

Course number 451		Cognitive Development		Winter 2024	
Instructor:	Suzanne Hala	Lecture Location:	Web Based via Zoom		
		Lecture Days/Time:	MWF 10-10:50 am		
Email:	hala@ucalgary.ca	TA :	TBA		
Office:	N/A				
Office Hours:	Email or by Appointment via Zoom (also available after class most days)				

Course Description

In this course we will study neonatal, infant and early child cognitive development, including both theoretical accounts as well as classic and current research findings. Topics will include theories of cognitive development, infant perceptual and cognitive development, symbolic representation, concept formation, pretend play and imagination, social-cognitive development, memory development, and language 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	<ul style="list-style-type: none"> Take-home exams in essay format 	1, 2,4,5	A, C
Assess and critically evaluate primary research articles related to cognitive development	<ul style="list-style-type: none"> Research articles required for all exams Post discussion questions on research articles Brief research proposal based on primary research articles 	2,4,5	A, C

	<ul style="list-style-type: none"> Article/topic critiques based on research article(s) 		
Synthesize material from several sources (empirical articles, review articles, book chapters, lectures) to formulate appropriate debates and conclusions regarding cognitive development	<ul style="list-style-type: none"> Take-home exams in essay format 	1,2,4,5	A, C
Effectively present research findings and develop skill in responding to discussion questions	<ul style="list-style-type: none"> Article presentation and oral critique 	2,4,5	A,C
Communicate and contribute constructively to class discussions	<ul style="list-style-type: none"> Discussion questions/comments posted on D2L Participation in Class Discussion during Presentations 	2,4	A, C
Provide critical evaluation and summary of previous empirical studies in cognitive development, design a research study	<ul style="list-style-type: none"> Brief Research Proposal 	2,4	A,C

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 (Districts 5 and 6).

Course Format

Lectures will be taught **live via Zoom** during each scheduled class as per the course schedule below. Classes will be recorded by the Instructor and posted to D2L for a limited time (48 hours) after class. Students are not permitted to copy recordings without the Instructor's permission.

Zoom Classroom Expectations

Participation in a web-based classroom holds unique challenges. As a group we will discuss these challenges and propose strategies and guidelines to address them. Nevertheless, general classroom expectations independent of delivery format still hold. 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 class. Active participation improves student learning and retention of material. Individuals vary considerably in their ease of speaking up. Some people experience a challenge in speaking in front of others, whether

remotely or in a classroom. 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, strive to actively listen to the presentations as well as actively engage in the question period. Please refrain from distracting behaviour.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

Attendance

Regular attendance in the Zoom classroom is strongly advised. Attending and participating will help to establish a sense of community as well as provide students with opportunities to actively engage in discussions. Please note that there is a course requirement to contribute to discussions for student-led presentations. Please note that Zoom lectures will be recorded by the instructor. These recordings will be used to support student learning only and will not be shared or used for any other purpose. Student presentations will be recorded for the purposes of Instructor assessment – these recordings will not be made available to others (including other class members).

Prerequisites

Psychology 300, 301; and 3 units from 351, 352; and admission to the Psychology major or Honours program or to the minor in Speech-Language Sciences for Linguistics Majors

Required Text

No Textbook is required for this course. Peer reviewed journal articles and scientific chapters will be assigned for each topic in the course. Readings are available either on line through the U of C library or, if not available there, posted on D2L. The reading list will be posted on D2L prior to the first class.

Assessment Methods

Take-home Exam

Take-home Exam -- Midterm	15%	Distributed Feb 26 – Due Mar 2 by 11:59 p.m. via D2LDropbox
Take-Home Exam -- Final	15%	Distributed Apr 3 – Due Apr 8 by 11:59 p.m. via D2LDropbox

Other Course Work

Post U of C library link to article for presentation (instructor approval required prior)	5%	Due one week prior to scheduled presentation (see schedule of presentation dates)
Oral presentation and critique of empirical article, handling discussion questions	15%	Dates vary depending on topic (see schedule of presentation dates)
Brief research proposal based on presentation topic	15%	Due via D2L Dropbox within 7 days of presentation (see schedule of presentation dates)
Discussion questions/comments to be submitted to D2L based on articles presenters posted	10%	Due 24 hours prior to scheduled student presentations (see schedule of presentation dates)
Contributions to discussion during student presentations	5%	At time of presentations other than own group Dates vary depending on topic (see schedule of presentation dates)
Article/Topic critique 1	10%	Due Feb 16 by 11:59 p.m. via D2L Dropbox
Article/Topic critique 2	10%	Due Mar 25 by 11:59 p.m. via D2L Dropbox

