
PSYC 451	Cognitive Development	Fall 2022
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Instructor:	Dr. Joseph Mills	Lecture Location:	SS 010
Phone:	587 226 0129	Lecture Days/Time:	MWF 11-11.50am
Email:	Joseph.mills@du.edu Calgary email to follow		
Office:	Virtual		
Office Hours:	I am more than happy to schedule a video meet (Facetime/WhatsApp) at any mutually convenient time		

Course Description

In this course we 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; pretense; social-cognitive, memory, and language development. In addition to the theories, we also develop students' critical thinking skills as to how one might evaluate and apply the theories in real-life contexts: how to make the theories useful.

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	Assessment Methods	PLO(s)	Level(s)
1. Describe, explain and critically evaluate theories of cognitive development	Workshop; Review of literature; Critical exploration; Log; Flash; Engage	1, 2, 4, 5	A
2. Critically evaluate primary research articles on cognitive development	Workshop; Review of literature; Critical exploration; Log; Flash; Engage	2, 4, 5	A
3. Critically evaluate and summarize previous empirical studies in cognitive development	Critical exploration; Log; Flash; Engage	1, 2, 4, 5	A, C
4. Synthesize material from several sources (empirical articles, review articles, book chapters, lectures) to formulate appropriate debates and conclusions regarding cognitive development	Workshop; Review of literature; Critical Exploration; Log; Flash; Engage	1, 2, 4, 5	A, C
5. Deliver an effective oral presentation of the main components of your group research proposal	Workshop; Review of literature; Critical Exploration; Log; Flash; Engage	4, 5	A, C

6. Demonstrate a broader conception of cognitive development, and in so doing state how you will use your knowledge from the course in your futures.	Workshop; Review of literature; Critical exploration; Log; Blending and connecting; Flash; Engage	2, 4, 5, 6, 7, 8	A, C
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PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles in a diverse world, 7 = apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity,* and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Course Format

This is an in-person class held on campus. Please note, there will be Powerpoint slides, but not many! This is very important, the content on the slides is the bare minimum of content, and does not match the words spoken in class. You are expected to engage in class by listening, note-taking, retaining knowledge and asking questions that both develop the content and also clarify any ambiguity of confusing principles. If you miss a class, it is your responsibility to catch up on notes, but please be aware seldom do students 'notes match the quality of the teachers ' words.

Attendance

Class attendance is strongly advised. Attendance is particularly important as, in the absence of a textbook, classes provide the essential background for the topics covered. All assessments require students to synthesize material from every aspect of the class.

Bottom line: you cannot do well in this class if you are not present and engaged.

Furthermore, I am a very approachable person and more than happy to engage with you before, after or during class, but I do expect politeness and courtesy at all times. Therefore,

please ensure your phones are turned off and you do not attend to them, unless you are using them for learning. Please also ensure you politely top and tail (i.e., say a polite hi and goodbye; “Hi Joe... Best regards Harry”) the first email of any communication to me, exactly as you would do in spoken communication. If we are carrying on the email discussion, do not worry, as we’ve already politely introduced ourselves . Thank you.

Pre-requisites

Psyc 200 & 201 – Principles of Psychology I & II

Psyc 312 – Experimental Design and Quantitative Methods for Psychology

Psyc 351 – Developmental Psychology

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. All readings are available either on line through the U of C library or, if not available there, posted on D2L.

Assessments

Please hand in all assessments to me in class, unless otherwise stated.

One: Presentation and workshop assessment (TBA). Students will be organized into small working groups to present one topic of cognitive development for a follow-up workshop, in conjunction with the teacher. The preceding workshops will allow the class to refine the concepts presented, explore problems and critical evaluations, and consider the applications of the theories to real-world practice. Activity guides will be given out in class, and groups will be judged on their abilities to present clear and relevant information and also their ability to stimulate class discussions and critical explorations. Teacher support will be given at all times and dates will be arranged in class. **(25% of final grade)**

Two: The unintended-taken-for-granted-unseen Log (Nov 23). Given the broader, deeper and critical thinking that is applied as a constant throughout the course, it is hoped unintended-taken-for-granted-unseen issues will present at any and every moment, some will be negative and others positive. You will be expected to keep a log of these issues through the course and write them up into a 500-word report. **(25% of final grade)**

