UNIVERSITY OF CALGARY

Department of Psychology

Psychology 451 (L01) –Cognitive Development

Fall 2007

Instructor:	**Dr Suzanne Hala**	**Lecture Location:**	**EDC 384**
Phone:	220-6476	**Lecture Days/Time:**	TuTh 14:00 – 15:15
Email:	hala@ucalgary.ca		
Office:	A226		
Office Hours:	TBA		

Course Description and Goals

In this course we will study neonatal, infant and child development, including both theoretical accounts as well as current research findings. The prime focus will be basic developmental processes including perceptual, cognitive and language development.

Course objectives

- to introduce students to the theories, methodologies, issues, and current experimental findings in the field of cognitive development during infancy and childhood
- to encourage students to think critically about conceptual and empirical issues
- to provide students with direct experience reading empirical articles and conducting child study techniques (designed and conducted in small groups in the lab)
- to provide students with experience in giving oral presentations and in writing research reports

Lectures are intended to highlight and extend, rather than summarize, assigned readings. Students will benefit most from lectures if they read the assigned material prior to the corresponding lecture. Discussion is encouraged and questions are invited during lectures. If you have questions or concerns please raise them -- either in class or out (office hours and email are the best ways to reach me).

Required Text

Flavell, J. H. Miller, P. H. & Miller, S. A. (2002). *Cognitive Development*, Fourth Edition. NJ: Prentice Hall. This text provides important background reading for the topics covered in this course. Available at the University Bookstore.

In order to best fulfill the needs of the course the remainder of the course readings will be drawn from several sources, including original journal articles. Additional readings are required as listed later in the course outline. Those readings marked with an * are available online and will be accessible on Blackboard. A package including most of the remainder of the additional required readings will be available for purchase at the beginning of the term. The Bremner chapter will be available for viewing at the PSYCHS ((A170) office as well.

Evaluation

Evaluation:

Mid term exam	30%	
Final exam:	35%	-- To be scheduled by the Registrar
Lab:	35%	

Exams **will not** be cumulative. The format will be short essay.

Laboratory component:

The lab component is designed to provide students with direct experience with research in Cognitive Developmental Psychology. As such, students will actively participate in small group research projects. Students will gain experience in library research, research design, data collection and analyses, writing research reports and presenting the research findings. The specific requirements will be described in more detail during the first lab meeting. You will receive a separate course outline for the lab sessions.

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%

The percentages noted above indicate the standard required for each letter grade. These may be lowered but will not be raised.

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 (i.e., 89.5% will be rounded up to 90%; 89.4% will be rounded down to 89%, etc

Topic Schedule:

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

Date	Topic	Required Reading
Sept 11 – Oct 16	Introduction and Overview Theories of Cognitive Development Infancy: methods of study Infancy: Perceptual Development Infancy: Perceptual Development cont. Infant Cognition Concepts and Categories	Flavell text Chpt 1 Crain chpt Siegler chpt.. Bremner Chpt Flavell text Chpt 2 Craton article Flavell text chpt 3 Simon et al. article Flavell text chpt 4 Gelman & Coley article
Oct 18	**EXAM 1**	
Oct 23 – Nov 9 (estimate)	Symbolic Representation Pretense Appearance-Reality Spatial Perspective Taking	De Loache articles (2) Harris et al. article Flavell text chpt 6
Nov 10 - 13	**NO CLASSES – READING BREAK**	
Nov 15 – Dec 6	Theory of Mind Autism Language development Memory development	Hala & Carpendale chpt Hala et al, 2003 article Hill & Frith Article Flavell text chpt 8 Markman chpt. Tomasello & Akhtar article Flavell et al. chpt. 7 Foley et al. article Bruck et al. Article
FINAL EXAM (TO BE SCHEDULED BY THE REGISTRAR)		

Additional references for required readings (those with asterisks available on Blackboard, others available in a package):

Bremner, J.G. (1998). *Infancy* (chpt 3).Malden : Blackwell. (This reading only is available for viewing in the PSYCHS office.)

*Bruck, M., Ceci, S.J., Francoeur, E., & Barr, R. (1995). "I hardly cried when I got my shot!": Influencing children's reports about a visit to their pediatrician. *Child Development*, *66*, 193-208.

Crain, W. (1992). Piaget's cognitive development theory (chpt. 6). *Theories of Development: Concepts and applications*. Englewood Cliffs: Prentice-Hall.

*Craton, L.G. (1996). The development of perceptual completion abilities: Infants' perception of stationary, partially occluded objects. *Child Development*, *67*, 890-904.

*DeLoache, J.S., Miller, K.F. & Rosengren, K.S. (1997). The credible shrinking room: Very young children's performance with symbolic and nonsymbolic relations. *Psychological Science*, *8*, 308-313

*DeLoache, J. S. (2000). Dual representation and young children's use of scale models. *Child Development, 71,* 329-338.