Take-home Examinations

Examinations will be based on material from both the readings and the lectures. Students are responsible for assigned readings even when not covered in lectures. Examinations will consist of two take-home exams. Exams are cumulative in the sense that material you learn earlier in the term will help provide a basis for topics covered later in the term. You will not, however, be directly tested on material assessed on the midterm exam for the final exam. For both exams I will post the exact material you are responsible for covering for each exam prior to the distribution of the examination questions. Exam 1 will cover Theories and the infancy period including material from Theories of Cognitive Development up to and including infant cognition. Exam 2 will cover Early Childhood and will include material from Symbolic Representation up to and including Memory Development.

The take-home exams provide an opportunity for students to fully demonstrate their mastery of the course material as well as their critical thinking. The exams will be distributed (posted on D2L) 5 days prior to the due date for submission of the completed exam. That is, **students will have 5 days to complete the exam**. The exam will be essay in format. Exams must be submitted electronically to the appropriate D2L Dropbox by the end of the day (11:59 p.m.). **Without instructor approval late exams will be penalized 10% per day including weekends and holidays**. Please ensure you are vigilant about

backing up your files to avoid late penalties. Exams in this course are open book. For this course, an open book exam means that the use of class notes and all course readings is permitted. The use of online resources is permitted but must be from scientific sources and must be appropriately cited. Students may not communicate with others about course material or the exam either in person or electronically during the take-home exam period. Please contact the instructor if you have any questions about the exam. Exact details of length and specific requirements will be distributed (posted on D2L) with the exam questions. Exact readings required will be announced and posted on D2L prior to the exam being distributed.

Course assignments

Course assignments are designed to provide students with experience in several aspects of understanding and evaluating research in Cognitive Development. To facilitate engagement with the course material and with other student collaborators, students will have the opportunity to interact in a small group to explore a particular topic in more depth than in the lectures. Students will gain experience in library research, summarizing and evaluating empirical reports, working in a group to establish an overarching theme to their presentations, providing discussion questions to presenters, and writing a brief research proposal based on their presentation topics. Course assignments are summarized below. More detailed instructions will be provided on D2L – **please ensure you read the posted instructions carefully** and ask if you are uncertain about the requirements for the assignment. In general, criteria for evaluation of assignments will include: demonstrated ability to synthesize course and research materials, critical and independent thinking, and clarity of expression.

The main course assignments will center around a topic that small groups of students choose to explore. Students will form groups based on their interests as well as their availability to present their summary and critiques on the assigned dates. Dates of presentations as well as potential topics are listed below. These topics are chosen to provide opportunities for students to explore topics not fully covered in lectures. The topics listed are somewhat flexible depending on student interest, but the presentations dates assigned are fixed.

The first step in the assignment progression will be for students to form small groups of up to 4 students. There are ten presentation dates throughout the term. One group of students will present on each scheduled date. The dates are chosen so that the proposed topics fit well within the material being covered in the course at that time. Sign-up for group membership will be available on D2L at the end of the first class. **Group membership will be finalized on the second day of classes.**

Descriptions of Course Assignments:

Select and post U of C library link to article for presentation – worth 5% of final grade

Each student will find a journal article focusing on the topic chosen by the group. Both the topic as well as individual articles must be approved by the instructor prior to links to articles being posted on D2L. Although the group will decide on a topic, each student will be responsible for selecting one individual article to present. Each student must submit a different article for approval. Articles must come from peer reviewed journals in the area and should be published no earlier than 2010. Students are required to provide a very brief rationale for the selection of the article, including how it fits with the theme chosen by the group. Students are to post the U of C library link for approved articles **by 6:00 p.m. one week prior** to their scheduled presentation date. Article links will be posted on the D2L Discussion Board under a heading the group has chosen. More detailed instructions and criteria will be posted on D2L. Assessment criteria will include: appropriate selection of article, how well the article fits with the group topic, obtaining article approval and posting article by scheduled date. **Without instructor approval, late submissions will be penalized 10% per day including weekends and holidays.**

