

PSYC 451 LEC1	Cognitive Development	Winter 2018
<b>Instructor:</b>	Dr. Kathleen Hughes	<b>Lecture Location:</b> SH 274
<b>Phone:</b>	403-210-7954	<b>Lecture Days/Time:</b> MWF 11:00-11:50ams
<b>Email:</b>	Kathleen.hughes@ucalgary.ca	
<b>Office:</b>	Administration 256	
<b>Office Hours:</b>	Monday 1pm-2pm & Thursday 2pm-3pm	

### Course Description

This course provides a detailed and critical investigation of neonatal, infant, and child cognitive development, including theoretical accounts, classic and current research findings, and applications and interventions in education, health care, and parenting practices. Topics will be centered around perceptual, cognitive, and language development.

### Course Format

This course will consist of lectures, class discussions, demonstrations, and labs. Students are responsible for attending lectures and labs to gain advanced understanding and to develop critical insights regarding course material and assignment expectations. In addition, students may participate in various learning and research activities for course credit.

Class attendance is strongly advised. There will be announcements made in class regarding exams, course material, research participation, etc. If you are not in class, you will still be held responsible for being aware of these announcements. **The instructor cannot respond to emails asking to repeat information presented in class or on the syllabus.**

### Prerequisites

Psychology 200 & 201 – Principles of Psychology I & II; Psyc 312 – Experimental Design & Quantitative Methods; Psyc 351 – Developmental Psychology

### Course Textbook

No Textbook is Required for this Course. Peer reviewed journals articles accessed through the library will be assigned as reading and discussion material for each week of the course. In addition, an Open-Access lab guide is currently under development to assist with class labs and assignments.

### D2L for PSYC 451

Grades, instructor announcements, a discussion board, practice questions, and PowerPoint slides will be posted to this website.

## Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see [psyc.ucalgary.ca/undergraduate/program-learning-outcomes](http://psyc.ucalgary.ca/undergraduate/program-learning-outcomes)), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Understand, synthesize, and apply main theories of cognitive, language, and perceptual development in infancy and childhood	Short essay Midterm and Final Exam	1, 2, 4	A
Criticize, and develop an empirically based response to current questions, controversies, and dilemmas in the field of cognitive development	Short essay Midterm and Final Exam; Research Proposal, Article Critique	2, 3, 4, 5, 6, 7	A
Collect information from various sources, provide critical reflection and summary of the previous works.	Annotated bibliography; Research proposal	1, 2, 4, 5,	I, A
Review an empirical finding and provide an applied interpretation of this finding for general (non-academic) audiences.	Applied Newsletter Assignment Draft & Final	2, 3, 4, 6, 7	I
Provide feedback to classmates on their writing style, research question, and literature reviews	Peer Review Assignment	2, 5	I
Present, discuss, and communicate main components of a research proposal and <b>application</b> of a scholarly study	Oral Presentation Assignment	1, 2, 4, 7	I, A

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Assessment Methods	% of Final Grade	Evaluated By
Midterm Exam (February 16 <sup>th</sup> )	20%	Dr. Hughes
Final Exam (Date TBA)	20%	Dr. Hughes
Annotated Bibliography (January 24 <sup>th</sup> )	5%	Lab TA
Article Critique (February 9 <sup>th</sup> )	5%	Lab TA
Newsletter Article Draft (February 26 <sup>th</sup> )	5%	Lab TA
Peer Review (March 5 <sup>th</sup> )	5%	Lab TA
Oral Presentation (TBA)	10%	Lab TA
Final Newsletter Article (April 6 <sup>th</sup> )	10%	Dr. Hughes
Research Proposal (April 13 <sup>th</sup> )	20%	Dr. Hughes
Research Participation	Bonus 2%	RPS TA

### **Midterms & Final Exam**

This course will include 2 short essay tests. Each test will include 5 essay questions and be worth 20% of the final grade. Content on tests will be based on lecture content and journal article readings. The Final Exam is non-cumulative and will be scheduled by the Registrar's Office at a later date. Calculators, cell phones, ipads, computers, books, and notes are not permitted during tests. Students must bring pencils, erasers, and their student ID card to each test date. Bottled water is also permitted.

