also not permitted and will constitute Academic Misconduct.

- a) **Exam #1: (25% of grade).** This exam will cover Chapters 1-5 and lecture/Canvas material
- b) **Exam #2: (25% of grade).** This exam will cover Chapters 6, 8-10 and lecture/Canvas material
- c) **Exam #3: (28% of grade).** This exam will cover Chapters 12-15 and lecture/Canvas material

- 2) **LaunchPad text quizzes, 6%.** You are strongly advised to do the assignments and quizzes the week the reading is assigned; however, *LaunchPad* quizzes will be due at 11:59 of the day of the first two midterms and on the final day of class (detailed in the schedule). You will have 3 attempts at each quiz, with your highest grade recorded.

- 3) **Lecture-based quizzes/assignments, 10%.** There will be a brief weekly quiz/activity based on the lecture content (5-points each). I will be using quiz questions to keep you engaged with key concepts from the posted lecture. These will be available for a limited period of time; quizzes will be released with the lecture (Tuesday 9:00 AM) and due by Friday at 4:00 PM. *Your lowest 2 performances will be dropped.*

- 4) **Monthly interactive review lecture activity, 6%.** As noted in the syllabus schedule, we will meet as a group in live lecture *three times this semester*. Your mark in each review lecture will be half participation/attendance (1%) and half completion of a brief activity (the other 1%). For those unable to attend, the brief activity or question(s) will be made available for 24 hours following each review.

- a. **You have been assigned to a day (e.g., Tuesday or Wednesday group) in Canvas under “People” in canvas in the “Review sessions” tab.** *Please attend your assigned day/time. If there is an issue with your assigned time due to your current time zone, please e-mail me prior to the first discussion meeting.*

- 5) **SONA (2% Bonus).** See below for explanation of how to participate in SONA.

Assessment Summary

Class Quizzes/Activities	10%
<i>Launchpad</i> Quizzes	6%
Review Lecture	6%
Exams (25%, 25%, 28%)	<u>78%</u>
TOTAL	100%

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.



Please note I do not “round up” final grades It is policy in this course that final grades cannot be adjusted (through extra assignments or otherwise) in order to achieve a passing mark, higher letter grade etc. In order to maintain fairness within this course, requests for additional assignments as well as requests to round or “bump up” final grades will be denied.

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>).

Requirements for Technology for Online Delivery of Courses

In order to engage with this course online, students are required to have a laptop or desktop computer and a stable internet connection. While the lectures will be pre-recorded and posted, this course also includes live activities (assigned and moderated virtual discussion groups) which will require a microphone; a camera is recommended, but not required. Examinations will be completed online during the **scheduled course time** (i.e., **at 9:00 AM PST**). Please email me if you do not have any of these requirements.

Required Materials:

IMPORTANT: The text we will be using this semester ***must be purchased through the UBC bookstore*** due to integration with Canvas and Launchpad. Purchases from any other retailer (i.e., 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.

Siegler, R., Saffran, J.R., Graham, S., Eisenberg, N., Deloache, J., Gershoff, E., & Leaper, C. (2020). *How Children Develop* (Canadian 6th ed). New York, NY: Worth Publishers.

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 Canvas course 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 Canvas and click on the "Verify" 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-IdPaTKTIvoWDSwnjEwPqsrlTs353qgqk/edit#slide=id.p>

Missed Graded Work:

Students who, because of unforeseen events, are absent during the term and are unable to complete tests or other graded work, should normally discuss with their instructors how they can make up for missed work, according to written guidelines given to them at the start of the course (see Grading Practices). Instructors are not required to make allowance for any missed test or incomplete work that is not satisfactorily accounted for. If ill health is an issue, students 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: Students who miss an exam 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. Students who do not write the exam by the next scheduled class will receive a "0" for the exam.

Technical Issues During Examinations

As per UBC policy, all examinations must be completed during the scheduled course time. Out of fairness to all students, there are no exceptions to this policy. The instructor and/or TAs will be available during all examinations via Zoom should students encounter technical difficulties. It is the responsibility of the student to ensure that any technical issues are reported to the instructor immediately. If you cannot connect with the instructor and/or TAs via Zoom, please document the issue or technical concern via a screenshot. Failing to report technical issues in a timely manner, may result in the issue not being resolved and may negatively impact your grade.

Final Examination:

The examination period for Term 2 is April 14 – April 29th. 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 (<https://fass.ok.ubc.ca/student-resources/undergrad/student-forms/>) and must be sent to the Dean's office.

International Online Learning:

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

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

Students earn Sona credit from participating in research activity. This can be either through direct participation in research through the Sona online volunteer subject pool (Option 1), by completing 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.sona-systems.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. It is important to sign up for experiments early in the semester in order to increase the odds that a timeslot is available. If you wait until late in the semester, all timeslots may be taken. **IMPORTANT:** Please note, due to concerns related to COVID-19, only online studies will be hosted on Sona.

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.



Research Summary Assignment (Option 2)

As an alternative to participating in a Psychology Subject Pool experiment, you may obtain subject pool credit by completing library-writing projects to a satisfactory level. Each library-writing project is worth a total of two credits.

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. If you do not check your email frequently, provide a phone number on the cover page.



Course Schedule, Required Readings

This schedule outlines our plan for key topics in the course, though additional readings and videos will be posted on Canvas and outlined as “required” or “optional” in the weekly lesson module.

	Topics and/or exam	Required Reading
Week 1: Jan 12	Overview, Introduction, Methods	Ch. 1
Week 2: Jan 19	Prenatal Development	Ch. 2
Week 3: Jan 26	Biology and Behaviour	Ch. 3
Week 4: Feb 2	Cognitive Development	Ch. 4
Week 5: Feb 9	Motor, Learning & Memory <i>Class discussion on Zoom</i> <i>Group 1: Tuesday Feb. 2 at 9:00AM</i> <i>Group 2: Wednesday Feb. 3 at 4:00 PM</i>	Ch. 5
Week 6: Feb 16	READING BREAK – NO CLASSES	
Week 7: Feb 23	EXAM 1 (Ch. 1- 5) <i>Launchpad due</i> Lecture posted: Language development	Ch. 6
Week 8: Mar 2	Intelligence/Achievement	Ch. 8
Week 9: Mar 9	Social Development	Ch. 9
Week 10: Mar 16	Emotional Development <i>Class discussion on Zoom</i> <i>Group 1: Tuesday Mar. 16 at 9:00AM</i> <i>Group 2: Wednesday Mar. 17 at 4:00 PM</i>	Ch. 10
Week 11: Mar 23	EXAM 2 (Ch 6, 8-10) <i>Launchpad due</i> Lecture posted: Peer/Family Relationships	Ch. 12, 13
Week 12: Mar 30	Moral Development	Ch. 14
Week 13: Apr. 6	Gender Development <i>Class discussion on Zoom</i> <i>Group 1: Tuesday Apr. 6 at 9:00AM</i> <i>Group 2: Wednesday Apr. 7 at 4:00 PM</i>	Ch. 15
Week 14: Apr. 13	<i>Launchpad due</i>	

FINAL EXAM TBD: April 16 – 29th