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Psychology 451-01	Cognitive Development	Winter 2016
<b>Instructor:</b>	Dr. Catherine Phillips	<b>Lecture Location:</b> SA 013
<b>Phone:</b>	403-220-8970	<b>Lecture Days/Time:</b> MWF 11:00-11:50
<b>Email:</b>	ciphilli@ucalgary.ca	
<b>Office:</b>	Admin 155A	<b>TA</b> Alison Heard
<b>Office Hours:</b>	M W 14:00-15:00 or by appointment	<b>TA email:</b> alison.heard@ucalgary.ca
		<b>TA office:</b> Admin 063
		<b>Lab 1</b> T 11:00-12:50 (AD 051)
		<b>Lab 2</b> R 11:00-12:50 (AD 051)

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### 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 & 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 later in the course outline.

### 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 to facilitate your learning 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. The onus is on you to obtain a copy of the notes. *To that effect, I highly recommend exchanging email addresses with a person in the class so that you can contact him/her to get a copy of the notes should you miss a class.*

**Lab attendance is also essential and mandatory.** Your TA will cover how to complete the lab assignment, what is required by 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.**

Failure to attend lab or lecture without an official University excuse indicates your intent to learn the lab material presented in that lab session on your own. If you miss a day of in lab presentations there will be a grade-based penalty. Please see the individual assignments for further information.

### Evaluation

Evaluation component	Content	% of Final grade	Date
Midterm Exam	All material covered to date	30	February 29 <sup>th</sup> AND March 2 <sup>nd</sup>
Final Exam	Cumulative	35	TBD: April 16 - 27
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 February 29<sup>th</sup> AND March 2<sup>nd</sup> 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, sometime between April 16<sup>th</sup> and 27<sup>th</sup>. 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/or 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, iPods, iPads, iWatches, cell phones and computers (and similar devices) will not be permitted during any test/exam (including the final exam). A student obtaining a failing grade on any test/exam will *not* automatically fail the course; however, a student with a failing

mark is strongly encouraged to contact the instructor of record 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%	January 26/28
Methodology Tutorial	9%	February 2/4
Article Presentation	9%	February 23/25 or March 1/3 or 8/10
Ethics Application	9%	March 29/31
Research Presentation	9%	March 22/24 or 29/31 or April 5/7
Research Proposal	55%	April 13

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 and 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 – 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.

Late assignments (with the exception of the research proposal) 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 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 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 April 13<sup>th</sup>, 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%.

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.

### **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.

In this course there will be no rounding up of final grades, especially in light of the opportunities students have to increase their final grade via research participation.

### Tentative Lecture Schedule

Date	Topic	Textbook Readings	Additional Required Readings
M Jan 11	<i>Winter term lectures begin.</i> Course overview & intro		
W Jan 13	Important Questions in Cognitive Development		Oakes (2009)
F Jan 15			
M Jan 18	Theories & Perspectives on Development	Chapter 1	Riviere (2014)
W Jan 20			
F Jan 22			
M Jan 25	Infant Perception  <i>Last day to add or swap Winter Term half courses.</i> <i>Last day for change of registration from audit to credit or credit to audit.</i>	Chapter 2	Maurer & Werker (2013) Kretch et al., (2014)
W Jan 27			
F Jan 29			
M Feb 1	Infant Cognition	Chapter 3	Skerry & Spelke (2014)
W Feb 3			
F Feb 5			
M Feb 8	Representation	Chapter 4 (p. 99-108)	DeLoache (2000) Simcock & DeLoache (2006)
W Feb			

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F Feb 12			
Feb 14-21	<i>Reading Week. No lectures. University open (except Family Day).</i>		
M Feb 15	<i>Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>		
M Feb 22	Concept Formation	Chapter 4 (p. 108-138)	Jaswal & Markman (2007)
W Feb 24			
F Feb 26			
M Feb 29	Midterm Part 1 of 2		
W Mar 2	Midterm Part 2 of 2		
F Mar 4	Reasoning & Problem Solving	Chapter 5	Clerc & Miller (2013) Goswami & Pauen (2005)
M Mar 7			
W Mar 9			
F Mar 11	Social Cognition	Chapter 6	Birch & Bloom (2003) Hala et al. (2003) Onishi & Baillargeon (2005) McAlister & Peterson (2013)
M Mar 14			
W Mar 16			
F Mar 18			
M Mar 21			
W Mar 23	Memory Development	Chapter 7	Jaswal & Dodson (2009) Ornstein & Haden (2001) Goodman & Quas (2008) Simcock & Hayne (2002) Richardson & Hayne (2007) Brainerd (2013)
F Mar 25	<i>Good Friday. No Classes. University Closed</i>		

