



# Psychology 363 Section 002 Lifespan Cognitive Development Winter 2013

**Class Time:** Wednesdays 7pm-9:50pm  
**Location:** AL 211

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**Instructor:** Dr. Emily Schryer  
**Office Hours:** Tuesdays 12:30-2:30

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**Teaching Assistant:** Julia Van de Vondervoort  
**Office Hours:** by appointment

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## **Required Course Text**

Sigelman, C., & Rider, E. (2012) *Lifespan Human Development, 7<sup>th</sup> edition*. Belmont, CA, Wadsworth Cengage Learning.

The version of the textbook available in the bookstore is a loose leaf edition. I ordered this edition because it is considerably less expensive than the bound version. However, if you prefer the bound edition and do not mind paying extra, please speak to the people at the bookstore. They will be happy to order it for you.

## **Course Description**

Questions to be addressed include: How do cognitive processes change and develop across the lifespan? How should we study cognitive processes across the lifespan? How do processes like attention, memory, language and intelligence develop and change? What biological changes accompany cognitive development in childhood and cognitive decline in older age? How do we conceptualize cognitive change in old age and do we need to rethink our theories about aging and cognition?

Several major themes in the area of lifespan cognitive development are explored in this course. Historically influential ideas, current theoretical debates, and the application of developmental, cognitive, social, neuro-imaging, and clinical approaches to the study of lifespan cognitive development are reviewed and discussed.

## **Overview of Evaluation**

Participation	Ongoing	10%
Mid-term Test	<b>Wednesday February 15<sup>th</sup></b>	25%
Group Presentation	TBD	20%
Application Paper	<b>Wednesday March 27<sup>th</sup></b>	20%
Final Exam	TBD	25%

## Details on each Evaluation

### Participation

Engaged learning and class discussion is an important part of this course. Each class there will be one or more activities or discussions relevant to the topic of the course. You will receive 1% per class for a total of 10% for active engagement in the class activities.

### Mid-term Test

The test is worth **25% of your grade**, and will consist of multiple choice, short answer questions, and longer essay questions based on material covered in lectures, and in the relevant chapters in your course textbook. The test will be 2.5 hours in length.

### Final Exam

The final exam is worth **25% of your grade**, and will consist of multiple choice, short answer questions, and longer essay questions based on material covered in lectures, and in the relevant chapters in your course textbook. The test is not cumulative. The final exam will only include material covered in class since the midterm exam. The test will be 2.5 hours in length.

### Group Presentations

You will be placed in groups of 3 students. You can work together to share ideas, **but work is completed, and graded, independently**. Presentations consist of two parts:

#### **Task A**

Read the relevant chapter/reading. You may have to find other sources beyond the chapter if the chapter does not cover your topic in sufficient depth. **Each student** must prepare a 10-minute presentation using slides (Power Point). Each student will review the key points, and methods, presented in their section of the assigned chapter/reading, and then will select 1 related study from recently published journal articles, and will highlight the conclusions and take-home message of this additional study. Also, please note real world examples of the phenomenon. This presentation will be graded, and is worth **15% of your grade**.

A copy of your presentation slides must be emailed to Dr. Schryer **by 12pm on the day of your presentation**, so that it can be brought to class and loaded on the computer prior to the beginning of class.

#### **Task B**

Following your group's presentations, you will lead a Panel Discussion for 15 minutes. During this time your group must pose 2-4 Questions to your classmates (could be 1-2 from each presenter, or "group" questions relating to the overall theme). Your classmates will attempt to answer the questions. Your **job during the Panel Discussion is to guide students, bring up relevant experiments, and jump in with an expert's opinion on the topic**. You can bring in extra materials (newspaper clippings) or prepare 'demos' related to your prepared Questions. These will help engage your classmates in the Panel Discussion. Your Questions/Answers, and ability to lead the Panel Discussion will form **5% of your grade**.

*Hint 1:* make your “Panel Questions” provocative, to invite discussion from your classmates, or come prepared to defend your particular Answers to your Questions, if many different Answers are possible.

*Hint 2:* the class will be more fun if you find a way of engaging your fellow classmates in the Discussion (e.g. frame your questions such that students have to pick one side of a debate, and defend it, or have students provide examples from everyday life to support their answers)

### Media Article

You will prepare a short 5-7 page article on a research topic relevant to the course. This article is worth 20% of your grade. You are a science journalist hired by the government to write an article for their website to educate the public on a topic relevant to lifespan cognitive development. You must write an article on a specific research question that might interest the general public: e.g. what is the role of physical activity in delaying the onset of Alzheimer’s disease? In this paper you need to: a) Explain why the research is interesting, important or topical. b) define your terms (what is Alzheimer’s Disease? What do you mean by physical activity?). c) Describe the general findings about Alzheimer’s Disease and physical activity in the literature. d) Describe the results of at least one primary research study. e) Talk about the implications of these findings for the general public and f) either make some recommendations for your readers based on the research OR discuss what further research needs to be done on this topic. **You MUST email the research question for your paper to Dr. Schryer by the end of class on Wednesday March 6<sup>th</sup> for approval!**

Remember that this is an article written for the general public. That means that your writing style has to be clear, precise, interesting and grammatically correct. Try to write the kind of article that you would like to read. You will need to read and incorporate *at least 2* research articles into your paper. One of those articles must be a primary research article (i.e. a research article that reports the results from an original research study). Both articles must be from psychology journals (not from Wikipedia or random websites!). All of your sources (including the textbook) must be cited using proper APA format. Be sure to acknowledge all sources of information, and avoid plagiarism (see note below). Your media paper can be on the same topic as your research presentation but must address a different question than your group members.

