

# Syllabus

## Psychology 453: Infancy

### Fall 2015

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This course provides advanced study in the field of developmental psychology for undergraduate students with an interest in social-cognitive development during infancy. Through a combination of in-class lectures, in-class group activities, readings, and writing assignments, topics such as face perception, theory of mind, social learning, and prosocial behaviour will be discussed. With successful completion of this course, students will have a knowledge base that promotes critical thinking, application, and effective communication outside of the classroom and supports further learning in advanced psychology, biology, and neuroscience courses.

#### Instructor:

Dr. Valerie Kuhlmeier

Office: Humphrey 350

Email: vk4@queensu.ca

Office Hours: Mondays 9:30-10:30

#### Course Website:

Some communication related to this course, including on-line activities and grades will be posted on the course website. Access to this site is restricted to students who are registered in this course. Please check this regularly throughout the term. In addition, course announcements are sent through Queen's email addresses so it is important to access this account on a regular basis throughout the term.

This course is part of a pilot project, here at Queen's, within our new Learning Management System called onQ. During this pilot phase, you may have courses in multiple learning platforms (e.g., Moodle, onQ). A **My Courses** tab has been added within the [my.queensu.ca](http://my.queensu.ca) portal so that you can access your Moodle Academic, Moodle Community and onQ courses, all from one place.

- Go to [my.queensu.ca](http://my.queensu.ca) and log in with your Student NetID and Password.
- Select the **My Courses** tab.
- Here you will find a list of the courses in which you are currently enrolled.
- Select the course you wish to access and you will be redirected to the respective course page.

Required Readings:

Links to the required readings are available on the course website.

Evaluation:

*See detailed descriptions below*

Reading Responses	30%
Group Participation	10%
'Science Communication' Paper	
Writing Plan	5%
Final Paper	25%
Study Proposal	
Writing Plan	5%
Final Paper	25%

## Reading Responses (30%)

Prior to 11 of the class meetings, students will compose a short, informal "reading response" for the assigned reading(s). Guidelines for writing these reading responses can be found on the course website. Each reading response will be worth 3% of the final grade in the course (see the course timeline for specific due dates). At the completion of the term, the lowest mark will be dropped and a final cumulative mark on the remaining 10 responses will constitute 30% of the final grade. Late reading responses will not be accepted; one missed response will be considered to be the 'lowest mark' and will be dropped.

## Group Participation (10%)

In the 11 class meetings for which reading responses are written, a brief presentation by the instructor will be followed by a discussion phase. For the first 30 minutes of the discussion phase, students will spend time in 5-6 person groups discussing the "reactions" written by each student. For the second 30 minutes, a spokesperson for the group will share back with the class something that emerged from the discussion as particularly interesting, puzzling, or noteworthy. At the conclusion these class meetings, students will evaluate (confidentially) the contribution of other group members to the in-class discussion. Please see the course timeline for due dates (students who do not submit peer reviews will not receive a mark for their own participation). The marks of all student evaluators will be averaged for each class meeting, the lowest mark dropped, and the remaining 10 marks will be summed to compute a final mark for participation. If a student misses one of the 11 class meetings for which participation is evaluated, this will count as the 'lowest mark' dropped.

Science Communication Paper (30%)

*(See detailed instructions on course website)*

Students will create a 1-2 page blog or newspaper article, based on a research article but geared to the general public. The goal of this assignment is to translate scientific research into language that is interesting and accessible to a lay audience.

Writing plan (5%)

Each student will prepare a writing plan for their paper. (See the course timeline for specific dates.) The writing plan should include the subject of the paper as well as an outline for the main topics to be discussed.

Paper (25%)

Each paper will be assessed by the instructor using the criteria for successful popular science writing, as discussed during the active learning sessions. A late penalty of 10% per day (including weekends) will be applied to all late papers.

Study Proposal (30%)

*(See detailed instructions on course website)*

Students will create a 1-page study proposal in the style of many graduate school scholarship applications in Canada.

Writing plan (5%)

Each student will prepare a writing plan for their paper. (See the course timeline for specific dates.) The writing plan should include the subject of the paper as well as an outline for the main topics to be discussed.

Paper (25%)

Details regarding paper format can be found on the course website. A late penalty of 10% per day (including weekends) will be applied to all late papers.

Learning Objectives:

With successful completion of Psychology 453, students will be able to:

- Engage in critical reading of primary and secondary sources to gain conceptual knowledge of theory and experimental methodology in the field of infant social cognition
- Combine conceptual knowledge of theory and methodology to propose novel research in the field of infant social cognition
- Combine critical reading skills and conceptual knowledge of theory and methodology to create a review of experimental findings in the field of infant social cognition for a broad audience

Request for Academic Accommodation:

Students registered with Queen's Health, Counseling, and Disability Services who require alternative accommodation for should notify the instructor as soon as possible.

Academic Integrity:

"Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see [http://www.academicintegrity.org/fundamental\\_values\\_project/index.php](http://www.academicintegrity.org/fundamental_values_project/index.php)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the 'freedom of inquiry and exchange of ideas' essential to the intellectual life of the University (see the Senate Report on Principles and Priorities)

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/academic-integrity>), and from the instructor of this course.

