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Psychology 451

Cognitive Development

Winter 2014

**Instructor:** Dr Suzanne Hala  
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**Lecture Location:** SH288  
**Lecture Days/Time:** TuTh 9:30 – 10:45  
**Lab Instructor** Alex Taikh  
**Office** A01  
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**Office:** A226  
**Office Hours:** TBA

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### Course Description and Goals

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

### Prerequisites

Psyc 200 & 201 Principles of Psychology I & II or Psyc 205 – Principles of Psychology  
Psyc 312 – Experimental Design and Quantitative Methods for Psychology  
Psyc 351 – Developmental Psychology

### Course objectives

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

### Required Text

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

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

Additional readings are required as listed later in the course outline. For students' convenience readings will be available on Blackboard.

### **Additional References for required readings**

- 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.
- Grassmann, S., Stracke, M. & Tomasello, M. (2009). Two-year-olds exclude novel objects as potential referents of novel words based on pragmatics. *Cognition*, 112, 488-493.
- 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.
- Jaswal, V, & Markman, E. (2007). Looks aren't everything: 24 month-olds' willingness to accept unexpected labels. *Journal of Cognition and Development*, 8, 93-111.
- 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., Wasow, J. L., & Hansen, M. B. (2003). The use of the mutual exclusivity assumption by young word learners. *Cognitive Psychology*, 47, (2003) 241-275.
- Mondloch et al. (1999). Face perception during early infancy. *Psychological Science*, 10, 419-422.
- Ornstein, P.A. & Haden, C.A. (2001). Memory development or the development of memory? *Current Directions in Psychological Science*, 10, 202-205.
- Russell, J, Gee, B & Bullart, C. (2012). Why do young children hide by closing their eyes? Self visibility and the developing concept of self. *Journal of Cognition and Development*, 13, 550-576.
- 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.

## Evaluation

Midterm exam: 30% of final grade

Final exam: 35% of final grade

Lab: 35% of final grade

## 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 11 days prior to the due date for submission of the completed exam. That is, students will have 11 days to complete the exams. The exams will be essay in format. Exams must **be submitted to me electronically** by the end of the day (midnight) on the due date as noted below in the schedule. Students are also welcome to submit an optional additional paper copy if they choose— but they also must submit an electronic copy by the deadline as well. 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 full 11 days to complete the exam an 11<sup>th</sup> 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. Exact readings required will be announced and posted on Blackboard prior to each exam being distributed. Please note that 11 days is longer than the time I usually allow for this take-home exam but, because the first exam period is over the reading break I am giving students extra time to complete their exams.

## Laboratory component:

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, critical analysis of empirical studies, 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 noting exact due dates. A penalty of 10% per day, including holidays and weekends) will be levied for late assignments, up to a maximum of 30% penalty. Assignments submitted 3 days following their due date will not be accepted and will be assigned a grade of 0%. Presentations missed without a valid reason, as determined by the University Calendar, will be assigned a grade of 0%. Late submissions of final papers will **NOT** be accepted.

## Lab Component:

Article critique – written submission (individual student)	3%
Article presentation and discussion – oral in class (individual student)	3%
Ethics form – written submission (individual student)	5 % of final course grade
Oral presentation of results of project (group)	4 % of final course grade

Final research paper – written submission (individual)	20 % of final course grade
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Students must achieve a passing grade on both the class and lab components to pass this course.

### Department of Psychology Grade Distribution Policy

The distribution of grades in Psychology courses (the percentage of A grades, B grades, etc.) will be similar to the distribution of grades in other courses in the Faculty of Arts. The Department monitors the grade distributions of 200-, 300-, and 400-level courses in the Faculty to ensure that the grade distributions in Psychology courses are comparable. Based on these reviews, students can expect that 1) up to 30% of grades in 200- and 300-level psychology courses will be “A” grades (A+, A, and A-), and 2) up to 40% of grades 400-level psychology courses will be “A” grades.

### Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

**A+ grade: *Exceptional Performance.*** An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

**A, A- Range: *Excellent Performance.*** Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student’s thorough knowledge of subject matter.

**B Range: *Good Performance.*** Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

**C Range: *Satisfactory Performance.*** Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-

**D range: *Marginally meets standards.*** Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

**F grade: *Course standards not met.*** Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

### 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%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. 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

This schedule is a guideline only. Specific lecture topics may vary from time to time.

<b>Date</b>	<b>Topic</b>	<b>Required Reading</b>
Jan 9 – Feb 13	Introduction and Overview  Theories of Cognitive Development  Infancy: methods of study  Infancy: Perceptual Development  Infant Cognition	Flavell Chpt 1  Crain chpt Flavell text chapt 5 pp 135-149 (Piaget) Siegler chpt..  Flavell Chpt 2  Mondloch et al article Johnson et al article Flavell p 277 – 279 (speech perception)  Wakely et al article Wynn article Flavell chapt 3 Flavell chapt 4 – numerical relations pp 129-133
<b>February 13 Thursday</b>	<b>EXAM 1 will be distributed</b>	
<b>February 16-23</b>	<b>Reading Break</b>	
<b>February 23 MONDAY</b>	<b>EXAM 1 is due by midnight</b>	
Feb 24 – April 10	Symbolic Representation  Concepts and Categories  Pretense Appearance-Reality Perspective taking  Theory of Mind  Autism  Memory Development	DeLoache articles (2) Flavell Chapt 4 – remainder of chapter Jaswal & Markman article Flavell chpt 4  Harris et al. article Flavell chpt 6 Russell et al. article Hala & Carpendale chpt Hala et al, 2003 article  Hill & Frith Article  Flavell chpt 7 Ornstein & Haden article

	Language acquisition	Flavell chpt 8 Markman & Wasow article Grassman et al. article
<b>April 3 Thursday</b>	<b>Final Take-home will be distributed</b>	
<b>APRIL 14 MONDAY– FINAL TAKE-HOME EXAM DUE BY MIDNIGHT</b>		

### **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; no reappraisal of term work is permitted after the 15 days. 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 403-220-8237. 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.

### **Travel During Exams**

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered except under exceptional circumstances. Students are advised to wait until the final examination schedule is posted before making any travel arrangements.

### **Freedom of Information and Protection of Privacy (FOIP) Act**

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or via the Department Office (Admin 255), or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

### **Course Credits for Research Participation**

#### **Course Credits for Research Participation (Max 2% of final grade)**

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 **April 14, 2014**.

### **Evacuation Assembly Point**

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>. Please check this website and note the nearest assembly point for this course.

### **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 403-220-5567.

**Student Union VP Academic:** Phone: 403-220-3911 [suvpaca@ucalgary.ca](mailto:suypaca@ucalgary.ca)  
**Student Union Faculty Rep.:** Phone: 403-220-3913 [socialscirep@su.ucalgary.ca](mailto:socialscirep@su.ucalgary.ca)

### **Student Ombudsman's Office**

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca) (<http://www.su.ucalgary.ca/services/student-services/student-rights.html>).

**Safewalk**

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333.

**Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **January 17<sup>th</sup>, 2014**. Last day for registration/change of registration is **January 20<sup>th</sup>, 2014**. The last day to withdraw from this course is **April 14<sup>th</sup>, 2014**.