



Faculty of Science Course Syllabus
Department of Psychology and Neuroscience
PSYO 4440, Topics in Infant Development
Winter 2024

Instructor: Dr. Drew Weatherhead (she/her)

Class: Thursdays 9:35am – 11:25am

Office hours: By appointment, LSC Psychology Wing 2337 or Microsoft Teams

Email: drew.weatherhead@dal.ca

Lecture times: Thursdays 12:35pm – 2:25pm

Lecture location: LSC-C210

COMMUNICATION

IMPORTANT: Communication within business hours (Monday to Friday, 9am – 5pm)

The instructor will do their best to answer all questions within 24 business hours (Monday to Friday, 9am-5pm). Questions and emails will not necessarily be answered outside of regular working hours (i.e., evenings and weekends). Please keep this in mind as course deadlines approach. If you do not receive a response from the instructor within 48 business hours, students should assume the email was not received and make necessary arrangements to contact the instructor as soon as possible.

Instructor announcements and weekly updates

Will take place during class and posted on Brightspace.

Personal related questions

If you need to contact me for personal reasons that are unrelated to the content of the course (e.g., illness, extension requests etc.), you should email me directly using my dal email (see above).

COURSE WEBPAGE (Brightspace)

The course webpage will be hosted on Brightspace. Please enable email alerts and check the page regularly as course materials (e.g., readings, assignment information, meeting rooms) will be added regularly. All written assignments will be submitted via the Brightspace portal. You will be added to a teams for the purposes of classroom discussion.

COURSE POLICIES

Class attendance: Class attendance is mandatory. You will be evaluated based on attendance and discussion. If you need to miss class for any reason, please email the instructor as soon as possible.

Written work: All written assignments are to be completed independently and are to be unique. Any plagiarism will be treated as an academic offence (see https://www.dal.ca/dept/university_secretariat/academic-integrity/plagiarism-cheating.html)

COURSE FORMAT

Weeks 2-7

Each week there will be 2 papers posted. Both are mandatory readings. You will choose one paper to write a response paper on (*unless you are a discussant that week*; see course evaluations section for more information). You should know both papers inside and out **before** coming to class.

The format of each class will be:

- 1) Discussion of Article 1 (~35 min)
- 2) Discussion of Article 2 (~35 min)
- 3) Break out groups/Activities (~30 min)
 - Students will split into breakout groups and asked to answer one question that will probe their critical thinking about the papers that week.

Weeks 8-12

We will be doing a series of fun activities designed to help you engage with the class content and apply your knowledge in new ways. What are the activities? Oh yeah... you will be the ones designing them!!

COURSE CONTENT

Week	Date	Topic	Readings
1	Jan 11	Introduction + Class Contract	None
2	Jan 18	Language	<i>Kinzler et al., 2007</i>

			<i>Scott & Henderson, 2013</i>
3	Jan 25	Race	<i>Kinzler & Spelke, 2010</i> <i>Kelley et al., 2005</i>
4	Feb 1	Sex/Gender	<i>Quinn et al., 2002</i> <i>Dunham et al., 2016</i>
5	Feb 8	Morality	<i>Hamlin et al</i> <i>Van de Vondervoort et al., 2018</i>
6	Feb 15	Behavioural Cues	<i>Spokes & Spelke, 2013</i> <i>Liberman et al., 2014</i>
READING WEEK			
7	Feb 29	Ontology of Social Groups	<i>Hamlin et al., 2013</i> <i>Jin & Baillargeon, 2017</i>
8	Mar 7	Brainstorming Day	
9	Mar 14	Activity Day	
10	Mar 21	No Class	Drew at a conference 😊
11	Mar 28	Activity Day	
12	Apr 4	Activity Day	

Course Assessments

Overview:

Grade Item	Weight
Weekly Response Papers	40%
Discussant	15%
Final Activity – Design	10%
Final Activity – Implementation	10%
Discussion	25%

Weekly Response Papers (40%)

For **Weeks 2-7** you will select one of the two assigned articles to write your response paper on. (**NOTE:** you must read both papers to be able to complete the response paper).

You are exempt the week that you are presenting.

These papers will be no more than 650 words. They will outline:

- 1) The motivation for the paper /2
- 2) The methods used /1
- 3) The results /1

- 4) The authors conclusions /1
- 5) How this paper ties into the other paper you read that week /2
- 6) Your critical analysis of the paper /2
- 7) Three discussion questions for class /1

/10

The guidelines are in the “Assessments” module on Brightspace.

Each paper is worth **8%** of your final grade, for a total of **40%**. Your grade will be determined by a combination of the instructors marking.

All response papers are due at 9:35am on the day of class. Late responses will be docked 50% if they are handed in after 9:35am but still on the day of class, and after midnight that day will not be accepted.

