

Psychology 451	Cognitive Development		Fall 2016
Instructor:	Dr. Michele Wellsby	Lecture Location:	ST 064
Phone:	403-220-5658	Lecture Days/Time:	T/R 9:30-10:45AM
Email:	mbwellsb@ucalgary.ca	TA :	TBA
Office:	AD 063	TA Email:	TBA
Office Hours:	Tuesdays 1-2PM, or by appointment	Lab 1:	Tuesday 12:30-2:20
		Lab 2:	Thursday 12:30-2:20
		Lab Location:	AD 248

Course Description

Current and classic research in the area of cognitive development will be explored. Topics will include sensory and perceptual development, language acquisition, symbolic representation, concept formation, memory, and social-cognitive development. Laboratory projects will focus on aspects of designing a research project on 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	PLO(s)	Level(s)
• Describe and critically evaluate theories of cognitive development	1, 2, 5	A, A, A
• Interpret and evaluate research findings reported in journal articles on cognitive development	2, 5	A, A
• Synthesize material from several sources (articles, textbooks, lectures) to formulate arguments and conclusions regarding cognitive development	2, 4, 5	A, A, A
• As part of the lab component, design a future study to examine some aspect of cognitive development and write a research proposal on this study	3, 4, 6, 7	C, A, C, A
• As part of the lab component, deliver oral presentations on 1) an article critique and 2) the proposed research project	2, 4, 7	A, A, 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

Psychology 312 – Experimental Design & Quantitative Methods for Psychology
Psychology 351 – Developmental Psychology

Required Text

Goswami, U. (2008). *Cognitive Development: The Learning Brain*. New York: Routledge.

This text is required and is available at the University Bookstore. In addition to the textbook, there will be additional required readings each week. A complete reading list will be posted on D2L. These readings are available online via the University of Calgary library.

Recommended Text

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

This text is not required, but it is suggested as a supplement to the course text and lectures as it discusses theories of cognitive development in detail.

Course Website

The course website is located on D2L.

Notes and/or materials for each week's classes and labs will be posted on D2L by **5:00 PM the day before the class or lab**. In addition, announcements, grades, and emails will be posted/sent via D2L. It is the student's responsibility to ensure that their email address is correct on D2L and that they are receiving the updates.

Attendance

It is important that you attend class in order to gain a better understanding of the course material, as you will be responsible for this material on exams and lab assignments. The lectures will frequently complement the material covered in the text, but reading the text is not a substitute for attending lectures. Moreover, in many cases the material covered in the lectures is not covered in the text. Thus, it is essential to attend class regularly, and if a class is missed, to get access to the notes for that class from a classmate.

Lab attendance is also essential. Your TA will cover how to complete the lab assignment, what is required for the lab assignment, and will be available to answer questions. **Should you miss a lab, contact your lab instructor immediately in order to determine what you missed and to find out what will be required of you before the next lab.**

Evaluation

Evaluation component	Content	% of Final grade	Date
Midterm Exam	Ch 11, 1-4, & Required Readings	30	October 27 th
Final Exam	Ch 1-5, 7-9, 11, & All Required Readings	35	TBD: December 12 th -22 nd
Lab	N/A	35	Throughout (see separate lab outline)

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

Class Components (65% of grade)

There will be two exams in this course. The first (midterm) exam will be held in class on Thursday October 27th and is worth 30% 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. The final exam is worth 35% of your final grade. The final exam will cover the content from the entire course (i.e., **it is cumulative**). 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.

Access to textbooks and/or class notes, cell phones, and computers (and similar devices) will not be permitted during any exam (including the final exam). A student obtaining a failing grade on any exam will *not* automatically fail the course; however, a student with a failing mark is strongly encouraged to contact the instructor to discuss strategies for success throughout the remainder of the course.

Lab Components (35% of grade)

Lab component	% of lab grade	Date
Article Evaluation	9%	September 27/29
Methodology Tutorial	9%	October 4/6
Article Presentation	9%	October 18/20 or 25/27 or November 1/3
Ethics Application	9%	November 1/3
Research Presentation	9%	November 15/17 or 22/24 or November 29/December 1
Research Proposal	55%	December 9

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 individual presentations, as summarized above. Students will gain experience with conducting library research, with examining and critiquing a theory in the field, with exploring relevant methodologies, and with writing and presenting a research proposal. A **separate lab outline** will provide a 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 – it is the student’s responsibility to ensure that they are attending the correct lab section, as each lab section is associated with slightly different due dates. The Research Proposal is due on December 9th, in hard copy, at the Psychology main office (AD 255), by 4:30 pm. Late assignments and research proposals 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%.

