

Course Information

This course introduces the interdisciplinary field of comparative cognition to undergraduate students who have an interest in the evolution and function of cognitive processes across species. The course specifically discusses topics such as memory, navigation, decision-making, theory of mind, prosocial behaviour, and communication through a combination of virtual presentations, textbook reading, and online activities. With successful completion of this course, students will have a fundamental knowledge base that will promote critical thinking outside of the classroom as well as support learning in advanced psychology, biology, and neuroscience courses.

Learning Outcomes

After successful completion of Psychology 305, students will be able to:

- Recognize and recall experimental findings that support existing theories in comparative cognition.
- Apply theories to predict outcomes of experimental manipulations
- Engage in critical reading of primary and secondary sources
- Combine critical reading skills and conceptual knowledge of comparative cognition to create a review of experimental findings for a broader audience.

Course Website

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

Required Reading

All students should purchase or have access to the following textbook, available through the Queen's campus bookstore or from the publisher:

Olmstead, M.C., & Kuhlmeier, V.A. (2015). *Comparative Cognition*. Cambridge, UK: Cambridge University Press.

Evaluation

Quizzes (10/12)	10%
On-line Activities	40%
Paper Assignment	20%
Group Project	10%
Take home Exam	20%

QUIZZES 10%

Each week will include a short on-line quiz (typically 5 multiple choice questions). Please refer to the course website for when these quizzes become available/unavailable. Once started, a quiz can be completed in 10-15 minutes, but it will stay open for 20 minutes. If a quiz is not submitted after 20 minutes has passed, it will receive a score of zero. Please ensure a good internet connection before starting a quiz. The quizzes are open book and are designed to test knowledge of the textbook reading material for that week. At the completion of the term, the two lowest quiz marks will be dropped, and a final cumulative mark on the remaining 10 quizzes will constitute 10% of the final grade.

ON-LINE ACTIVITIES 40%

The weekly activities are designed to apply knowledge gained from the textbook and online presentations as well as introduce new concepts and skills. All activities for this course are submitted on-line. Students should be familiar with the submission process for each activity in advance of the assignment deadline. Activities consist of the following:

COMMENTARIES (30%)

For eight of the Activities, students will individually complete on-line polls, answer questions, and/or write commentaries related to the topics covered that week. See the Course Content for specific dates of these activities.

PREPARATION OF REVIEW QUESTIONS (10%)

For one Activity, students will produce sample exam questions based on the ICE acronym (Information, Context, Extension). See the Course Content for specific dates and further instructions.

PAPER ASSIGNMENT 20%

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. Please refer to the Paper Assignment information in the Course Content for more details. The paper is worth 20% of the final grade, divided as follows:

WRITING PLAN (5%)

Each student will prepare a Writing Plan for their paper that is due later in the term. (See the course website 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. Read the Paper Assignment information in the Course Content, as well as the Writing Plan Format, for specific requirements of this assignment.

PAPER (15%)

Each paper will be assessed by the TA and/or instructor, using the criteria for successful popular science writing, as discussing in Week 2.

GROUP PROJECT 10%

Students will work in groups (5-10 students) to 'Create Your Own Animal'. The task is to think about a species that will be alive (and thriving!) in the future, given the rapidly changing

environment in which we live. Don't focus on a specific timeframe in which the animal will be living (e.g., 100 or 1 000 years from now), just think 'far in the future'. The idea is to consider what cognitive processes will be necessary for future survival and how will these be manifested in a particular species. Each group should come up with an animal and identify the animal's traits that have evolved from a contemporary species and how these will aid with future survival and reproduction. The one caveat is that the species must be a social species (i.e., living and interacting in conspecific groups). Refer to Chapters 10-13 to identify pertinent social traits that may be important for the evolutionary success of your fictional animal. Each group will prepare a 5-10 min powerpoint presentation on their animal that will be uploaded to the course website. Creativity is welcomed and encouraged. The main point of this assignment is to think outside of the box!

TAKE-HOME EXAM 20%

All students are required to complete a take-home exam, consisting of a written response to a question that will be released at the end of the term. The question will be available over a one-week period: you will have 48 hours to complete your response once you access the question. Your answer must be submitted through OnQ as a word or PDF document. There is no word limit and you are welcome to divide your response into sections using subheadings, if that is appropriate. Your primary resource to respond to the question will be the course textbook, although you are encouraged to incorporate other sources. All external sources must be referenced using APA format.

Late Policy

QUIZZES

Please see the Course Content for the opening and closing times for the weekly online quizzes. There are no make-up quizzes. At the completion of the term, the two lowest quiz marks will be dropped and a final cumulative mark on the remaining 10 quizzes will constitute 10% of the final grade. Quizzes missed due to adding this course during the add/drop period cannot be made-up but may be considered as one or both of the dropped quizzes.

ACTIVITIES AND ASSIGNMENTS

Students often experience difficulties during the term that impede their ability to fully participate in a course. We take this into account in our course design by giving students the option to drop one or more quizzes and by providing a 72-hour grace period on all assignments. We maintain equity across the entire student population, and with our instructional team, by limiting extensions to 72 hours. That allows us to provide timely feedback to the remaining students in the class and to meet our contractual obligations to teaching assistants. No extensions will be granted beyond this 72-hour grace period.

In rare situations, the accommodations we provide are inadequate and students are unable to meet academic deadlines within this 72-hour grace period. If this occurs, we encourage students to maintain active engagement in the course by focusing on immediate and upcoming assignments. We also support individual students by taking a global view of their performance across the entire term. Thus, rather than adjusting marks or deadlines on individual assignments, we review the student's progress, in terms of learning outcomes, at the end of the term. In some cases, we re-weight assignments that are completed; in others, we propose a new or revised assignment with an extended deadline. This decision depends on the number of assignments that are missing or late, and how these mapped onto the learning outcomes in the course. An extended deadline would give students at least one year to complete the remaining assignments.

Academic Integrity

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). 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 <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/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 305. This material shall not be distributed or disseminated to anyone other than students registered in Psychology 305. 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 you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Faculty of Arts and Science Official Grade Conversion Scale:

Grade	Numerical Course Average Grade (Range)
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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 & below