### **Who can I see if I have questions about the course material?**

See your teaching assistant if you have questions about grades on tests or papers. See DR. SCHRYER for questions about course material or assignments.

### **Course Web page / What is Desire2Learn?**

Desire2Learn is a web-based course management system that enables instructors to manage course materials and interact easily and efficiently with their students. Here, **I will post lecture notes online**, along with the course syllabus. Course announcements, and answers to Frequently Asked Questions will also be posted. Here I will also post marks to the grade-book, and track student progress. Log on using your Quest/UWdir userid and password.

## Policy for missed test/ assignment/ participation:

Students who are requesting accommodation for course requirements (*assignments, midterm tests, final exams, etc.*) due to illness should do the following:

- seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form: [http://www.healthservices.uwaterloo.ca/Health\\_Services/verification.html](http://www.healthservices.uwaterloo.ca/Health_Services/verification.html)
- submit that form to the instructor within 48 hours.
- 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 or midterm test, the instructor will either: waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or 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.

## Policy for late lab assignments, and late posters

*It is the student's responsibility to hand in late papers to the TA or instructor **in person**, or via **email**. These will be subject to a **late penalty of -5% of the assigned grade, per day**, including weekends.*

**The Official Version of the Course Outline:** If there is a discrepancy between the hard copy outline (*i.e., if students were provided with a hard copy at the first class*) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

**Accommodations for Students with Disabilities:** The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, 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 OPD at the beginning of each academic term.

**Concerns About the Course or Instructor (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 (Dr. Colin Ellard) is available for consultation and to mediate a resolution between the student and instructor. Dr. Ellard's contact information is as follows:

Email: [cellard@uwaterloo.ca](mailto:cellard@uwaterloo.ca) Ph 519-888- 4567 ext 36852

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. See Policy 70 and 71 below for further details.

## **Academic Integrity, Academic Offenses, Grievance, and Appeals**

To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts must include the following note on avoidance of academic offenses:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check <http://www.uwaterloo.ca/academicintegrity/> for more information.]

Discipline: A student is expected to know what constitutes academic integrity [check <http://www.uwaterloo.ca/academicintegrity/>], to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about 'rules' for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Undergraduate Associate Dean. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm), <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>. For typical penalties check Guidelines for the Assessment of Penalties <http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm>

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](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm), Section 4, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>. When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under [Policy 70](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm) (Student Petitions and Grievances) (other than a petition) or [Policy 71](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm) (Student Discipline) may be appealed if there is a ground. A student who believes that he/she has a ground for an appeal should refer to [Policy 72](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm) (Student Appeals) <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

**Academic Integrity website (Arts)**: [http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

**Academic Integrity Office (UW)**: <http://uwaterloo.ca/academicintegrity/>

The following pages contain the Tentative Schedule for classes:

Topic	Readings and Assignments	Dates
Syllabus UW-LEARN  Research Methods in Lifespan Cognitive Development	Sigelman & Rider, Chapter 1	Wednesday January 9 <sup>th</sup>
Theories & Issues in Lifespan Development	Sigelman & Rider, Chapters 2 & 3	Wednesday January 16 <sup>th</sup>
Brain Development	Sigelman & Rider, Chapters 4 & 5	Wednesday, January 23 <sup>rd</sup>
Sensation, Perception, Attention & Executive Processes	Sigelman & Rider, Chapter 6	Wednesday, January 30 <sup>th</sup>
Memory I	Sigelman & Rider, Chapter 8	Wednesday, February 6 <sup>th</sup>
<b>Midterm</b>	<b>(includes all material covered up to this point)</b>	<b>Wednesday, February 13<sup>th</sup></b>
<b>February Break (February 18<sup>th</sup>-22<sup>nd</sup>): No classes!</b>		
Memory II	Sigelman & Rider, Chapter 8	Wednesday, February 27 <sup>th</sup>
Problem-Solving/Cognition	Sigelman & Rider, Chapter 7	Wednesday, March 6 <sup>th</sup>  <b>Submit the research question for your media paper to Dr. Schryer for approval.</b>
Intelligence & Creativity	Sigelman & Rider, Chapter 9	Wednesday, March 13 <sup>th</sup>  Group 1 Presents Group 2 Presents

Language Development & Change	Sigelman & Rider, Chapter 10	Wednesday, March 20 <sup>th</sup>  Group 3 Presents Group 4 Presents
Social Cognition	Sigelman & Rider, Chapter 13	Wednesday, March 27 <sup>th</sup>  Group 5 Presents Group 6 Presents
Developmental Psychopathology	Sigelman & Rider, Chapter 16	Wednesday, April 3 <sup>rd</sup>  Group 7 Presents Group 8 Presents
<b>Final Exam Period (April 11<sup>th</sup>-25<sup>th</sup>) Final Test date TBD</b>		