

Psychology 451	Cognitive Development	Spring 2014
Instructor:	Dr. Juanita Whalen	Lab Location: SS 018
Phone:	403-220-8970	Lab Days/Time: B01: Mon, 9:00-1:00
Email:	jwhalen@ucalgary.ca	B02: Mon, 1:00-5:00
Office:	AD155A	B01 TA: Stephanie Korol
Office Hours:	Tues, 11:00-12:00	B01 TA Email: skorol@ucalgary.ca
Lecture Location:	SA 147	B02 TA: Anna Singleton
Lecture Days/Time:	Tues/Thur, 12:00-2:45	B02 TA Email: asinglet@ucalgary.ca

Course Description and Goals

Current and classic research in the area of cognitive development is explored. Topics may include sensory and perceptual development, language acquisition, symbolic representation, concept formation, memory, and social-cognitive development. Laboratory projects introduce methodologies used in research with children.

Prerequisites

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

Required Text

Flavell, J. H., Miller, P. H. & Miller, S. A. (2002). *Cognitive Development*. Fourth Edition. NJ: Prentice Hall.

This text is required and is available at the University Bookstore. In addition to the textbook, there will be additional required readings each week. These readings are available via the library, and a complete reference list of these readings is provided below.

Evaluation

Evaluation component	% of Final grade	Date
Midterm Exam	25	Thursday, June 5th
Final Exam	35	TBD- June 27-30
Lab	40	Throughout (see below)

Class Components (60% of grade)

There will be two exams in this course. The first (midterm) exam will be held in class on June 5th and is worth 25% of your final grade. This exam will cover the topics explored up until the midterm. The second (final) exam will be held during the registrar-scheduled exam period, sometime between June 27th and June 30th. The final exam is worth 35% of your final grade. The final exam will cover the content from the entire course. Both exams will consist of short answer questions and essay questions, and will draw upon material from the textbook, required readings, and lecture content. Importantly, topics will not be tested in isolation; rather, thoughtful integration of topics across the course will be required.

Lab Components (40% of grade)

Lab component	% of Final grade	Date
Article Evaluation	4	June 2
Methodology Tutorial	4	June 9
Ethics Application	4	June 16
Research Presentation	8	June 16 or June 23
Research Proposal	20	June 25

The lab component of the course is designed to provide students with the opportunity to examine components of research in cognitive development and to apply those components to the creation of a research proposal. Each student will be required to complete individual written assignments and an individual presentation, as summarized above. Students will gain experience with conducting library research, with examining and critiquing a theory in the field, with exploring relevant methodologies, with writing and presenting a research proposal. A **separate lab outline** will provide thorough description of each of the required lab components.

Lab written assignments (article evaluation, methodology tutorial, ethics application) are due at the **start** of the lab session on the due date. Late assignments will be subject to a late penalty of 10% per day, including holidays and weekends, to a maximum of 30%. Assignments submitted more than 3 days past their due date will not be accepted, and will be assigned a grade of 0%. If a student does not present their research presentation on the assigned date, a grade of 0% will be assigned, unless a documented, valid University excuse is provided and prior arrangements have been made with the instructor. In the case of an excused absence from a research presentation, the student will be required to present on an alternate lab day or make arrangements to deliver the presentation in an alternate format (e.g., in class, pre-recorded, etc.). The Research Proposal is due on June 25th, in hard copy, at the Psychology main office, by 4:30 pm. Late research proposals will not be accepted, and will be assigned a grade of 0%.

Students must achieve a passing grade on both the class and lab components to pass this course.