### **Laboratory Components**

The laboratory component is designed to provide students with direct experience with research in cognitive development. Students will actively participate in research projects to gain experience with library research, critical analysis of empirical studies, research design, peer review and peer feedback, and presentation of researching findings. **All lab assignments combined will equal 30% of the final grade and will be graded by the lab TA.** These assignments include: Annotated Bibliography, Article Critique, Newsletter Article Draft, Peer Review Assignment, and Oral Presentation. A separate document with detailed information on each lab assignment will be available on D2L at a later date.

### **Final Newsletter Article**

A main objective of this course is to develop the capacity to translate empirical knowledge for general audiences. As many psychology degree recipients will pursue degrees in education, healthcare, government, law, journalism, social work, and business, it is essential to develop the ability to communicate the findings of primary research articles into a format that is understandable by broad audiences. To that end, students will be required to summarize and apply the results of a recent journal article in cognitive development in a format, tone, and language style that is understandable to the general population. The purpose of this assignment is to transform cutting edge scholarly findings into something usable and informative for parents, educators, and other professionals who work with and for children. To that end, students will prepare a one-page summary of an article as though it would be presented in a parenting magazine or educational newsletter. An initial draft of this assignment will be submitted to the Lab TA during the semester. The final version will be worth 10% of the final grade and will be submitted to Dr. Hughes. More details will be available on D2L at a later date.

### **Research Proposal**

A main objective of this course is to develop the capacity to understand, criticize, and evaluate empirical research, and the formulate research questions and design research methodologies in cognitive developmental psychology. During the semester, lab assignments will help to foster these skills through annotated bibliographies, an article critique, peer reviews, and an oral presentation. At the end of the semester, students will prepare a research proposal containing a literature review, research questions, and detailed methodology. This final assignment will be worth 20% of the final grade and submitted to Dr. Hughes. More detail on this assignment will be available on D2L at a later date.

**To earn credit for this course, students must pass both the lab and lecture components of the course.**

**A penalty of 10% per day, including holidays and weekends will be applied to all late lab components and both final assignments. Class presentations which are missed without a valid reason will be assigned a grade of 0%.**

**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 13, 2018**.

**Tentative Lecture Schedule (Subject to Change if Needed)**

Date	Topic/Activity/Readings/Due Date	
M Jan 08	Introduction / Course Outline	Winter term lectures begin.
W Jan 10	Theories of Development	
F Jan 12		
M Jan 15		
W Jan 17	Biological Bases of Cog Development	
F Jan 19		Last day to drop Winter Term half-courses.
M Jan 22		Last day to add or swap Winter Term half courses. Last day for change of registration from audit to credit or credit to audit.
W Jan 24	Social & Cultural Bases of Cognitive Development	<b>Annotated Bibliography Due (worth 5% of final grade)</b>
F Jan 26		Fee payment deadline for Winter Term fees.
M Jan 29		
W Jan 31	Infant Perception	
F Feb 2		
M Feb 5		
W Feb 7		
F Feb 9	Thinking & Symbols	<b>Article Critique Due (worth 5% of final grade)</b>
M Feb 12		
W Feb 14		
F Feb 16	<b>Midterm Test (worth 20% of final grade)</b>	
Feb 18-25		Reading Week. No lectures. University open (except Family Day).