Oral presentation and critique of empirical article – worth 15% of final grade. Each student will present a summary and critique of their chosen article to the class (via Zoom). Although students will form a group around their chosen topic, individual students will be required to present their own article and individual grades will be assigned. The oral presentations will be evaluated for content as well as presentation delivery (a functioning video camera is required). Content should include a clear summary of the research to be evaluated as well as an evaluation of the contributions of the research. Evaluation of quality of delivery will include whether the presenter sounds practiced and prepared, how well they engage with the audience, good use of slides, appropriate timing, and how well questions are addressed. More detailed instructions and criteria will be posted on D2L. **Presentations missed without instructor approval will be assigned a score of 0%.**

Research proposal – worth 15% of final grade. Due 7 days after oral presentation.

Each student will submit a detailed summary (1 single-spaced page plus references) of a research proposal. Students may work with their group to collect appropriate articles and to discuss the overall design of their research proposal. The research proposal, however, must be individually written and completed by each student without collaboration from group members. The proposal summary should briefly outline the state of the current literature, your proposed research objective and justification, as well as the proposed method. 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.**

Discussion questions/comments to be submitted to D2L based on articles presenters posted – worth 10% of final grade .

For presentation topics **other than their own group topic**, students are required to submit discussion questions/comments on the appropriate Discussion board on D2L **24 hours prior to the scheduled presentation**. There are a total of 10 groups presenting – Students are required to submit **a total of 8 discussion questions/comments for 8 different presentation groups for the term**. These discussion questions are to be based on one of the readings posted by a member of the presenting group. The questions/comments should be likely to generate stimulating discussion. As well the questions should be ones you are prepared to raise in class after the presentation. More detailed instructions and criteria will be posted on D2L.

Discussion questions will be evaluated for: clear evidence that the student read the assigned reading; demonstration of critical thought in the generation of the questions/comments; potential for the questions/comments to provide impetus for discussion; keeping within the posted word limit. 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.**

Contributions to discussion during student presentations – worth 5% of final grade

Students are encouraged to participate in classes on a regular basis, including both lecture based classes and student led presentations. The specific grade for this assignment is based on contributions to discussion following student led presentations.

Well-informed and meaningful contributions to the discussion include: demonstration of mastery of the reading assigned by one of the presenters in the presenting group, (e.g., reading assigned papers and coming to class presentations prepared to discuss them), contributions to class discussions (e.g., asking relevant questions of presenters, raising issues related to presentation topics, including raising your posted discussion questions).

Class participation will be evaluated for: quality and quantity of your contributions. There are a total of 10 presenting groups. The participation grade will be based on a **minimum of 3 presentation dates** other than your own. Only participation in discussion of group presentations other than your own group are included in this number. More detailed guidelines and instructions for contributions will be posted on D2L. **Students must attend the class** (remotely) to contribute to the discussion. No grades will be assigned for participation for missed classes. **Please contact the instructor if you experience difficulties attending a class involving student presentations.**

Article/Topic critiques – worth 10% each (total of 20% of final grade).

For these two assignments students are to select one group topic other than their own group's to explore further. Students are welcome to select a topic that they have already commented on in the D2L Discussion board or in class. Students are also free to select a different presentation topic that has piqued their interest. Students may choose to provide a critique of a single article that they read for the topic or they may address the topic across the readings presented. Article/Topic critique 1 is to be drawn from material from Groups 1 to 5, Article/Topic critique 2 is to draw on material from Groups 6 to 10.

Assessment criteria for these 2 assignments will include: evidence that the student has read at least one of the presented articles, clear and concise summary of article (or broader summary of topic as presented), identifying and justification of any critiques raised (may include future directions), clarity of expression, and appropriate citations/references. 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.**

Dates for presentations – the dates are fixed but the topics are *suggestions* and are flexible in consultation with instructor

Group number	Proposed Topic (flexible)	Date of Presentation
Group 1	Perception in infancy (any aspect). For example, perceptual narrowing is a current debate in infant perception.	W Jan 31
Group 2	Cross-race face perception/preference in infancy	F Feb 2
Group 3	Infant cognition (any aspect) or infant social cognition (e.g. infant theory of mind)	W Feb 7
Group 4	Infant perception of fairness	F Feb 9
Group 5	Spatial Cognition in infants or very young children (e.g., role of experiencing in wayfinding).	W Feb 14
Group 6	Problem Solving/Tool innovation in infants and/or young children	F Mar 8
Group 7	Young children's understanding or use of emerging technology – as related to cognitive development	M Mar 11
Group 8	Memory in young children . Eye-witness testimony in young children – or young children's trust in the testimony of others	F Mar 15
Group 9	Young children's understanding of fantasy or supernatural.	M Mar 18
Group 10	Special populations (e.g., neurodiverse) and some aspect of cognitive development in young children.	F Mar 22

