

Psychology 501.35		Early Cognitive Development		Fall 2022
Instructor:	Suzanne Hala	Lecture Location:	A248	
		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 <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 evaluate theory, processes, and key issues related to understanding cognitive development	Written discussion questions Proposal presentation Research Proposal Class Participation	1, 2, 4, 5	A
Assess and critically evaluate primary research articles related to cognitive development	Written discussion questions Research Proposal Presentation/Seminar Lead Presentation Summary Class discussion and participation	2,4,5	A

Propose and convey ethically sound research that could further our understanding of cognitive development	Proposal presentation Written research proposal	2, 4, 5, 6	A
Effectively present research findings and develop skill in facilitating discussion	Presentation/Seminar Lead	2,4,5	C, A
Locate, interpret, and evaluate findings related to cognitive development	Presentation/Seminar Lead Written research proposal	1,2,4,5	C, A
Communicate and contribute constructively to class discussions	Class participation Written discussion questions	1,2,4,5, 6	C,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 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

This is an in-person class held on campus.

Classroom Expectations

This smaller seminar-style class affords great opportunities for building interactive communication, presentation, and leadership skills. Some essential guidelines will help to facilitate the optimal experience for all class members. 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 seminars. Individuals vary considerably in their ease of speaking up. Some people experience a challenge in speaking in front of others. 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. 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, students should actively listen to the presentations as well as actively engage in the discussion period.

Prerequisites

Psyc 200 (Principles of Psychology), 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. University of Calgary Library links for 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
Post U of C library link for article along with brief summary for presentation (instructor approval required prior to posting)	3%	One week prior to scheduled presentation (see schedule of presentation dates)
Seminar Presentation and Leader	25%	Varies – will be determined during first class
Written summary of presentation (including highlights of the discussion)	7%	Due via D2L Dropbox within 48 hours of presentation (see schedule of presentation dates)
Research Proposal presentation	5%	November 23, November 30 (depending on earlier presentation dates)
Research Proposal	20%	December 14 by 11:59 p.m.
Reading Responses/Discussion Questions	20%	Weekly by 6:00 p.m. the day before class
Seminar Participation	20%	Weekly – in class

Assessment Components:

Below is a brief description of the above assessment components. More detailed instructions and evaluation rubrics will be posted on D2L. Please ensure you read the posted instructions carefully and ask if you are uncertain about the requirements for the assignment.

Select and post link to article for presentation – worth 3% of final grade

Each student will find a journal article focusing on the topic they will host their seminar around. Both the specific topic as well as the selected article must be approved by the instructor prior to the article link being posted on D2L. Articles must come from peer reviewed Psychology journals in the area and should be published no earlier than 2012. Students will also provide a brief rationale (200 word limit) for the selection of the article and to help orient class members to the topic. Students are to post the U of C library link for approved articles **by 8:00 p.m. one week prior** to their scheduled presentation date. Article links will be posted on the D2L Discussion Board. 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.**

Seminar Presentation and Leader (*schedule variable according to topic*) – worth 25% of final grade

Students will be responsible for leading one third of class seminar during the course (45 minutes). The **schedule for presentations will be determined during the first meeting of the class.** There will be a maximum of 3 presentations per scheduled 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 20 to 25-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 their 45 minute period. 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 honour's thesis research. **All topics must be approved by the instructor.**

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 delivery, 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. **Presentations missed without instructor approval will be assigned a score of 0%. Please contact the instructor immediately if you are unable to present on your assigned date.**

Written Summary of Presentation (*due 48 hours after presentation*) – worth 7% of final grade

Each presenter will post a brief summary of the presentation highlights (key, findings, important contributions, future directions etc.) and a list of recommended readings. Presenters should also include highlights of the discussion (and *may* include discussion questions posted but not covered during class time but this is not required). Evaluation of the summary will include how well the presenting student captures and communicates the main findings (in capsule form) as well as conveying a general sense of the discussion. More detailed instructions and criteria will be posted on D2L. **Without instructor approval, late submissions will be penalized 10% per day including weekends and holidays.**

Research Proposal Presentation/Workshop (November 23 and November 30)—worth 5% of final grade.