Three: Blending and connecting knowledge assessment (Nov 10). One theme in the class, is that mainstream psychology topics are often delivered in a silo, and so the silo is where they stay, disconnected from other knowledges, topics or concepts and their everyday realities. As you are nearing the end of an excellent psychology degree, this is your chance with a partner, to choose one theoretical topic/concept from this class and make a case for why it should be considered in connection to any other topic or concept from any other class. A guide will be given out in class. **(10% of final grade)**

Four: Flash assessments (TBD). The ability to engage and think critically is integral to the course. In any two classes, at any moment, you will be given a question related to the class content, topics and discussions and in no more than 100 words, will be expected to provide an answer in the next class. **(20% of final grade)**

Five: Ability to engage assessment. A major emphasis in this class is in engaging with the class content to rethink or reconsider what sport and exercise psychology could be. Therefore, positive engagement—talking in class, wondering out loud, asking questions, reconsidering one’s experiences, thinking about and doing a different type of movement in a positive way—is essential. You are not judged on your ability to “state correct thoughts” but on your ability **to explore and engage in positive ways across every aspect of the class** (e.g., lectures, workshops, discussions, assignments, discussions out of class, connecting with personal knowledges and experiences etc...). **(5% of final grade)**

Six: Critical exploration exam (Dec 10). Broader, deeper and critical thought is integral to doing psychology well. The better the critical thought, the more problems and solutions can be seen, and the more options we might have and the better the decisions we can make. The final exam will be a critical exploration of any themes presented in the class. It will also be open book and you will be given the questions one week prior. **(15% of final grade)**

Late assignments. I always operate a policy of “what is reasonable” when it comes to late assignments. I am not punitive as my aim is quality of work not timing of it. That said, it has been known for students to take advantage of this “reasonableness”. Therefore, I have the following guides:

- If you think you will not make a deadline, ask for an extension. You do not need an excuse or reason, but you do need to ask, in-person or by email.
- You can have a 7-day extension, but after 7 days, you lose 10% per day an assignment is not handed in.
- If there are any other unforeseen circumstances, please discuss with me.

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/policies/files/policies/student-academic-misconduct-policy.pdf>.

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

While every effort is made to ensure accuracy, please note, given unforeseen circumstances, the teacher reserves the right to adapt the schedule if need be. Thank you. In general, each week will proceed with a teacher lecture, a group presentation, and then a class workshop bringing all the materials for the week together.

Please note the following important dates.

- Wed 7 Sep:** University classes begin
- Thurs 15 Sep:** Last day to drop class without penalty
- Fri 16 Sep:** Last day to add/swap a class
- Fri Sep 23:** Fee payment deadline for fall term classes
- Fri Sep 30:** University closed National Day for Truth and Reconciliation
- Mon Oct 10:** Thanksgiving
- Nov 6-12:** Reading week
- Fri Nov 11:** Remembrance Day
- Wed Dec 7:** Classes end
- Dec 10-21:** Exam period

Week	Topic/Activity/Readings/Due Date (revise and add columns & rows as necessary)
One	Introductions and expectations
12-16 Sep	Theories of Cognitive Development Piaget, biological approaches, theory-theory, dynamic systems, socio-cultural approaches
19-23 Sep	Theories of Cognitive Development Information processing, psychometric theories, production system theories, connectionist theories, cognitive evolution

26-30 Sep	Infancy: Perceptual Development
3-7 Oct	Infant Cognition
10-14 Oct	Symbolic Representation
17-21 Oct	Concepts and Categories
24-28 Oct	Pretense
31-4 Nov	Social Cognition and theory-of-mind
14-18 Nov	Executive Function
21-26 Nov	Autism
28-2 Dec	Memory Development
5-9 Dec	Language

Absence From a Test/Exam

Makeup tests/exams are **NOT** an option without instructor approval. Students who miss a test/exam have up to 24 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 24-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.

Once approved by the instructor a makeup test/exam must be written within 1 week 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 <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 June and August 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 <https://www.ucalgary.ca/registrar/exams/deferred-exams>. 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 <http://www.ucalgary.ca/policies/files/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 (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom OF Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Student Support and Resources

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Thursday, September 15, 2022**. Last day add/swap a course is **Friday, September 16, 2022**. The last day to withdraw from this course is **Wednesday, December 7, 2022**

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