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university."

Queen's Copyright Information:

"This material is copyrighted and is for the sole use of students registered in Psychology 453. This material shall not be distributed or disseminated to anyone other than students registered in Psychology 453. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement."

Grade Conversion:

All components of this course will receive numerical percentage marks. The final grade for the course will be derived by converting the numerical course average to a letter grade according to Queen's Faculty of Arts and Science Official Grade Conversion Scale:

## Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Week	Date	Pre-Meeting Reading and Activity	Class Meeting	Post-Meeting Activity
1	Wednesday Sept. 16		Introduction to the course	Log into OnQ for course material.  Read syllabus.
	Friday Sept. 18	Excerpt from Bjorklund & Blasi (2012)	Interactive Presentation: Nature vs. Nurture?	
2	Wednesday Sept. 23	Vallortigara et al. (2005) Simion et al. (2008) [Reading response due by 11:00a on Sept. 23]	Class Discussion: Detecting Biological Motion	Peer evaluation of group participation due Sept. 25 at 11:00am.
	Friday Sept. 25	Science Communication online reading	Science Communication Workshop	Read Instructions and choose target paper for Science Communication Paper
3	Wednesday Sept. 30	Pascalis et al. (2002) Pascalis et al. (2005) [Reading response due by 11:00a on Sept. 30]	Class Discussion: Detecting Faces	Peer evaluation of group participation due Oct. 2 at 11:00am.
	Friday Oct. 2		Science Communication Paper: Writing Plan Workshop	Science Communication Writing Plan due Oct. 14 at 11:00am.
4	Wednesday Oct. 7		No Class Meeting	Recommendation: Get a head start on readings for Weeks 5 and 6
	Friday Oct. 9		No Class Meeting	

Week	Date	Pre-Meeting Reading and Activity	Class Meeting	Post-Meeting Activity
5	Wednesday Oct. 14		Interactive Presentation: Understanding Others' Behaviour	
	Friday Oct. 16	Woodward & Cannon (2013) [Reading response due by 11:00a on Oct. 16]	Class Discussion: Detecting Intentions	Peer evaluation of group participation due Oct. 21 at 11:00am.
6	Wednesday Oct. 21	Kuhlmeier (2013) Song & Baillargeon (2007) [Reading response due by 11:00a on Oct. 21]	Class Discussion: Detecting Dispositions	Peer evaluation of group participation due Oct. 23 at 11:00am.
	Friday Oct. 23	Onishi & Baillargeon (2005) Southgate et al. (2007) [Reading response due by 11:00a on Oct. 23]	Class Discussion: Detecting False Beliefs	Peer evaluation of group participation due Oct. 28 at 11:00am.
7	Wednesday Oct. 28		Interactive Presentation: Early Detection of Autism	
	Friday Oct. 30	[Science Communication Paper Due Oct. 30 at 11:00am]	Proposal-Writing Workshop	Read instructions and choose topic for Study Proposal
8	Wednesday Nov. 4	Baron (2013) Kinzler et al. (2007) [Reading response due by 11:00a on Nov. 4]	Class Discussion: Social Evaluation I	Peer evaluation of group participation due Nov. 6 at 11:00am.
	Friday Nov. 6	Hamlin et al. (2007) Hamlin (2013) [Reading response due by 11:00a on Nov. 6]	Class Discussion: Social Evaluation II	Peer evaluation of group participation due Nov. 11 at 11:00am.

Week	Date	Pre-Meeting Reading and Activity	Class Meeting	Post-Meeting Online Activity
9	Wednesday Nov. 11	Prepare for Study Proposal Writing Plan Workshop	Study Proposal Writing Plan Workshop	Study Proposal Writing Plan Due Nov. 18 at 11:00am.
	Friday Nov. 13		Interactive Presentation: Social Learning	
10	Wednesday Nov. 18	Carpenter et al. (1998) Carpenter et al. (2005) [Reading response due by 11:00a on Nov. 18]	Class Discussion: Imitation I	Peer evaluation of group participation due Nov. 20 at 11:00am.
	Friday Nov. 20	Meltzoff (2013) [Reading response due by 11:00a on Nov. 20]	Class Discussion: Imitation II	Peer evaluation of group participation due Nov. 25 at 11:00am.
11	Wednesday Nov. 25		Interactive Presentation: Prosocial Behaviour	
	Friday Nov. 27	Dunfield et al. (2011) Dunfield & Kuhlmeier (2013) [Reading response due by 11:00a on Nov. 27]	Class Discussion: Helping, Sharing, Comforting	Peer evaluation of group participation due Dec. 2 at 11:00am.
12	Wednesday Dec. 2	Dunfield & Kuhlmeier (2010) Kuhlmeier et al. (2014) [Reading response due by 11:00a on Dec. 2]	Class Discussion: Selective Prosociality	Peer evaluation of group participation due Dec. 4 at 11:00am.
	Friday Dec. 4	[Study Proposal due Dec. 4 at 11:00am]	Interactive Presentation: Applying Your Knowledge (Dev. Psychology Careers)	