

Psychology 501-S01
Early Cognitive Development
Fall 2019

Instructor:	Suzanne Hala	Lecture Location:	A247B
Phone:	403-2088351	Lecture Days/Time:	W 16:00 – 18:45
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Office:	AD226		
Office Hours:	By arrangement		

Course Description

The overall aim of this course is to familiarize students with theoretical and empirical advances in selected aspects of early cognitive development – from infancy to early childhood. The general focus will be on broadly construed cognitive developmental processes with potential topics including perceptual, cognitive, social cognitive, language development, and, cognitive development in special populations. Specific topics to be covered will, in part, be influenced by student interests. Students will gain experience with selecting readings, giving a seminar presentation, leading a seminar discussion and engaging in discussions of current research relevant to cognitive 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 evaluate theory, processes, and key issues related to understanding cognitive development	Written discussion questions Research Paper Class Participation	1, 2, 4, 5	A
Assess and critically evaluate primary research articles related to cognitive development	Written discussion questions Research Paper Presentation/Seminar Lead Class discussion and participation	2, 4, 5	A
Propose and convey ethically sound research that could further our understanding of cognitive development	Written research proposal	2, 4, 5, 6	A
Effectively present research findings and develop skill in facilitating discussion	Presentation/Seminar Lead	2, 4, 5	A
Locate, interpret, and evaluate findings related to cognitive development	Presentation/Seminar Lead Written research proposal	1, 2, 4, 5	A
Communicate and contribute constructively to class discussions	Class participation Written discussion questions	1, 2, 4, 5, 6	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.

Prerequisites

Psyc 300 and 301 (Research Methods and Data Analysis in Psychology) and consent of the Department (normally restricted to Honours students)

Required Text

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 on D2L. For subsequent classes, student presenters will select readings. These readings will be made available to members of 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 class member will bring a brief article to class to discuss.

Assessment Methods

Assessment Component	Portion of grade	Due Date
Seminar Presentation and Leader	30%	Varies – will be determined during first class
Research Proposal	30%	December 11 by 11:59 p.m.
Reading Responses/Discussion Questions	20%	Weekly by 6:00 p.m. the day before class
Seminar Participation	20%	Weekly

Seminar Presentation and Leader (30%) Schedule variable:

Students will be responsible for leading one half-class seminar during the course. The **schedule for presentations will be determined during the first meeting of the class**. This assignment requires students to select appropriate readings (in consultation with the instructor), provide a presentation of the topic and lead class discussion. For their chosen seminar topic students are required to prepare a 35 to 40-minute presentation. The presentation should be delivered via PowerPoint (or similar presentation tools). Following the presentation, the presenting student will lead the discussion for the remainder of the half class. Presenting students are expected to provide comprehensive treatment of the selected topic. The presentation should draw on several empirical articles in addition to those the presenter assigns 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 suggested list, or you may devise a different topic relevant to the course. Students must choose a topic outside of their own honours thesis research. **All topics must be approved by the instructor**. At least one week before the seminar date, you must provide members of the class with a copy of (or link to) 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/post a brief summary (1-2 pages) of his or her presentation. The summary should include an outline, brief summary of the presentation highlights (key findings, important contributions, etc.), and a list of recommended readings. Additionally, presenters must provide the instructor with a printed copy of slides as well as submit the slides on D2L prior to the presentation.

Evaluation of your presentation will be 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. **Without approved documentation failure to present on the selected date will result in the student receiving a grade of 0% for the presentation.**

Research Proposal (30%) Due December 11 by 11:59 p.m.

Students will write a 10-page APA-formatted research proposal comprised of a relevant literature review, rationale and justification for the proposed research, ethically sound methodology (including proposed participants and procedures), predictions, proposed analyses, and potential impact of the proposed research. The Abstract and Reference Sections do not count towards the page allotment.

Your proposed research should build on the topic you covered in your seminar presentation. The objective is to design a study that will make an original contribution in the study of your chosen topic in Early Cognitive Development. The study should also be feasible – ideally of the scope that would be possible to complete within a Master's thesis time frame.

Papers are to be submitted electronically to the D2L Dropbox by 11:59 p.m. on **December 11. Without approved documentation late papers will be subject to a penalty of 10% per day, including weekends and holidays.**

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 as well as offering a novel contribution to the area. Particularly important are demonstrations of the ability to synthesize material and critical thinking.