This assignment is designed to build on the previous student-led seminars and presentation summaries. This assignment is also designed to afford students the opportunity to have a practice run of their proposal ideas and receive feedback from other class members. Students will present a very brief summary statement of the research they are addressing (remember that the class will already have had exposure to the research in your initial presentation and summary). Students will then present a brief outline of their proposed study. Depending on class size, students will have a time slot of 12 to 13 minutes for their presentation and feedback session. The presentations need not be formal but they should be well organized and provide the audience with a clear picture of the proposed research. Presenting students will be evaluated on how well they grasp the research in the area and are able to create a novel contribution in their proposed research. There will be two workshop sessions scheduled for November 23 and 30. Students who present in the first half of the term will be scheduled to workshop on November 23 and those who present in the second half on November 30. **Presentations missed without instructor approval will be assigned a score of 0%.**

Research Proposal (due December 14 by 11:59 p.m.) – worth 20% of final grade

Students will write a short (1250 words) APA formatted research proposal comprised of a brief 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 word count 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. More detailed instructions and criteria will be posted on D2L **Without instructor approval, late submissions will be penalized 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 -- Weekly submission – worth 20% of final grade

For **each** seminar topic/presentation other than their own, students are required to submit discussion questions or thoughtful comments based on the readings the presenters have assigned. That means that if there are three presenters for a class, then non-presenting students must submit reading responses for all three. Students will also submit one discussion question/comment based on instructor assigned readings and instructor led seminars. 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. Because the discussion questions/comments are intended to assist the presenting students in structuring their discussion, the **deadline time is firm and no late submissions will be accepted. Please contact the instructor if you experience challenges meeting a submission deadline.**

Seminar Participation – Weekly -- worth 20% of final grade

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 instructor approval will be assigned a grade of 0 for the missed class. Please contact the instructor if you experience difficulties attending a class. Please do not attend class if you are unwell.**

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/legal-services/sites/default/files/teams/1/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%

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

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 for students to browse the contents to help inspire their selection of a topic. Readings will be assigned one week prior to each class (by either the presenting students or by the instructor if there are no presentations scheduled).

Date	Topic/Activity/Readings	Seminar Lead
W Sep 7	University Lectures begin. Introductory Class	S. Hala
W Sep 14	Theories of Cognitive Development	S. Hala
R Sep 15	Last day to drop a class without a penalty	
F Sep 16	Last day to add or swap a course	
W Sep 21	Infant Perception, Infant Cognition	Presenter 1 Presenter 2 Presenter 3
F Sep 23	Fee payment deadline for Fall Term full and half courses.	
W Sep 28	Infant Cognition, Infant Social Cognition	Presenter 4 Presenter 5 Presenter 6
F Sept 30	UNIVERSITY CLOSED National Day for Truth and Reconciliation	
W Oct 5	Representation and Concepts, Thinking and Reasoning	Presenter 7 Presenter 8 Presenter 9
M Oct 10	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
W Oct 12		Presenter 10 Presenter 11 Presenter 12
W Oct 19	Thinking and reasoning Social Cognition	Presenter 13 Presenter 14 Presenter 15
W Oct 26	Memory Development	Presenter 16 Presenter 17 Presenter 18
W Nov 2	Language and Communication Cognitive development in special populations	Presenter 19 Presenter 20

		Presenter 21
Nov 6-12	Term Break No Classes	
F Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
W Nov 16	Cognitive development in special populations Imagination, Pretend play, understanding fantasy	Presenter 22 Presenter 23
W Nov 23	Proposal presentations/Workshops	First block of presenters
W Nov 30	Proposal presentations/Workshops	Second block of presenters
W Dec 7	LAST CLASS Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.	TBA
Dec 10-21	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 <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

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 (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) 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 15, 2022**. Last day add/swap a course is **Friday, September 16, 2022**. The last day to withdraw from this course is **Wednesday, December 7, 2022**

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017>