

**University of Waterloo**  
**Department of Psychology**  
**PSYCH 314**  
**Cognitive Development**  
**Winter 2021**  
**Remote Delivery**

**Instructor and T.A. Information**

Instructor: Liz Attisano  
Preferred Pronouns: she/her/hers  
Office Hours: Please email to set up an appointment  
Email: liz.attisano@uwaterloo.ca

TA: Claudia Sehl  
Preferred Pronouns: she/her/hers  
Office Hours: Please email to set up an appointment  
Email: c2sehl@uwaterloo.ca

For missed assessments and extensions, please contact the course instructor. For questions related to course content, please contact either the course instructor or TA. Please write "PSYCH 314" in the subject line to the course instructor and TA. Emails will be responded to within 2 week days.

If you would like to book an appointment via MS Teams, please send an email explaining why, and suggest 3 potential times to meet.

**Territorial Acknowledgement**

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

**Course Description**

This course aims to increase understanding of children's cognitive development. Students will learn about a wide variety of topics within cognitive development, by providing them with the background of the field, as well as current research findings. Content and lecture material are drawn from books, chapters, and journal articles written by leading researchers from different areas of cognitive development. Course quizzes and assignments are intended to help students improve their ability to think and write critically and persuasively.

**Course Goals and Learning Outcomes**

Upon completion of this course, students should be able to:

- A. Describe key concepts, principles, and overarching themes in cognitive development
- B. Critically evaluate and critique research on cognitive development
  - Evaluate the effectiveness of research methods in addressing a research question
  - Accurately identify key research concepts in existing and proposed research projects

- C. Engage in innovative and integrative thinking and problem solving
  - Describe problems operationally to study them empirically
- D. Demonstrate effective writing for different purposes
  - Craft clear and concise written communications to address specific audiences
  - Construct arguments clearly and concisely using evidence-based psychological concepts and theories

### **Required Text**

There will be no textbook for this course. You will instead read research articles or chapters related to different areas of cognitive development. These readings will be made available on LEARN and will be uploaded according to the course schedule (see below).

### **Course Requirements and Assessment**

<b>Assessment</b>	<b>Weighting</b>
Quizzes	30%
Reflections	25%
Research Proposal	40%
Participation	5%
Total	100%

### **Course Quizzes (30% of final grade)**

There will be 3 quizzes for this course across the semester. They will be open-book assessments that will consist of primarily short answer questions, with some multiple-choice and true-false questions. Each quiz will be non-cumulative, and worth 10% of your final grade, for a total of 30%. Quizzes will be held online, via the Quiz function on LEARN.

Quiz 1: Friday, February 5

Quiz 2: Friday, March 5

Quiz 3: Friday, April 9

### **Reflections on readings (25% of the final grade)**

There will be 4 reflections for this course, where you will write reflections on the course content. The lowest graded reflection will be dropped from your final grade, as long as all 4 reflections are completed. For more information on the reflections, please see the Reflection section on LEARN.

Reflection 1: Monday, January 25

Reflection 2: Monday, February 22

Reflection 3: Monday, March 22

Reflection 4: Monday, April 5

### **Research Proposal (40% total)**

There will be a final research proposal in lieu of a final exam. This proposal will have four parts.

1. **Topic Approval (2% of final grade):** Students will briefly outline their topic and get approval from the course instructor and TA.

Friday, January 29

2. **Research Outline and References (3% of final grade):** Students will submit a brief overview outlines their research question and methodology, as well as 5 research articles for references.

Friday, February 26

3. **Proposal Meeting Presentation (10% of final grade):** Between March 17-19, students will virtually meet with the course instructor to go over their proposal. Students will briefly describe their research question, methodology, and implications, as well as get feedback from the course instructor.

March 17- 19

4. **Final Paper (25%):** Students will submit a final draft of their proposal for evaluation.

April 18

Please see the Research Proposal section in LEARN for more information.

#### **Participation (5% of final grade)**

Occasionally, brief quizzes will check that you've understood the instructions for different assignments; you will be notified about these quizzes via announcements on LEARN. Performance on these quizzes will contribute to your participation grade.

#### **Discussion Board Posts (ungraded)**

Students will also have the opportunity to post questions related to course content on the discussion board. Please post questions related to course readings by Tuesday evening, so these questions can be addressed in the recorded lecture.

#### **Course Outline**

Recorded lectures will be uploaded to LEARN on Mondays and Thursdays, unless otherwise indicated in the syllabus. Lectures related to course readings will be uploaded on Thursdays.

