

Psyc 451 Cognitive Development Winter 2019

Instructor:	Suzanne Hala	Lecture Location:	SH 274
Phone:	403-220-6476	Lecture Days/Time:	TuTh 2:00 – 3:15
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Course Description

In this course we will study neonatal, infant and early child cognitive development, including both theoretical accounts as well as classic and current research findings. Topics will include theories of cognitive development, infant perceptual and cognitive development, symbolic representation, concept formation, pretense, social-cognitive development, memory development, and language development.

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), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Describe and critically evaluate theories of cognitive development	Take-home exams in essay format	1,2,4,5	A
Critically evaluate primary research articles on cognitive development	Written article critique Research articles required for all exams	2,4,5	A
Critically evaluate and summarize previous empirical studies in cognitive development	Literature review for chosen research question Summary including annotated bibliography	1,2,4,5	A,C
Synthesize material from several sources (empirical articles, review articles, book chapters, lectures) to formulate	Take-home exams in essay format	1,2,4,5	A,C

appropriate debates and conclusions regarding cognitive development			
Propose and convey ethically sound research that could further our understanding of cognitive development	Final written research proposal	2,4,5,6	
Deliver an effective oral presentation of the main components of your group research proposal	Group presentations of proposed Research Project	4,5	

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.

Prerequisites

Psyc 200 & 201 – Principles of Psychology I & II

Psyc 312 – Experimental Design and Quantitative Methods for Psychology

Psyc 351 – Developmental Psychology

Required Text

No Textbook is required for this course. Peer reviewed journal articles and scientific chapters will be assigned for each topic in the course. All readings are available either on line through the U of C library or, if not available there, posted on D2L.

Attendance

Class attendance is strongly advised. Attendance is particularly important as, in the absence of a textbook, lectures provide the essential background for many of the topics covered. Exams will require that students synthesize material from both the lecture material as well as the readings. The slides that are posted for the course will provide an outline for the lecture but will not provide enough detail for students to fully understand the concepts presented. If you must miss a class you should endeavor to obtain notes for that class from another student.

Assessment Methods

Examinations

Take-home Exam 1	30%	Distributed Jan 31 – Due February 9 by 11:59 p.m. via D2L Dropbox
Final Take-Home Exam	30%	Distributed Apr 4 – Due Apr 13 by 11:59 p.m. via D2L Dropbox

Other Course Work

Article critique – written submission (individual student)	5%	Due Jan 31 by 11:59 p.m. via D2LDropbox
Proposal summary and annotated bibliography (individual student)	8%	Due February 26 by 11:59 via D2L Dropbox
Oral presentation of group project (group)	10%	In Class March 12 & 14
Final research proposal – written submission (individual)	17%	Due Apr 4 by 11:59 p.m. via D2L Dropbox

Take-home Examination Format

Examinations will be based on material from both the readings and the lectures. Students are responsible for assigned readings even when not covered in lectures. Examinations will consist of two take-home exams. Material covered prior to Exam 1 will be assessed on Exam 1. Material covered after Exam 1 will be assessed on Exam 2. Exams are cumulative in the sense that material you learn earlier in the term will help provide a basis for topics covered later. You will not, however, be directly tested on material prior to Exam 1 on Exam 2.

The take-home exams provide an opportunity for students to fully demonstrate their critical thinking and mastery of the course material. The exams will be distributed 9 days prior to the due date for submission of the completed exam. That is, students will have 9 days to complete the exam. The exam will be essay in format. Exams must be submitted electronically to the appropriate D2L Dropbox by the end of the day (11:59 p.m.) on the due date as noted in the schedule. Without approved documentation, 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. A last-minute 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. No consultation with other students is permitted. Exact details of length and specific requirements will be distributed with the exam questions. Exact readings required will be announced and posted on D2L prior to the exam being distributed.

Course assignments

Course assignments are designed to provide students with experience in several aspects of research in Cognitive Development. A main objective of the course is to understand, evaluate and extend empirical and theoretical claims regarding cognitive development. To help foster development of these skills students will carry out a number of related assignments culminating in completing a brief research proposal. Students will actively participate in small group research design projects. Students will gain experience in library research, research design, writing a research proposal and orally presenting the group project to the class. Course assignments are summarized below. More detailed instructions will be provided nearer the assignment submission date – please ensure you read the posted instructions carefully and ask if you are uncertain about the requirements for the assignment. In general, criteria for evaluation of assignments will include: demonstrated ability to synthesize course and research materials, critical and independent thinking, and clarity of expression.

- **Article Critique – worth 5% of final grade**

Individual written assignment

Students will find, summarize, and critique a journal article focusing on some aspect of cognitive development. It is best to select an article that is relevant to your group project topic. Each student will be responsible for finding their own article and each group member must submit a different article.

Assessment criteria for this assignment will include: Appropriate article choice, clear and concise summary of article, identification and justification of critiques of the article, clarity of expression and APA formatting.

- **Brief proposal summary and annotated bibliography – worth 8% of the final grade**

Individual written assignment

Each student will submit a brief summary of the proposed research accompanied by an annotated bibliography. Students will work with their group to collect appropriate articles and to decide on the design of the research proposal. Both the summary and the annotated bibliography, however, must be individually written and completed by each student without collaboration from group members.

The summary is to be in abstract format no more than 250 words. The summary should briefly outline your research objective and justification, as well as the proposed method. The summary will be in long abstract form and should include an Introduction, proposed methods, and implications and contributions of the proposed research. Quality of writing and APA format adherence will also be evaluated.

The bibliography should contain articles that will form the basis of your literature review. The articles used for your earlier article critique may be included in this assignment. The bibliography should contain the appropriate article reference as well as a very brief synopsis of each article. Each annotated reference will be evaluated for how well each article is described and evaluated as well as identification of questions answered and remaining. Writing and APA format adherence will also be evaluated.