*Foley, M. A., Ratner, H. A., & House, A. T. (2002). Anticipation and source monitoring errors: Children's memory for collaborative activities. *Journal of Cognition and Development, 3*, 385 – 414.

*Gelman, S.A., & Coley, J.D. (1990). The importance of knowing a Dodo is a bird: Categories and inferences in 2-year-old children. *Developmental Psychology*, *26*, 796-804.

Hala, S. & Carpendale, J. (1997). All in the mind. Children's understanding of mental life. In S. Hala (Ed.), *The Development of Social Cognition.* Psychology Press.

*Hala, S., Hug, S., & Henderson, H. (2003). Executive functioning and false-belief understanding in preschool children: Two tasks are harder than one. *Journal of Cognition and Development*, *4,* 275-298.

Harris, P, Brown, E. Marriott, C. Whittall, S. & Harmer, S. (1991). Monsters, ghosts and witches: Testing the limits of the fantasy-reality distinction in young children. *British Journal of Developmental Psychology*, *9*, 105-123.

Hill, E. & Frith, U. (2003). Understanding autism: insights from mind and brain. In U. Frith and E. L. Hill (Eds) *Autism: mind and brain. Philosophical transactions of the Royal Society*, *358*, 275-427.

Markman, E.M. (1991). The whole object, taxonomic, and mutual exclusivity assumptions as initial constraints on word meanings. In J.P. Byrnes & S.A. Gelman (Eds.), *Perspectives on language and cognition: Interrelations in development*. (pp. 72-106). Cambridge: Cambridge University Press.

Siegler, R.S. (1998). Information-processing theories of development (chpt. 3). *Children's thinking*. Englewood Cliffs: Prentice-Hall.

*Simon, T.J., Hespos, S.J., & Rochat, P. (1995). Do infants understand simple arithmetic? A replication of Wynn (1992). *Cognitive Development*, *10*, 253-269.

*Tomasello, M. & Akhtar, N. (1995). Two year-olds use pragmatic cues to differentiate reference to objects and actions. *Cognitive Development*, *10*, 201-224.

University of Calgary Curriculum Objectives

University of Calgary Curriculum objectives:

1) This course addresses the following **core competencies**:
   - Critical and creative thinking
   - Analysis of problems
   - Effective oral and written communication
   - Gathering and organizing information
   - Logical calculation, mathematical ability
   - Abstract reasoning and its applications
   - Insight and intuition in generating knowledge
   - Interpretive and assessment skills

With the following course characteristics:
- Class discussion in encouraged in both lectures and laboratories; students are prompted to think critically about course material
- Students are required to design research projects which will involve integrating previous research, critically evaluating and analyzing existing issues and questions, reasoning about research implications and generating their own research designs.
- Students will be required to carry out their proposed research including data collection, statistical analyses and interpretation.
- Students will present the results of their research both orally and in written form.
- Examinations will be short essay in format and require that students both understand the content material presented in lectures and in their readings as well as are able to think critically about the important issues

2) This course addresses the following **curriculum redesign features**:
   - An experiential learning component relevant to the program objectives
   - Integration of research

With the following course characteristics:
- Weekly laboratory component engaging students in research projects
- Readings comprised of original research articles in addition to chapters reviewing relevant research findings
- Critical and creative thinking
- Analysis of problems
- Effective oral and written communication
- Gathering and organizing information
- Logical calculation, mathematical ability

- Abstract reasoning and its applications
- Insight and intuition in generating knowledge
- Interpretive and assessment skills

Reappraisal of Grades

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next fifteen 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 fifteen 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 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 fourteen (14) days after the start of this course.

Absence From A Test

Make-up exams are NOT an option without an official University medical excuse (see the University Calendar).You must contact the instructor before the scheduled examination or you will have forfeited any right to make up the exam. At the instructor's discretion, a make-up exam may differ significantly (in form and/or content) from a regularly scheduled exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup exam is written within two (2) weeks of the missed exam.

A completed Physician/Counselor Statement will be required to confirm absence from a test for health reasons. The student will be required to pay any cost associated with the Physician Counselor Statement.

Course Credits for Research Participation

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. A maximum of two credits (2%) per course, including this course, may be applied to an individual's final grade. Students can create an account and access the Research Participation System website at http://ucalgary.sona-systems.com. The last day to participate in research is December 6, 2007.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in the Administration building, room 170 or may be contacted at 220-5567.

Student Union VP Academic: Phone: 220-3911 suvpaca@ucalgary.ca
Student Union Faculty Rep.: Phone: 220-3913 socialscirep@su.ucalgary.ca

Important Dates

Fall Session:

The last day to drop this course and **still receive a fee refund** is September 21, 2007. The last day to withdraw from this course is December 7, 2007.