

Psyc 451	Cognitive Development	Fall 2020
Instructor:	Suzanne Hala	Lecture Location: Web Based via Zoom Lecture Days/Time: T/Th 12:30 – 1:45
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Office: N/A		
Office Hours:	Email or By Appointment via Zoom	

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, pretend play and imagination, 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 <https://live-arts.ucalgary.ca/psychology/about#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
Synthesize material from several sources (empirical articles, review articles, book chapters, lectures) to formulate appropriate debates and conclusions regarding cognitive development	Take-home exams in essay format	1,2,4,5	A,C
Deliver an effective oral presentation of selected empirical article	Article presentation and oral critique	4,5	A,C
Understand cognitive and social cognitive development occurring across a range of areas in infancy and early childhood	Take home exams in essay format	1,2,5	A, C
Participate in Discussions of empirical articles presented by class members	Discussion questions/comments posted on D2L	2,4	A, C

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 in a diverse world, 7 = apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity,* and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

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.

Course Format

Lectures will be taught live via Zoom during each scheduled class as per the course schedule below. Classes will be recorded by the Instructor and posted to D2L for a limited time after class. Students are not permitted to copy recordings without the Instructor's permission.

Zoom Classroom Expectations

Participation in a web-based classroom holds unique challenges. As a group we will discuss these challenges and propose strategies and guidelines to address them. Nevertheless, general classroom expectations independent of delivery format still hold. All class members are expected to treat each other respectfully. We should all work towards creating an environment where everyone feels safe to share their ideas. Class members are expected to participate positively and constructively during class. Active participation improves student learning and retention of material. Individuals vary considerably in their ease of speaking up. Some people experience a challenge in speaking in front of others, whether remotely or in a classroom. If you find engaging in this type of contribution a personal challenge I encourage you to do your best to stretch your confidence to speak up and contribute to classroom discussions. For those of you who readily vocalize your thoughts I encourage you to continue to do so but to also actively listen to other class members and allow space for their contributions. Acting bored or dismissive is disrespectful to both the instructor and to your fellow class members. I strongly encourage students to ask questions whenever they require clarification or if they would like further information or would like to express a different perspective.

During student presentations, as audience members, you should actively listen to the presentations as well as actively engage in the question period. Please refrain from distracting behaviour.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

Regular attendance in the Zoom classroom is strongly advised. Attending and participating will help to establish a sense of community as well as provide students with opportunities to actively engage in discussions. If you are unable to attend a Zoom session please contact the instructor. Please note that Zoom lectures will be recorded by the instructor. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Prerequisites

Psyc 200 & 201 -- Principles of Psychology I & II

Psych 300, 301 – Research Methods and Data Analysis in Psychology I and II
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. The reading list will be posted on D2L prior to the first class.

Attendance

Regular attendance of Zoom classes 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 sufficient detail for students to fully understand the concepts presented.

Assessment Methods

Take-home Exams

Take-home Exam -- Midterm	30%	Distributed Th Oct 8 – Due Th Oct 15 by 11:59 p.m. via D2LDropbox
Take-Home Exam -- Final	35%	Distributed Th Dec 3– Due Friday Dec 11 by 11:59 p.m. via D2LDropbox

Other Course Work

Post article for presentation (instructor approval required prior)	5%	One week prior to scheduled presentation (see schedule of presentation dates)
Oral presentation and critique of empirical article	10%	Dates vary depending on topic (see schedule of presentation dates)
Written summary of article and article critique	10%	Due via D2L Dropbox within 48 hours of presentation (see schedule of presentation dates)
Discussion questions/comments to be submitted to D2L based on articles presenters posted	10%	Due 24 hours prior to scheduled student presentations (see schedule of presentation dates)

Take-home Examinations

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. Exams are cumulative in the sense that material you learn earlier in the term will help provide a basis for topics covered later in the term. You will not, however, be directly tested on material assessed on the midterm exam for the final exam. For both exams I will post the exact material you are responsible for covering for each exam prior to the distribution of the examination questions.

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 (posted on D2L) 7 days prior to the due date for submission of the completed exam. That is, students will have 7 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.). **Without instructor approval late exams will be penalized 10% per day including weekends and holidays.** 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. Exams in this course are open book. For this course, an open book exam means that the use of class notes and the textbook is permitted. The use of online resources and calculators is permitted. Students may/may not communicate with others about course material or the exam either in person or electronically during exams.. Exact details of length and specific requirements will be distributed (posted on D2L) 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 understanding and evaluating research in Cognitive Development. To facilitate engagement with the course material and with other student collaborators students will have the opportunity to interact in a small group to explore a particular topic in more depth than in the lectures. Students will gain experience in library research, summarizing and evaluating empirical reports, working in a group to establish an overarching theme to their presentations, providing discussion questions to presenters, and writing a summary and critique of their chosen article. 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. The main course assignments will center around a topic that small groups of students would like to explore in more depth than is covered in the lectures. Students will form groups based on their interests as well as their availability to present their summary and critiques on the assigned dates. Dates of presentations as well as potential topics are listed below. These topics are chosen to provide opportunities for students to explore topics not fully covered in lectures. The topics listed are somewhat flexible depending on student interest but the presentations dates assigned are not.

