
Psychology 501-S01**Early Cognitive Development****Fall 2014**

Instructor:	Suzanne Hala	Lecture Location:	AD 051
Phone:	403-2206476	Lecture Days/Time:	W 4:00 – 6:45 p.m.
Email:	hala@ucalgary.ca		
Office:	A226		
Office Hours:	By arrangement		

Course Description and Goals

The overall aim of this course is to familiarize students with theoretical and empirical advances in cognitive development. We will cover the age span from infancy to middle childhood. The overall focus will be on basic developmental processes including perceptual, cognitive, and language development. Specific topics to be covered will, in part, be influenced by student interests. Students will gain experience with selecting course readings, giving a seminar presentation, leading a seminar discussion and engaging in discussions of current research relevant to cognitive development.

Prerequisites

Psychology 312 and consent of the Department

Course Readings

There is no specific text for this course. No readings are assigned for the first class. Readings for the second class will be selected by the instructor and made available for students. For subsequent classes, readings will be selected by students presenting research seminars. These readings will be made available to students in the class (by the presenting student) at least one week before the seminar. For those classes where there is no student presentation, or where there will be a large portion of the class without a scheduled presentation we will choose a topic as a group and each bring a brief article to class to discuss.

Evaluation

Seminar presentation	35%	Dates to be chosen on first day of class
Term paper	35%	Due Dec 10 by 7:00 p.m.
Participation	30%	Weekly

Seminar Presentation (35%):

Students will be responsible for leading one half seminar during the course. This involves selecting appropriate readings, providing a presentation of the topic and guiding class discussion. For their chosen seminar topic students are required to prepare a 35 to 40 minute presentation. The presentation should be delivered via Power Point (or similar presentation tools). Following the presentation students will guide the discussion for the remainder of the half class. Students are expected to provide comprehensive treatment of the selected topic. The presentation should draw on several empirical articles in addition to those assigned to the class. Additional, non-empirical sources (e.g., meta-analyses, critiques and book chapters) may also be used as sources, but the focus of the presentation should remain on current empirical research. Your topic may be from the list below, or you may devise a different topic. Students must choose a topic outside of their own honour's thesis research. **All topics must be approved by the instructor.** At least one week before the seminar date, you must provide students in the class (and the instructor) with a copy of one to two readings that you have chosen on your topic (a guideline of 20 pages maximum). On the day of the presentation, each presenter should distribute a 3-4 page summary (single spaced) of their presentation. The summary should include an outline, brief summary of the presentation highlights (key findings, important contributions, etc.), and a list of recommended readings.

Evaluation of your presentation is based on an appraisal of the background reading you have done, your identification of relevant reference material, your critical and careful consideration of the topic, the quality of your written summary, and your stewardship of the class discussion. Additionally, seminar style should reflect careful organization, clear explanation, appropriate responses to questions, appropriate use of Powerpoint (or other presentation tools) and effective delivery of the content to the target audience. Failure to present on the selected date will result in the student receiving a grade of 0% for the presentation.

Term Paper (35%)

This paper can take the form of either a conceptual critique of a topic or a written outline for a research proposal. I recommend that you write your paper on the same topic as your seminar presentation. As with the presentation, all paper topics must be approved by the instructor. If you choose to do a research proposal it should be an original contribution to the literature. The proposed research should be outlined in as much detail as possible (including proposed participants, procedure and analyses). The papers should be typed in 12-point font, have 1" margins, be double-spaced, and conform to APA guidelines. Maximum length is 15 pages. Papers are to be emailed to the instructor and are due **Wednesday, December 10th by 7:00 p.m.** Late papers will be subject to a penalty of 10% per day, including weekends and holidays.

Participation (30%)

The grade for participation will be decided on the following criteria (each component is worth 10%):

- a. Submission of discussion questions each week. For **each** seminar presentation other than their own, students are required to submit 2-3 discussion questions based on the readings the presenters have assigned. Each week students are required to submit discussion questions to D2L

no later than 6:00 pm on the evening before class. For the classes where students are required to find one article to discuss (i.e., when there are no seminar presentations or when only half the class time is a seminar presentation) students do not need to post discussion questions – instead they will be evaluated on their brief discussion and short summary of the reading they bring to class. Students also are required to post the citation for their chosen reading by 6:00 p.m. the previous evening.