Week	Date	Topic	Assessment
1	Jan. 11 Jan. 14	Course Introduction Introduction to Cognitive Development	
2	Jan. 18	Infancy: The Physical World	
3	Jan. 25	Infancy: The Psychological World	Reflection 1 Jan 25 Topic Approval Jan 29
4	Feb. 1	Social Cognition Part 1	Quiz 1 Feb 5
5	Feb. 8	Social Cognition Part 2	
	Feb. 13- Feb. 21	Reading Week	
6	Feb. 22	Memory	Reflection 2 Feb 22 Research Outline Feb 26
7	March 1	Causal Reasoning	Quiz 2 March 5
8	March 8	Concepts/ Categorization	

Week	Date	Topic	Assessment
9	March 17-19	None	Research Proposal Meeting Presentation
10	March 22	Numbers	Reflection 3 March 22
11	March 29	Executive Functions	
12	April 5		Reflection 4 April 5 Quiz 3 April 9
13	April 12-14	Work on Research Proposal	

### **Late Work**

Missed quizzes will receive a score of zero. If you miss an quiz deadline for a legitimate reason (e.g., emergency, illness), please contact the course instructor.

Penalties of 10% per day will be applied to late work. If an extension is needed for a legitimate reason, please contact the course instructor before the deadline.

### **Attendance Policy**

This semester, due to the ongoing worldwide COVID-19 situation, PSYCH 314 will be held online, via remote-learning only. This means that there are no in-class lectures or tests to attend. Course materials will be posted on a weekly basis and it will be students' responsibility to manage their time/schedules and remain on-track with course content.

### **Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009**

#### **Academic Integrity**

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. Check the [Office of Academic Integrity webpage](#) for more information.

#### **Discipline**

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. Check [the Office of Academic Integrity](#) for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

### **Concerns about a Course Policy or Decision**

**Informal Stage.** We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict

arises, the Associate Chair for Undergraduate Affairs (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext. 38790

### **Grievance**

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; reibach@uwaterloo.ca.

### **Appeals**

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

### **Note for Students with Disabilities**

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

### **Accommodation for course requirements for Psychology courses.**

*Policies of the Psychology department pertaining to course requirements are available on the [department website](#).*

For security purposes, the Psychology Department does not allow students to write tests, quizzes, or final exams for Psychology courses prior to the date/time scheduled for the course.

**Elective arrangements such as travel plans** are not acceptable grounds for granting accommodations to course requirements per the [uWaterloo Examination Regulations and Related Matters](#).

**Accommodations for students with disabilities:** [The Access-Ability Services Office](#), located in the Needles Hall extension, room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the Access-Ability Services Office at the beginning of each academic term.

### **[In-class, online, test/exam accommodations for students with disabilities](#)**

### **Accommodation requests based on religious/cultural grounds**

Requests for alternate sittings for tests, quizzes, or final exams based on religious/cultural grounds must be made to the Associate Dean of Undergraduate Studies for the Faculty of Arts (currently Bill Chesney) in writing by the following deadlines:

- for final exams: within one week of the [final exam schedule being posted by the Registrar's Office](#).
- for tests or quizzes: before the '**drop - no penalty period**' ends (see [Important Dates](#))

The Associate Dean will contact the instructor on the student's behalf to request an alternate sitting for the test, quizz, or final exam.

**Students requesting accommodation for course requirements in Psychology courses due to illness** should do the following:

- If experiencing COVID-19 or influenza-like symptoms: You can self-declare symptoms that might be COVID-19 through Quest. *You should self-declare within two days of the activity they missed* by completing the [Illness Self-declaration](#) form as soon as possible
- If experiencing non-influenza-like symptoms: Seek medical treatment as soon as possible and obtain a [Verification of Illness Form](#). You do not need to visit a physical clinic in order to secure a VIF. The University's [Health Services](#) is providing essential services and telemedicine and will authorize VIFs where warranted. Other health care providers are also offering remote services. Submit that VIF form to the instructor within 48 hours. Students in Centre for Extended Learning (CEL) courses must submit their confirmation of the illness to CEL.
- (if possible) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

**In the case of a missed final exam**, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

**In the case of a missed assignment deadline, test or quiz**, the instructor will either:

1. waive the course component and re-weight the remaining term work as he/she deems fit according to circumstances and the goals of the course, or
2. provide an extension.

**In the case of bereavement**, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

### **Mental Health Support**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

### **On Campus**

***Due to COVID-19 and campus closures, services are available only online or by phone.***

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext. 32655

- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

**Off campus, 24/7**

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information.