Department of Psychology Grade Distribution Policy

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

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

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

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

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

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

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

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

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule

Date	Topic	Textbook Readings	Additional Required Readings
W May 14	Spring Term Lecture begins.		
R May 15	Course intro & overview Important questions in Cog Dev		
M May 19	Victoria Day, University Closed.		
T May 20	Theories & Perspectives on development	Chapter 1	Halford & Andrews (2010)
R May 22	Infant Perception	Chapter 2	Maurer & Werker (2013)
T May 27	Infant Cognition	Chapter 3	Skerry & Spelke (2014)
R May 29	Representation	Chapter 4 (p. 99-108)	DeLoache (2000) Simcock & DeLoache (2006)
T June 3	Concept formation	Chapter 4 (p. 108-138)	Jaswal & Markman (2007)
R June 5	Midterm		
T June 10	Reasoning & Problem solving	Chapter 5	Clerc & Miller (2013) Goswami & Pauen (2005)
R June 12	Social Cognition	Chapter 6	Birch & Bloom (2003) Hala et al. (2003)
T June 17	Social Cognition	Chapter 6 (cont.)	Onishi & Baillargeon (2005) McAlister & Peterson (2013)
R June 19	Memory development	Chapter 7	Jaswal & Dodson (2009)
T June 24	Language	Chapter 8	Graham et al. (2010) Jaswal & Hansen (2006)
R June 26	Language	Chapter 8 (cont.)	Glenwright & Pexman (2010)
R June 26	Last day to withdraw from full session Spring Term courses.		
June 27-30	Final exam dates for full session Spring Term courses.		

Lecture schedule is subject to change

References to additional required readings:

- Birch, S. A. J., & Bloom, P. (2003). Children are cursed: An asymmetric bias in mental-state attribution. *Psychological Science, 14*, 283-286.
- Clerc, J. & Miller, P. H. (2013). Utilization deficiencies and transfer of strategies in preschoolers. *Cognitive Development, 28*, 76-93.
- DeLoache, J. S. (2000). Dual representation and young children's use of scale models. *Child Development, 71*, 329-338.
- Glenwright, M. & Pexman, P. (2010). Development of children's ability to distinguish sarcasm and verbal irony. *Journal of Child Language, 37*, 429-451.
- Goswami, U. & Pauen, S. (2005). The effects of a "family" analogy on class inclusion reasoning by young children. *Swiss Journal of Psychology, 64*, 115-124.
- Graham, S. A., Nilsen, E. S., Collins, S., & Olineck, K. (2010). The role of gaze direction and mutual exclusivity in guiding 24-month-olds' word mappings. *British Journal of Developmental Psychology, 28*, 449-465.
- Hala, S., Hug, S., & Henderson, A. (2003). Executive functioning and false-belief understanding in preschool children: Two tasks are harder than one. *Journal of Cognition and Development, 4*, 275-298.
- Halford, G. S. & Andrews, G. (2010). Information processing models of cognitive development. In U. Goswami (Ed.), *Blackwell Handbook of Childhood Cognitive Development*. Oxford, UK: Blackwell.
- Jaswal, V. & Dodson, C. S. (2009). Metamemory development: Understanding the role of similarity in false memories. *Child Development, 80*, 629-635.
- Jaswal, V. & Hansen, M. B. (2006). Learning words: Children disregard some pragmatic information that conflicts with mutual exclusivity. *Developmental Science, 9*, 158-165.
- Jaswal, V. & Markman, E. (2007). Looks aren't everything: 24-month-olds' willingness to accept unexpected labels. *Journal of Cognition and Development, 8*, 93-111.
- Maurer, D. & Werker, J. (2013). Perceptual narrowing during infancy: A comparison of language and faces. *Developmental Psychobiology, 56*, 154-178.
- McAlister, A. R. & Peterson, C. C. (2013). Siblings, theory of mind, and executive functioning in children aged 3-6 years: New longitudinal evidence. *Child Development, 84*, 1442-1458.
- Onishi, K. H. & Baillargeon, R. (2005). Do 15-month-old infants understand false beliefs? *Science, 308*, 255-258.
- Simcock, G. & DeLoache, J. (2006). Get the picture? The effects of iconicity on toddlers' reenactment from picture books. *Developmental Psychology, 42*, 1352-1357.
- Skerry, A. E. & Spelke, E. S. (2014). Preverbal infants identify emotional reactions that are incongruent with goal outcomes. *Cognition, 130*, 204-216.

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 275), 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 (2) 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 **June 26th, 2013.**

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

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** and the last day for registration/change of registration is **TBD**. The last day to withdraw from this course is **June 26, 2014**.