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.

Reading responses/Discussion Questions (20%) Weekly submission

For **each** seminar presentation other than their own, students are required to submit 2-3 discussion questions or thoughtful comments based on the readings the presenters have assigned. That means that if there are two presenters for a class then non-presenting students must submit reading responses for both. Each week students are required to submit their reading responses/discussion questions to D2L no later than **6:00 pm on the evening before** class to enable presenters to incorporate comments and questions in the discussion period. The questions/comments should be likely to generate stimulating discussion. As well you should be prepared to discuss your comments during the discussion period.

In the event that the class is smaller than the current enrolment indicates not all presentation slots will be filled. If this happens then, in lieu of posting discussion questions, students will be required to find a short article on a mutually agreed on topic to share with the class. In this instance 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.

Discussion questions will be evaluated for: clear evidence that the student read the assigned readings; demonstration of critical thought in the generation of the questions/comments; potential for the questions/comments to provide impetus for discussion. **Late submissions will not be accepted without approved documentation.**

Seminar participation (20%)

Students are expected to contribute to discussions for each class. Well-informed and meaningful contributions to the class discussions include: 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

Class participation will be evaluated for: quality and quantity of your contributions as well as demonstrated ability to listen to others and build on their comments, thereby moving the discussion along. **Missing a class without approved documentation will be assigned a grade of 0 for the missed class.**

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 Seminar Schedule

As this is a seminar in which the exact topics to be covered will be determined in part by student interest I provide only a skeletal outline of the class schedule at this time. For now, I have listed potential general topics but this list is flexible depending on student interest. As presentation dates are arrived at, and other topics confirmed, this schedule will be revised and posted on D2L. I will post a more extensive list of potential topics on D2L that students may wish to peruse prior to selecting a presentation date. I will also post a list of journals that students for students to browse the contents to help inspire their selection of a topic.

Date	Topic/Activity/Readings	Seminar Lead(s)
F Sep 6	University Lectures begin.	
W Sep 11	Introductory Class	S. Hala
R Sep 12	Last day to drop a class without a penalty	
F Sep 13	Last day to add or swap a course	
W Sep 18	Theories of Cognitive Development	S. Hala

F Sep 20	Fee payment deadline for Fall Term full and half courses.	
W Sep 25	Infant perception	Presenter 1 Presenter 2
W Oct 2	Infant cognition	Presenter 3 Presenter 4
W Oct 9	Infant social cognition	Presenter 5 Presenter 6
M Oct 14	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
W Oct 16	Representation and concepts	Presenter 7 Presenter 8
W Oct 23	Thinking and reasoning	Presenter 9 Presenter 10
W Oct 30	Social cognition	Presenter 11 Presenter 12
W Nov 6	Memory development	Presenter 13 Presenter 14
Nov 10-16	Term Break No Classes	No Presenter
M Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
W Nov 20	Language Development	Presenter 15 Presenter 16
W Nov 27	Atypical development	Presenter 17 Presenter 18
W Dec 4	LAST CLASS Imagination and understanding pretense	Presenter 19 Presenter 20
F Dec 6	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.	
Dec 9-19	Fall Final Exam Period	
Dec 11	Research Proposal Due by 11:59 p.m.	

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 work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course

within 2 business days of receiving the decision from the instructor, who will arrange for a reappraisal of the work **within the next ten business days**. 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 in faculties without a departmental structure should take the matter to the dean, or designate, of the faculty offering the course. The result of that reappraisal will be given to the student in writing along with information about appealing the reappraisal.

The reappraisal of graded term work may cause the grade to be raised, lowered or to remain the same. There is no limit to the number of pieces of graded work that a student may request be reappraised, however a single piece of work may only be reappraised once.

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 seeking 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). The student 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 requesting a reappraisal of a final grade 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

For information relating to Law, Veterinary Medicine and the Cumming School of Medicine (MD) courses, please refer to the faculty section.

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 for a maximum of two courses 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/>).

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

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

Student Union Faculty Rep.: 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 **Thursday, September 12, 2019**. Last day add/swap a course is **Friday, September 13, 2019**. The last day to withdraw from this course is **Friday, December 6, 2019**.