



UNIVERSITY OF
CALGARY

Department of Psychology

Psychology 451 (L01) –Cognitive Development
Fall 2009

Instructor:	Dr Suzanne Hala	Lecture Location:	SH157
Phone:	403 220 6476	Lecture Days/Time:	TTh 11:00 – 12:15
Email:	hala@ucalgary.ca	Lab Instructor:	Emma Climie
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Office Hours:	TBA	Email:	eaclimie@ucalgary.ca

Course Description and Goals

In this course we will study neonatal, infant and child development, including both theoretical accounts as well as current research findings. The prime focus will be basic developmental processes including perceptual, cognitive and language development.

Prerequisites

Psyc 312 – Experimental Design and Quantitative Methods for Psychology,
Psyc 351 – Developmental Psychology.

Course objectives

- to introduce students to the theories, methodologies, issues, and current experimental findings in the field of cognitive development during infancy and childhood
- to encourage students to think critically about conceptual and empirical issues to provide students with direct experience reading empirical articles and conducting child study techniques (designed and conducted in small groups in the lab)
- to provide students with experience in giving oral presentations and in writing research reports

Lectures are intended to highlight and extend, rather than summarize, assigned readings. Usually, students benefit most from lectures if they read the assigned material prior to the corresponding lecture. Discussion is encouraged and questions are invited during lectures. If you have questions or concerns please raise them -- either in class or out (office hours and email are the best ways to reach me).

Required Text

Flavell, J. H. Miller, P. H. & Miller, S. A. (2002). *Cognitive Development*, Fourth Edition. NJ: Prentice Hall. This text provides important background reading for the topics in this course. Available at the University Bookstore.

In order to best fulfill the needs of the course the remainder of the course readings will be drawn from several sources, including original journal articles. Additional readings are required

as listed later in the course outline. Those readings marked with an * are available online and will be accessible on Blackboard. A package including most of the remainder of the additional required readings will be available for purchase at the beginning of the term. The Bremner chapter will be available for viewing at the Psychs office as well.

Evaluation:

Mid term exam: 30% of final grade

Final exam: 35% of final grade

Lab: 35% of final grade

Note: Students must achieve a passing grade on both the class and lab components to pass this course.

Class Components

The two exams will **be take-home exams**. This is to enable students to provide their best demonstration of critical thinking and mastery of the course material. For both the midterm and the final exam, the exam questions will be distributed one week prior to the due date for submission of the completed exam. That is, students will have one week to complete the exams. The exams will be short essay in format. Completed examinations are due by the end of the day (4:00) on the due date (**October 20 for midterm and Dec 10 for final**). Students may hand the exams to the instructor in class that day (for the midterm) or leave in the green box outside of A275 (where they will be date stamped if prior to 4:00). Exams will also be accepted by email, provided they are sent prior to the deadline time. A **penalty of 10% per day**, including weekends and holidays, will be levied for exams handed in late. Please ensure you are vigilant about backing up your files. As you have a week to complete the exam an 11th hour computer malfunction will not be accepted as a valid reason for failure to submit a completed exam on time. Collaboration on take home exams is NOT permitted – Students are to submit independent completed exams. Exact details of length and specific requirements will be distributed with each set of exam questions.

Lab components

The lab component is designed to provide students with direct experience with research in Cognitive Developmental Psychology. As such, students will actively participate in small group research projects. Students will gain experience in library research, research design, data collection and analyses, writing research reports and presenting the research findings. The specific requirements will be described in more detail during the first lab meeting. You will receive a separate course outline for the lab sessions.

Evaluation of lab component:

Article Critique 4%

1st Oral Presentation 4%

Ethics Forms 3%

2nd Oral Presentation 4%

Final Research Paper 20 %

Total 35%

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule

Date	Topic	Required Reading
Sep 8 – Oct 15	Introduction and Overview	Flavell text Chpt 1
	Theories of Cognitive Development	Crain chpt Siegler chpt.
	Infancy: methods of study	Bremner Chpt Flavell text Chpt 2
	Infancy: Perceptual Development	Mondlach et al. article
	Infant Cognition	Johnson et al. article Flavell text chpt 3
	Concepts and Categories	Wakeley et al. article Wynn article Flavell text chpt 4 Gelman & Coley article
Oct 13	EXAM 1 will be distributed	
Oct 20	EXAM 1 DUE by 4:00 pm	
Oct 20 – Dec 8 No class Nov 12 – Reading days	Symbolic Representation	De Loache articles (2)
	Pretense	Harris et al. article
	Appearance-Reality Spatial Perspective Taking	Flavell text chpt 6
	Theory of Mind	Hala & Carpendale chpt Hala et al, 2003 article
	Autism	Hill & Frith Article
	Language development	Flavell text chpt 8 Markman chpt. Tomasello & Akhtar article