Once approved by the course instructor, and at their discretion, alternative arrangements for missed assessments may be considered. <https://www.ucalgary.ca/pubs/calendar/current/g-1-2.html>. Students may be asked for documentation <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>.

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

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

Lectures are intended to highlight and extend, rather than summarize, assigned readings. Class attendance is strongly advised as material not included in the readings will be incorporated. Students will benefit most from lectures if they read the assigned material prior to the corresponding lecture. Discussion is highly encouraged. If you have questions or concerns please raise them – either in class or contact me via email.

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

Date	Topic	Required Reading
Jan 8 – Feb 26	Introduction and Overview <i>Organize groups into presentation dates and topics</i> Theories of Cognitive Development Infancy: methods of study Infancy: Perceptual Development Infant Cognition	TBA Reading List will be posted on D2L prior to beginning of classes
Jan 18	Last day to drop a class without penalty	
Jan 19	Last day to add/swap a class	
Jan 26	Fee payment deadline for Fall term full and half courses	
Jan 31 Wed	Student Presentations Group 1	Presenter assigned readings – posted on D2L
Feb 2 Fri	Student Presentations Group 2	Presenter assigned readings – posted on D2L
Feb 7 Wed	Student Presentations Group 3	Presenter assigned readings – posted on D2L
Feb 9 Fri	Student Presentations Group 4	Presenter assigned readings – posted on D2L

Feb 14 Wed	Student Presentations Group 5	Presenter assigned readings – posted on D2L
Feb 16 Fri	Article/Topic Critic 1 due in Dropbox by 11:59 p.m.	
Feb 26 Mon	EXAM 1 will be posted on D2L	
Mar 2	EXAM 1 due in Dropbox by 11:59 p.m.	
Feb 19	Family Day no classes	
Feb 18-24	Term break no classes	
Feb 28 – April 9	<p>Symbolic Representation</p> <p>Concepts and Categories</p> <p>Pretend play, Imagination and belief in fantastical beings</p> <p>Social Cognition and theory-of-mind</p> <p>Executive Function</p> <p>Autism</p> <p>Memory Development</p> <p>Language</p>	<p>TBA</p> <p>Reading List will be posted on D2L prior to beginning of classes</p>
Mar 8 F	Student Presentations Group 6	Presenter assigned readings – posted on D2L
Mar 11 M	Student Presentations – Group 7	Presenter assigned readings – posted on D2L
Mar 15 F	Student Presentations – Group 8	Presenter assigned readings – posted on D2L
Mar 18 M	Student Presentations – Group 9	Presenter assigned readings – posted on D2L

Mar 22 F	Student Presentations – Group 10	Presenter assigned readings – posted on D2L
Mar 25 M	Article/Topic Critic 2 due in Dropbox by 11:59 p.m.	
Apr 3	Final Take-home will be posted on D2L	
Apr 8	Final Take-home due in Dropbox by 11:59 p.m.	
Apr 9 T	Winter Term Lectures End. Last day to withdraw with permission from Winter Term half courses.	
Apr 12-23	Winter Final Exam Period	

Absence From Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor

<https://www.ucalgary.ca/pubs/calendar/current/g-1-1.html> 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 on a day/time scheduled by the instructor. 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 [Deferred Final Exams | University of Calgary \(ucalgary.ca\)](#) Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology psyugrd@ucalgary.ca

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/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>.

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://library.ucalgary.ca/services/copyright?_gl=1*bcjlpn*_ga*OTY1ODc0Njg0LjE2NjkxNTA1NTM.*_ga_X4GN9Y4W7D*MTY3Nzc5MjM3Ni4xNy4xLjE2Nzc3OTI4MDYuMC4wLjA) 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, January 18th, 2024**. Last day add/swap a course is **Friday, January 19th, 2024**. The last day to withdraw from this course is **Tuesday, April 9th, 2024**.