The first step in the assignment progression will be for students to form small groups of up to five students. There are four presentation dates throughout the term. Two groups of students will present on each scheduled date. The dates are chosen so that the proposed topics fit well within the material being covered in the course at that time. **Group membership will be finalized on the second day of classes.**

Descriptions of Course Assignments:

- ***Select and post article for presentation – worth 5% of final grade***

Each student will find a journal article focusing on the topic chosen by the group. Both the topic as well as individual articles must be approved by the instructor prior to articles being posted on D2L. While the group will decide on a topic each student will be responsible for posting one individual article to present. Each student must submit a different article for approval. Articles must come from peer reviewed journals in the area and should be published no earlier than 2010. Students should provide a very brief rationale for the selection of the article, including how it fits with the theme chosen by the group. Students are to post their approved articles **by 6:00 p.m. one week prior** to their scheduled presentation date. Articles will be posted on the D2L Discussion Board under a heading the group has chosen. More detailed instructions and criteria will be posted on D2L. Assessment criteria will include: appropriate selection of article, obtaining article approval and posting article by scheduled date. **Without instructor approval, late submissions will be penalized 10% per day including weekends and holidays.**

- ***Oral presentation and critique of empirical article – worth 10% of final grade***

Each student will present a summary and critique of their chosen article to the class (via Zoom). Although students will form a group around their chosen topic, individual students will be required to present their own article and individual grades will be assigned. The oral presentations will be evaluated for content as well as presentation delivery. Content should include a clear summary of the research to be evaluated as well as an evaluation of the contributions of the research. Evaluation of quality of delivery will include whether the presenter sounds practiced and prepared, how well they engage with the audience (as much as is possible with Zoom!), good use of slides, appropriate timing, and how well questions are addressed. **Presentations missed without instructor approval will be assigned a score of 0%.**

- ***Written summary of article and article critique – worth 10% of final grade***

Within 48 hours of their presentation each student is required to submit a full summary and article critique of their presented article. Assessment criteria for this assignment will include: clear and concise summary of article, identification and justification of critiques of the article, clarity of expression and APA formatting. **Without instructor approval, late submissions will be penalized 10% per day including weekends and holidays.**

- ***Discussion questions/comments to be submitted to D2L based on articles presenters posted – worth 10% of final grade***

For each presentation topic **other than their own**, students are required to submit discussion questions/comments on the appropriate Discussion board on D2L **24 hours prior to the scheduled presentation**. These discussion questions could be specific based on one of the readings posted by a member of the presenting group or may be more general questions about the overall topic based on the readings posted. The questions/comments should be likely to generate stimulating discussion. As well the questions should be ones you are prepared to raise in class after the presentation to help promote discussion. **No late submissions will be accepted without instructor approval.**

Topics and dates for presentations

Proposed Topic	Date of Presentation
Cross-race face perception in infancy	Oct 1
Infant perception of fairness	Oct 1
Problem solving/tool innovation	Oct 27
Spatial Cognition	Oct 27
Eye-witness testimony in young children	Nov 17
Young children's trust in testimony of others	Nov 17
Referential communication in early childhood	Dec 4
Bilingual Language Acquisition	Dec 4

University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy: <https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

Department of Psychology Criteria for Letter Grades

Psychology course instructors 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. 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
Sep 8 – Oct 13	Introduction and Overview <i>Organize groups into presentation dates and topics</i> Theories of Cognitive Development Infancy: methods of study Infancy: Perceptual Development Infant Cognition	TBA Reading List will be posted on D2L prior to beginning of classes
Oct 1-- Thursday	Student Presentations Groups 1 and 2 Tentative topics: Cross race face perception in infancy Infant perception of Fairness	
Sept 17	Last day to drop a class without financial penalty	
Sept 18	Last day to add or swap a course	

Sept 25	Fee payment deadline for Fall Term full and half courses.	
Oct 12 Mon	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
Oct 8 Thursday	EXAM 1 will be posted on D2L	
Oct 15 Thursday	EXAM 1 due in Dropbox by 11:59 p.m.	
Oct 15 – Dec 8	Symbolic Representation Concepts and Categories Pretense Social Cognition and theory-of-mind Executive Function Autism Memory Development Language	
Oct 27 -- Tuesday	Student Presentations Groups 3 and 4 Proposed Topics: Problem solving/tool innovation Spatial Cognition	
Nov 8-14	Term Break No Classes	
Nov 11 -- Wed	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
Nov 17 -- Tuesday	Student Presentations – Groups 5 and 6 Proposed Topics: Eyewitness testimony in young children Children’s trust in testimony of others	
Dec 1 – Tuesday	Student Presentations – Groups 7 and 8 Proposed Topics: Referential Communication Bilingual Language Acquisition	
Dec 3 Thursday	Final Take-home will be posted on D2L	
Dec 9 - Wed	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.	

Dec 11 -- Friday	Final Take-home due in Dropbox by 11:59 p.m.	
Dec 9 - Wed	Winter term ends	
Dec 12 - 23	Fall Final Exam Period	

Extra Research Participation Course Credit is Not Offered for this Course.

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

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

Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom OF Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Student Support and Resources

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is Thursday, September 17, 2020**. Last day add/swap a course is **Friday, September 18, 2020**. The last day to withdraw from this course is **Wednesday, December 9, 2020**.

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>