	Memory development	Flavell et al. chpt. 7 Foley et al. article Bruck et al. Article
Dec 4	Final Take home will be distributed	
Dec 11	FINAL TAKE HOME EXAM DUE BY 4:00 pm	

Additional references for required readings

Note: Those with asterisks available on Blackboard, others available in a package.

Bremner, J.G. (1998). *Infancy* (chpt 3). Malden : Blackwell. (This reading only is available for viewing in the PSYCHS office.)

*Bruck, M., Ceci, S.J., Francoeur, E., & Barr, R. (1995). "I hardly cried when I got my shot!": Influencing children's reports about a visit to their pediatrician. *Child Development, 66*, 193-208.

Crain, W. (1992). Piaget's cognitive development theory (chpt. 6). *Theories of Development: Concepts and applications*. Englewood Cliffs: Prentice-Hall.

*DeLoache, J.S., Miller, K.F. & Rosengren, K.S. (1997). The credible shrinking room: Very young children's performance with symbolic and nonsymbolic relations. *Psychological Science, 8*, 308-313

*DeLoache, J. S. (2000). Dual representation and young children's use of scale models. *Child Development, 71*, 329-338.

*Foley, M. A., Ratner, H. A., & House, A. T. (2002). Anticipation and source monitoring errors: Children's memory for collaborative activities. *Journal of Cognition and Development, 3*, 385 – 414.

*Gelman, S.A., & Coley, J.D. (1990). The importance of knowing a Dodo is a bird: Categories and inferences in 2-year-old children. *Developmental Psychology, 26*, 796-804.

Hala, S. & Carpendale, J. (1997). All in the mind. Children's understanding of mental life. In S. Hala (Ed.), *The Development of Social Cognition*. Psychology Press.

*Hala, S., Hug, S., & Henderson, H. (2003). Executive functioning and false-belief understanding in preschool children: Two tasks are harder than one. *Journal of Cognition and Development, 4*, 275-298.

Harris, P, Brown, E. Marriott, C. Whittall, S. & Harmer, S. (1991). Monsters, ghosts and witches: Testing the limits of the fantasy-reality distinction in young children. *British Journal*

of *Developmental Psychology*, 9, 105-123.

Hill, E. & Frith, U. (2003). Understanding autism: insights from mind and brain. In U. Frith and E. L. Hill (Eds) *Autism: mind and brain. Philosophical transactions of the Royal Society*, 358, 275-427.

*Johnson. S.P., Cohen, L.B., Marks, K.H. & Johnson, K.L. (2003). Young infants' perception of object unity in rotation displays. *Infancy*, 4, 285-295

Markman, E.M. (1991). The whole object, taxonomic, and mutual exclusivity assumptions as initial constraints on word meanings. In J.P. Byrnes & S.A. Gelman (Eds.), *Perspectives on language and cognition: Interrelations in development*. (pp. 72-106). Cambridge: Cambridge University Press.

*Mondloch et al. (1999). Face perception during early infancy. *Psychological Science*, 10, 419-422.

Siegler, R.S. (1998). Information-processing theories of development (chpt. 3). *Children's thinking*. Englewood Cliffs: Prentice-Hall.

*Wakeley. A. Rivera, S., & Langer, J. (2000). Can young infants add and subtract? *Child Development*, 71, 1525-1524.

*Wynn, K. (2000). Findings of addition and subtraction in infants are robust and consistent. Reply to Wakeley, Rivera & Langer. *Child Development*, 71, 1535-1536.

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and

penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Absence From A Test/Exam

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

Course Credits for Research Participation

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies

available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>

The last day to participate in studies and to assign or reassign earned credits to courses is **Dec 7th, 2009**.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 170 and may be contacted at 220-5567.

Student Union VP Academic: Phone: 220-3911 suypaca@ucalgary.ca
Student Union Faculty Rep.: Phone: 220-3913 socialscirep@su.ucalgary.ca

Important Dates

The last day to drop this course and **still receive a fee refund** is **Sep 18th, 2009**. The last day to withdraw from this course is August **Dec 8th, 2009**.