Discussant (15%)

During Weeks 2-8 **two people** will sign up to be the **Discussant** ahead of class

- The **Discussant** will:
 - i. Give an in-depth summary of the article (15-20 min)
 1. Should be very similar to your response paper
 2. Prepare slides
 - ii. Lead discussion (15-20 min)
 1. Should have prepared discussion questions
 2. Facilitate group’s discussion

Note that as the discussant you have the option to meet with me prior to class to discuss the paper and your planned presentation. I highly recommend doing so! I also recommend booking a meeting with me no later than Monday, with aim to meet Tuesday or Wednesday at the latest, I cannot always guarantee that I will be able to meet on Thursdays. It is your responsibility to book this appointment.

Final Activity (20%)

Part 1: Design (10%)

For your final project you will split into groups of 3. Each group will develop an interactive activity for the class to complete. Your activity needs to fill an entire class and should incorporate elements of social cognition that we learned throughout the class. I encourage groups to be as creative as possible. Seriously, these activities can be as out there as possible. The zanier the better. The goal of the activities is to get the students in class to discuss the content learned in the course and apply it in novel ways.

You should:

- 1) Assign Material to students ahead of class: You can assign a reading for the class, or a video, podcast, episode of a tv show. Really anything!!!
- 2) Have some sort of tangible output: The output of this activity could be anything (e.g., a form that they fill out, a post for social media, a video for TikTok, a song/rap, a play or skit, a game, a craft). Again, be creative!

You will have one full class to develop your activity as a group. You should hand in an outline to me no later than Tuesday March 28 that includes your activity instructions, any assigned materials, and plan for implementation (i.e., how you plan to run the activity).

Part 2: Implementation (10%)

On the day of class, you will need to run your activity with the class. You will need to actively engage students in the task and make sure things run smoothly. I will be looking for leadership, organization, and how your group deals with any unforeseen obstacles.

Discussion (25%)

- 5% attendance
 - Did you show up to class?
- 10% participation
 - Did you participate in discussion during class?
 - Did you ask questions to help facilitate discussion?
 - Did you try to answer the Discussant's questions?
- 10% content
 - Did you add meaningfully to discussion?
 - Did you try to make connections across different papers?
 - Did you help clarify other students' questions?

A discussion rubric will be posted on Brightspace. Discussion grades will be based on a combination of the instructors' observations and peer assessment. There will be periodic self-reflections and peer reflections throughout the term.

Final grade conversion:

Numerical grades will be converted to letter grades for official transcripts using the Dalhousie Common Grade Scale, outlined in the table below.

Letter Grade	Numerical Grade
A+	90 - 100
A	85 - 89.9

A-	80 - 84.9
B+	77 - 79.9
B	73 - 76.9
B-	70 - 72.9
C+	65 - 69.9
C	60 - 64.9
C-	55 - 59.9
D	50 - 54.9
F	0 - 49.9

University Policies and Statements

This course is governed by the academic rules and regulations set forth in the University Calendar and by Senate

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

Information: https://www.dal.ca/dept/university_secretariat/academic-integrity.html

Accessibility

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (Canada and Nova Scotia).

Information: https://www.dal.ca/campus_life/academic-support/accessibility.html

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

Code: https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness

Statement: <http://www.dal.ca/cultureofrespect.html>

Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit or e-mail the Indigenous Student Centre (1321 Edward St) (elders@dal.ca).

Information: https://www.dal.ca/campus_life/communities/indigenous.html

Important Dates in the Academic Year (including add/drop dates)

<https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=117&chapterid=-1&topicgroupid=31821&loaduserredits=False>

University Grading Practices

https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html

Student Resources and Support

Advising

General Advising https://www.dal.ca/campus_life/academic-support/advising.html

Science Program Advisors: <https://www.dal.ca/faculty/science/current-students/undergrad-students/degree-planning.html>

Indigenous Student Centre: https://www.dal.ca/campus_life/communities/indigenous.html

Black Students Advising Centre: https://www.dal.ca/campus_life/communities/black-student-advising.html

International Centre: https://www.dal.ca/campus_life/international-centre/current-students.html

Academic supports

Library: <https://libraries.dal.ca/>

Writing Centre: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html

Studying for Success: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

Copyright Office: <https://libraries.dal.ca/services/copyright-office.html>

Fair Dealing Guidelines <https://libraries.dal.ca/services/copyright-office/fair-dealing.html>

Other supports and services

Student Health & Wellness Centre: https://www.dal.ca/campus_life/health-and-wellness.html

Student Advocacy: <https://dsu.ca/dsas>

Ombudsperson: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html

Safety

Biosafety: <https://www.dal.ca/dept/safety/programs-services/biosafety.html>

Chemical Safety: <https://www.dal.ca/dept/safety/programs-services/chemical-safety.html>

Radiation Safety: <https://www.dal.ca/dept/safety/programs-services/radiation-safety.html>

Scent-Free Program: <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Dalhousie COVID-19 information and updates: <https://www.dal.ca/covid-19-information-and-updates.html>