M Feb 19		Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
M Feb 26	Theory of Mind	<b>Newsletter Article Draft Due (worth 5% of final grade)</b>
W Feb 28		
F Mar 2	Memory	
M Mar 5		<b>Peer Review Due (worth 5% of final grade)</b>
W Mar 7		
F Mar 9		
M Mar 12	Executive Functioning	
W Mar 14		
F Mar 16		
M Mar 19		
W Mar 21	Language	
F Mar 23		
M Mar 26		
W Mar 28		
F Mar 30	<b>Good Friday. University Closed</b>	
M Apr 2	Literacy & Numeracy	
W Apr 4		
F Apr 6		<b>Newsletter Article Due (worth 10% of final grade)</b>
M Apr 9		
W Apr 11	Social Cognition	
F Apr 13		Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses. <b>Research Proposal Due (worth 20% of final grade)</b>
Apr 16-26	<b>Winter Term Final Examinations. Final Exam worth 20% of final grade.</b>	

**Note: The final exam is scheduled by the Registrar's Office, so do not book flights or other arrangements until the official examination schedule has been posted.**

### **Dr. Hughes' Class Policies**

**Class Attendance:** Class attendance is strongly advised. Students should plan to attend unless for documented medical, compassionate, and extra-curricular reasons. All tests are dependent upon attending the lectures.

**Class Schedule:** Dr. Hughes will make every attempt to start and end class on time. If class schedules need to be adjusted, this will be done with the students' best interests in mind.

**Email Policy:** Dr. Hughes will make every effort to respond to student emails within 48 hours. If an email does not receive a response within 48 hours, please send it again. Do not email the Instructor

concerning assignments or exams within 12 hours of the deadline for said assignment or exam. Please include the course number somewhere in the email (subject header, your signature, etc.).

**PowerPoint Policy:** The PowerPoint slides will be posted within 24 of the completion of each Unit. PowerPoint slides will be posted in full, with the exception of any personal photos or videos. External links used in class will be embedded in the PowerPoint file.

**Laptop/Cell Phone Policy:** Student may bring laptops, cell phones, and electronics to class for the purpose of taking notes and recording lectures. Please sit in the back of the classroom if you will be multi-tasking with a large screen which may distract those behind you.

**Audio Recordings:** Students are permitted to make audio recordings of the lectures with their personal devices. However, students are not permitted to post recordings of class online or share publicly.

**Exam Questions:** Exam questions will be designed to be fair, clear, and valid measures of your knowledge of the course material. Exams will be designed to distinguish between students who actively “took” the course, and students who did not attend or study. Questions on the exam will **NOT** include “all of the above,” “none of the above,” or obvious trick questions. After completion of the final exam, Dr. Hughes will conduct a critical item-analysis of each exam question. Any questions that were deemed unclear or unfair will be dropped or considered bonus items.

**Extra-credit and reweighting:** Students will not be given “extra” credit to improve their grades. In addition, students’ grades will not be “re-weighted” to compensate for their missed tests or assignments.

**Grading:** Grades on assignments and tests are not rounded. Final course grades out of 100 are rounded to the next letter grade if they are within 0.51% of the next letter grade interval. For instance, a 79.49 would be rounded to an 80 on the final grade. A 79.48 would not be rounded.

### **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 when within 0.51% of the next letter grade (e.g., 89.49% will be rounded up to 90% but 89.48% will not).

### 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 Accommodations**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy). Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy). Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

### **Absence From A Test/Exam**

Makeup tests/exams require 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 up to 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 during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam [http://www.ucalgary.ca/registrar/exams/deferred\\_final](http://www.ucalgary.ca/registrar/exams/deferred_final). Under no circumstances will this be accommodated by the department.

### **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 by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam [http://www.ucalgary.ca/registrar/exams/deferred\\_final](http://www.ucalgary.ca/registrar/exams/deferred_final). Under no circumstances will this be accommodated by the department.

### **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 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.

### **Acknowledgments and Respect for Diversity**

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

### **Wellness and Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

### **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 130 and may be contacted at 403-220-5567.

**Student Union VP Academic:** Phone: 403-220-3911 [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)  
**Student Union Faculty Rep.:** [arts1@su.ucalgary.ca](mailto:arts1@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.ucalgary.ca/provost/students/ombuds>)

### **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 19, 2018**. Last day for registration/change of registration is **January 22, 2018**. The last day to withdraw from this course is **April 13, 2018**.