- b. Well-informed and meaningful contributions to the class discussions including: demonstration of mastery of the assigned readings (e.g., reading assigned papers and coming to class prepared to discuss them); contributions to class discussions (e.g., asking questions of presenters, raising issues related to seminar topics, including raising your posted discussion questions
- c. Regular contribution of feedback to presenters emailed to the instructor within 48 hours of the seminar presentation. Each student should provide feedback that addresses the presenter's skill in leading the class, including the use of relevant reference material, scope and organization of the content, presentation style, and ability to answer questions and lead discussion. Feedback submissions need only be about a half page.

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. In this course there will be no rounding up of final grades, especially in light of the opportunities students have to increase their final grade via research participation.

Tentative Seminar Schedule

As this is a seminar in which the exact topics to be covered will be determined by student interest I provide only a skeletal outline of the class schedule at this time. As presentation dates are arrived at, and other topics confirmed, this schedule will be revised and posted on D2L.

Date	Topic	Presenter	Readings
W Sep 10	Course overview and planning Current Issues in Cognitive Development	S Hala	
W Sep 17	Theories of Cognitive Development	S Hala	Piaget, Vygotsky, Information Processing
F Sep 19	Last day to drop full courses (Multi-term) and Fall Term half courses. No refunds for full courses (Multi-term) or Fall Term half courses after this date.		
M Sep 22	Last day to add or swap full courses (Multi-term) and Fall Term half courses. Last day for change of registration from audit to credit or credit to audit.		
W Sep 24	Infant perception		
W Oct 1	Infant cognition		
W Oct 8	Representation and concepts		
W Oct	Memory development		

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W Oct 22	Thinking and reasoning		
W Oct 29	Early social cognition		
W Nov 5	Later social cognition		
T Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.		
W Nov 12	No class		
W Nov 19	Language development		
W Nov 26	Atypical development		
W Dec 3	LAST CLASS Imagination and pretense		
F Dec 5	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.		
W Dec 10	TERM PAPERS DUE by 7:00 p.m.		

Suggestions for Topics for Seminar presentations and article discussions

This list is not mandatory or exhaustive. It is meant to help students begin to consider what topics they might be interested in learning more about. The list is fairly broad and students are not expected to cover all there is to know about a topic. Instead students may want to narrow their focus to cover a specific aspect of the general topic. Students must have their topic approved by the instructor well in advance of their presentations and article discussions. Two students may choose different aspects of the same general topic if approved by the instructor.

Seminar focus	Potential topics
Infant perception	Face perception Intermodal perception Development of 'gestalt' perception Depth perception auditory perception
Infant cognition	Numerical knowledge Understanding of the physical world Object concept Categorical knowledge Representation causal reasoning
Representation and concepts	Development of categories Non-obvious concepts

	Trustworthiness in concept/category formation Understanding artifacts Biological concepts Symbolic understanding (e.g., scale models, maps) Problem solving
Memory development	Early memory development (infancy) Development of strategies Remembering events Metamemory Source monitoring suggestibility
Thinking and reasoning	Executive function development Problem solving metacognition
Early social cognition	Joint attention Gaze following Infant theory-of-mind Understanding agency
Later social cognition	Theory of mind The 'curse of knowledge' Understanding of self Relation of social understanding to other cognitive development
Language development	Early Auditory processing Early preference for speech Critical periods of language acquisition Early word learning Bilingualism Pragmatics
Atypical development	Any of the above topics as related to atypical development (e.g., autism and executive function)
Imagination and pretense	Pretense as symbolic representation Understanding imagination Belief in magic Understanding of supernatural Understanding of dreams

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 (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 **Dec 5, 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
Student Union Faculty Rep.: Phone: 403-220-3913 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 (<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 Friday, September 19, 2014.** Last day for registration/change of registration is **Monday, September 22, 2014.** The last day to withdraw from this course is **December 5, 2014.**