ALL assignments must be submitted in **hard copy**. Electronic submissions are not permitted, except in extenuating circumstances (as determined on an individual basis). If you wish to submit an assignment before the deadline, please hand in your assignment at the **Psychology Main Office** and ensure that it has **your name and your student number, your TA’s name, the course number and name, and a date stamp** on the front page. Failure to include this information may result in your assignment not being delivered to the appropriate TA, and this may impact your grade.

If a student does not present their article presentation or their research presentation on the assigned date, a grade of 0% will be assigned, unless a documented, valid University excuse is provided or prior arrangements have been made with the instructor. In the case of an excused absence from a 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.).

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 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
T Sep 13	Course overview and intro <i>Fall term lectures begin.</i>		
R Sep 15	Important Questions in Cognitive Development		Oakes (2009) Belsky & Pluess (2009)
T Sep 20	Theories & Perspectives on Cognitive Development	Chapter 11 (pg. 372-398)	Newcombe (2013)
R Sep 22	Theories & Perspectives on Cognitive Development	Chapter 11 (pg. 372-398)	Riviere (2014)
F Sep 23	<i>Last day to drop full courses (Multi-term) and Fall Term half courses. No refunds for full courses (Multi-term) or Fall Term half courses after this date.</i>		

M Sep 26	<i>Last day to add or swap full courses (Multi-term) and Fall Term half courses. Last day for change of registration from audit to credit or credit to audit.</i>		
T Sep 27	Infant Perception	Chapter 1	
R Sep 29	Infant Perception	Chapter 1	Kretch et al. (2014)
F Sep 30	<i>Fee payment deadline for Fall Term full and half courses.</i>		
T Oct 4	Infant Perception and Cognition	Chapter 2	
R Oct 6	Infant Perception and Cognition	Chapter 2	Van Marle et al. (2016)
M Oct 10	<i>Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>		
T Oct 11	Psychological Understanding in Infancy	Chapter 3	
R Oct 13	Psychological Understanding in Infancy	Chapter 3	Skerry & Spelke (2014)
T Oct 18	Conceptual Development	Chapter 4	
R Oct 20	Conceptual Development	Chapter 4	
T Oct 25	Conceptual Development	Chapter 4	Jaswal & Markman (2007)
R Oct 27	Midterm Exam		
T Nov 1	Language	Chapter 5	Golinkoff et al. (2015) Bruderer et al. (2016)
R Nov 3	Language	Chapter 5	Berman et al. (2013)
T Nov 8	Language	Chapter 5	Glenwright & Pexman (2010)
R Nov 10-13	<i>Reading Days. No lectures.</i>		
F Nov 11	<i>Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>		
T Nov 15	Social Cognition & Mental Representation	Chapter 7	Fink et al. (2015)
R Nov	Social Cognition & Mental Representation	Chapter 7	Chalik et al. (2015)

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T Nov 22	Memory Development	Chapter 8	Ornstein & Haden (2001) DeLoache et al. (1997)
R Nov 24	Memory Development	Chapter 8	Brainerd (2013)
T Nov 29	Memory Development	Chapter 8	
R Dec 1	Metacognition and Executive Functioning	Chapter 9	Imuta et al. (2014)
T Dec 6	Metacognition and Executive Functioning	Chapter 9	Wojcik et al. (2013)
R Dec 8	Theories of Cognitive Development- Towards a New Theoretical Framework	Chapter 11 (pg. 399- 417)	Munakata et al. (2004)
F Dec 9	<i>Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.</i>		
Dec 12-22	Fall Term Final Exam Period.		

***Note:** Exam dates are fixed, but this schedule is subject to change, as adjustments may be made to our class schedule and readings as required.

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

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_0.pdf .

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 up to 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 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 http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

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 http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

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.

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 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 **Dec 9, 2016**.

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](mailto:suypaca@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 **September 23, 2016**. Last day for registration/change of registration is **September 26, 2016**. The last day to withdraw from this course is **December 9, 2016**.