

<b>Psychology 451</b>	<b>Cognitive Development</b>	<b>Winter 2020</b>
<b>Instructor:</b> Dr. Alexandra Twyman	<b>Lecture Location:</b> Online	
<b>Email:</b> <a href="mailto:Alexandra.twyman@ucalgary.ca">Alexandra.twyman@ucalgary.ca</a>	<b>Lecture Days/Time:</b> MWF 10:00 – 10:50 am	

### Course Description

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 spatial development. The course will also discuss methodologies used in research with children.

### 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](http://psyc.ucalgary.ca/undergraduate/program-learning-outcomes)), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Describe and critically evaluate theories of cognitive development	Multiple choice exams, written assignments, oral presentations	1, 2, 4, 5, 6	A
Critically evaluate primary research articles on cognitive development	Written assignments and oral presentations	1, 2, 3, 4, 5, 6	A
Critically evaluate and summarize previous empirical studies in cognitive development	Written assignments and oral presentations	1, 2, 3, 4, 5, 6	A
Synthesize material from several sources (empirical articles, review articles, lectures) to formulate appropriate debates and conclusions regarding cognitive development, especially as it pertains to applied problems	Written assignments and oral presentations	1, 2, 3, 4, 5, 7	C, A
Deliver an effective oral presentation of the main components of your group research proposal	Oral Presentation	1, 2, 4, 5, 6	C, A
Learn how to translate a research question from theory into practice on demo day, and understand the importance of accurate replication	Written assignments and oral presentations	1, 2, 3, 4, 6	C, 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 300 and 301 (Research Methods and Data Analysis in Psychology I and II) or Psychology 312 (Experimental Design and Quantitative Methods in Psychology), 351 (Developmental Psychology) 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.

### Assessment Methods

Exam 1 (30%) Monday Feb 10<sup>th</sup>, multiple choice: Lectures from Jan 13<sup>th</sup> to Feb 7<sup>th</sup>

Topic Approval (5%): Due on Feb 12<sup>th</sup>: Due at the start of class in paper copy

Paper 1 (15%): Due on D2L, March 13<sup>th</sup>

Group Oral Presentation (10%): March 23<sup>rd</sup>, as noted on D2L, will be a virtual/online presentation that will be precoded and uploaded on D2L for our class (and me!) to view

Group Demo (10%) : Due Monday, March 30<sup>th</sup>: Record data collection and share with the class. Details will be posted on D2L for how to collect data from a distance/virtually/online

Paper 2 (15%): Due Monday, April 6<sup>th</sup> Submitted on D2L dropbox

Exam 2 (15%): Wednesday April 15<sup>th</sup>, online exam: questions may be multiple choice, written, or a mixture of both; : Lectures from Feb 24<sup>th</sup> to April 8<sup>th</sup>

**\*\*Nothing is allowed into exams, except you, your ID, writing utensils, and water bottles.\*\***

**For written assignments, they are due at 10am on each due date to the D2L dropbox.** The purpose of the first assignment will be to integrate your learning across the Feb 24<sup>th</sup> to March 6<sup>th</sup> lectures. And the purpose of the second assignment will be to explore one topic of interest in the area of cognitive development in greater detail (pursuing your own interest). It will also be an opportunity to reflect on your class demo, stating the results, discussing the implication, and discussing what you would have done differently in the future. Further details of the written assignments will be discussed in class and posted on D2L. **“Without approved documentation, late assignments will be penalized 10% per day, including weekends”**

### Group Presentation and Group Demo:

In the lecture portion of the course, I will be giving you a broad overview of the area of cognitive development. For the group presentation and group demo days (as well as the second written assignment discussed above) you will have a chance to go in depth into one area of cognitive development that interests you (such as language, or memory). You will be working in small groups (determined in class) to either replicate an existing experiment or suggest your own new experiment. You will be provided time during class to develop a topic of interest. You will then delve into the literature to learn more about your topic. On the class demo days, you will have a chance to work with a child to replicate (or use your new experiment) one of the classic findings of cognitive development. **This component will be done from a distance, either by phone, zoom, or some other use of technology to enable virtual data collection. You will be recording your demo and then posting it on D2L to share with the class.** In the class presentation, you will be providing the research question, why it is interesting,

demonstrating your knowledge of the topic (sharing the findings of journal articles) and then showing us how you intend to test your research question. **This presentation will be created online and shared with the class on D2L.** In the second written assignment (discussed above) you will have a chance to reflect on your demo: did go according to plan? What did the results demonstrate? And would you have one anything differently in the future? Further details of the oral presentation and demos will be discussed in class and posted on D2L.

### **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

This lecture schedule is tentative and may be adapted at the lecturer's discretion.

Date	Topic/Activity/Readings/Due Date
M Jan 13	Syllabus & Intro to Cognitive Development
W Jan 15	Biological Basis
F Jan 17	Biological Basis
M Jan 20	Social Perspectives
W Jan 22	Social Perspectives
R Jan 23	Last day to drop Winter Term half-courses.
F Jan 24	Last day to add or swap a course Infant Perception and Cognition
M Jan 27	Infant Perception and Cognition
W Jan 29	Symbols
F Jan 31	Fee payment deadline for Winter Term fees. Group Work Day
M Feb 3	Symbols
W Feb 5	Folk Knowledge
F Feb 7	Folk Knowledge
M Feb 10	<b>EXAM #1 (Material from Mon Jan 13<sup>th</sup> until Friday Feb 7<sup>th</sup>, inclusive)</b>
W Feb 12	Group Work Day & Topic Approval DUE
F Feb 14	Group Work Day
M Feb 17	Alberta Family Day
Feb 16-22	Term Break, No Classes (University if Open, Except on Alberta Family Day)
M Feb 24	Executive Function
W Feb 26	Problem Solving
F Feb 28	Memory
M Mar 2	Memory
W Mar 4	Language
F Mar 6	Language/Spatial Cognition
M Mar 9	Social Learning
W Mar 11	Social Learning
F Mar 13	Group Work Day & Paper #1 DUE
M Mar 16	Classes Cancelled
W Mar 18	Class Presentation
F Mar 20	Class Presentation
M Mar 23	Class Presentations Due on D2L by 10 a.m; Demo Day
W Mar 25	Demo Day

F Mar 27	Demo Day
M Mar 30	Recordings of Demos Due on D2L by 10 a.m.
W Apr 1	Schools
F Apr 3	Intelligence &
M Apr 6	Intelligence & Paper #2 DUE at 10 a.m. on D2L
W Apr 8	Intelligence
F Apr 10	Good Friday, No Classes
M Apr 13	Non-Instructional Day, University Open
W Apr 15	Last day of classes, last day to withdraw from winter courses <b>EXAM #2: Material from Monday Feb 24<sup>th</sup> until Wednesday April 8<sup>th</sup>, inclusive)</b>
Apr. 18-29	Final Exam Period
R Apr 30	End of Term

### Course Credits for Research Participation

According to the department of psychology policy, bonus credit for courses at the 400/500-level courses are not allowed. **Extra Research Participation Course Credit is Not Offered for this Course.**

### Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. . Students who miss a test/exam have up to 48 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 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. **Once approved by the instructor 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** <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

**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/](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.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](http://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>

### **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.

### **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:**  
**Student Union Faculty Rep.:**

Phone: 403-220-3911

[suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)  
[arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca)

### **Important Dates**

The last day to drop this course with no “W” notation and **still receive a tuition fee refund** is **January 23, 2020**. Last day for registration/change of registration is **January 24, 2020**. The last day to withdraw from this course is **April 15, 2020**.

### **Wellness and Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).