M Mar 28	Memory Development	Chapter 7 continued	
W Mar 30			
F Apr 1			
M Apr 4	Language	Chapter 8	Graham et al. (2010) Jaswal & Hansen (2006) Glenwright & Pexman (2010) Golinkoff et al. (2015) Tamis-LeMonda et al. (2014)
W Apr 6			
F Apr 8			
M Apr 11			
W Apr 13	<i>Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses.</i>		
Apr 16-27	<i>Winter Term Final Examinations.</i>		

### 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/](http://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](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 date, 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](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](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 via the Department Office (Admin 255), 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**

#### **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 **April 13, 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 170 and may be contacted at 403-220-5567.

**Student Union VP Academic:** Phone: 403-220-3911 [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)  
**Student Union Faculty Rep.:** Phone: 403-220-3913 [socialscirep@su.ucalgary.ca](mailto:socialscirep@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](mailto: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 **January 22, 2016**. Last day for registration/change of registration is **January 25, 2016**. The last day to withdraw from this course is **April 13, 2016**.

## 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.
- Brainerd, C. J. (2013). Developmental reversals in false memory: A new look at the reliability of children's evidence. *Current Directions in Psychological Science, 22*, 335-341.
- 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.
- Golinkoff, R. M., Can, D. D., Soderstrom, M., & Hirsh-Pasek, K. (2015). (Baby)talk to me: The social context of infant-directed speech and its effects on early language acquisition. *Current Directions in Psychological Science, 24*, 339-344.
- Goodman, G. S., & Quas, J. A. (2008). Repeated interviews and children's memory: It's more than just how many. *Current Directions in Psychological Science, 17*, 386-390.
- 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.
- Jaswal, V. K. & 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.
- Kretch, K. S., Franchak, J. M., & Adolph, K. E. (2014). Crawling and walking infants see the world differently. *Child Development, 85*, 1503-1518.
- Markman, E., Wasow, J. L., & Hansen, M. B. (2003). The use of the mutual exclusivity assumption by young word learners. *Cognitive Psychology, 47*, 241-275.
- Maurer, D. & Werker, J. (2014). 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.

- Oakes, L. M. (2009). The “Humpty Dumpty problem” in the study of early cognitive development: Putting the infant back together again. *Perspectives on Psychological Science*, *4*, 352-358.
- Onishi, K. H. & Baillargeon, R. (2005). Do 15-month-old infants understand false beliefs? *Science*, *308*, 255-258.
- Ornstein, P. A. & Haden, C. A. (2001). Memory development or the development of memory? *Current Directions in Psychological Science*, *10*, 202-205.
- Richardson, R. & Hayne, H. (2007). You can't take it with you: The translation of memory across development. *Current Directions in Psychological Science*, *16*, 223-227.
- Riviere, J. (2014). Embodiment in children's choice: Linking bodily constraints with decisional dynamics. *Current Directions in Psychological Science*, *23*, 408-413.
- Simcock, G. & DeLoache, J. (2006). Get the picture? The effects of iconicity on toddlers' reenactment from picture books. *Developmental Psychology*, *42*, 1352-1357.
- Simcock, G., & Hayne, H. (2002). Breaking the barrier? Children fail to translate their preverbal memories into language. *Psychological Science*, *13*, 225-231.
- Skerry, A. E. & Spelke, E. S. (2014). Preverbal infants identify emotional reactions that are incongruent with goal outcomes. *Cognition*, *130*, 204-216.
- Tamis-LeMonda, C. S., Kuchirko, Y., & Song, L. (2014). Why is infant language learning facilitated by parental responsiveness? *Current Directions in Psychological Science*, *23*, 121-126.