- **Oral Presentation of Project – worth 10% of final grade**

Group presentation

Each group will present their research proposal to the class. The presentation is to be a collaborative effort with each member participating. Please note that although this is a group presentation individual grades will be assigned. The oral presentations will be evaluated for content as well as presentation. Content will include: background literature, the research question, design and methods, results and discussion. The presentation will be assessed for quality of the material presented – clarity of slides and whether the slides support or detract from the material presented. Each student in the research group must take part in the oral part of the presentation and will be assessed individually for the quality of their delivery – evaluation will include whether the presenter sounds practiced and prepared, how well they engage with the audience, good use of slides and appropriate timing.

- **Final Research paper – worth 17% of final grade**

Individual written assignment

Each student will write an individual research proposal comprised of a relevant literature review, rationale and justification for the proposed research, ethically sound methodology (including proposed participants and procedures), and potential impact of the proposed

research. While the design of the research will be constructed as a collaborative effort in the small research groups the final report is to be the student's own work and no group collaboration is permitted for the final write-up that is submitted.

Final research proposals will be evaluated on several components:

Abstract – should be clear and concise and provide an accurate summary of the proposed research

Introduction – provide solid rationale for the research question(s). Should be well organized and follow a natural progression. Research question should be clearly supported by existing research.

Method and Procedure – should provide clear descriptions of what the researcher will actually do to collect data to answer the research question.

Results – identification of appropriate analyses. Expected results.

Discussion and Conclusion – should demonstrate a clear understanding of what the potential results might mean.

Quality of writing and adherence to APA format will also be evaluated.

All assignments are to be submitted electronically to the appropriate D2L dropbox by 11:59 p.m. of the day that they are due. Without approved documentation, a **penalty of 10% per day**, including holidays and weekends will be levied for late assignments. Presentations missed without a valid reason and documentation, as determined in the University Calendar, will be **assigned a score of 0%.**

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

Lectures are intended to highlight and extend, rather than summarize, assigned readings. Class attendance is strongly advised as material not included in the readings will be incorporated. Students will benefit most from lectures if they read the assigned material prior to the corresponding lecture. Discussion is highly encouraged and questions are invited during lectures. If you have questions or concerns please raise them – either in class or contact me via email.

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

Date	Topic	Required Reading
Jan 10 – Feb 7	Introduction and Overview Organize groups for project and decide on topic Theories of Cognitive Development Infancy: methods of study Infancy: Perceptual Development Infant Cognition	TBA
January 17 -- Thursday	Last day to drop Winter Term half-courses.	
January 18 -- Friday	Last day to add or swap Winter Term half courses. Last day for change of registration from audit to credit or credit to audit.	
January 25	Tuition Fee Deadline	
January 31 Thursday	Article critique due in Dropbox by 11:59	

	p.m.	
January 31 Thursday	EXAM 1 will be distributed	
Feb 9	EXAM 1 due in Dropbox by 11:59 p.m.	
February 17-24	Reading Week No lectures. University open (except Family Day). Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
Feb 26	Summary and Annotated Bibliography due in Dropbox by 11:59 p.m.	
Feb 26 – April 11	Symbolic Representation Concepts and Categories Pretense Social Cognition and theory-of-mind Executive Function Autism Memory Development Language	
Mar 12 & 14	Group Oral Presentations in Class	
April 4 Thursday	Final Proposal due in Dropbox by 11:59 p.m.	
April 4 Thursday	Final Take-home will be distributed	
April 12 -- Friday	Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses.	
APRIL 13	Final Take-home due in Dropbox by 11:59 p.m.	
April 15 - 27	Winter Term Final Examinations.	
April 30	Winter term ends	

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the paper re-graded as follows. The student shall discuss the work with the instructor

within fifteen 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 Director of Undergraduate Studies who will arrange for a reassessment of the work **within the next fifteen days**. Students in faculties without a departmental structure should take the matter to the dean or the associate/assistant dean (Academic/Student Affairs) of the faculty offering the course. The result of that reassessment should be given to the student in writing. ***The reappraisal of term work may cause the grade to be raised, lowered or to remain the same.***

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

In the reappraisal of a final grade, the only element that will be considered is the grading of the final assessment that makes up the final mark (e.g., final examination, final project, final paper). An exception may occur when the Instructor of Record evaluates a piece of graded term work at the end of the term; that grade may also be considered in a reappraisal of final grade.

A student wishing a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which, the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). Students must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.

Students wishing a reappraisal of a final grade (excluding Law courses) must submit their request by the following dates:

Fall Term – March 1

Winter Term – June 30

Spring Intersession – August 15

Summer Term – October 15

Supplemental Examinations: 30 calendar days from the date the examination was written

The reappraisal form shall be submitted to Enrolment Services who will forward it to the department head or dean of the faculty offering the course. Reappraisals of final grades are dealt with by the head of the academic unit in consultation with members of academic staff. Normally, the department/faculty will respond to a reappraisal request within thirty calendar days of its initiation. After the reappraisal is completed, the department shall return the form to the Registrar's Office who shall inform the student in writing of the decision. ***Students should be aware that the grade being reappraised may be raised, lowered or remain the same. A student may request a reappraisal of final grade only twice in one academic year (September 1 – August 31).***

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. 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. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Seating During Exams

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up 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. Once approved by the instructor 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 <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

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 <https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

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/>).

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 12, 2019**.

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:
Student Union Faculty Rep.:

Phone: 403-220-3911

suvpaca@ucalgary.ca
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 (<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 17, 2019**. Last day for registration/change of registration is **January 18, 2019**. The last day to withdraw from this course is **April 12, 2019**.