

PSYCHOLOGY 305

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 your 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.

Assignments and Evaluation

Quizzes **10%**
best 10/12

Activities **30%**

| | |
|--------------------|----|
| Smartest Animal | 3% |
| Effective Writing | 5% |
| Measuring Memory | 3% |
| Corvid Tool Use | 4% |
| Categorization | 3% |
| Canine Connections | 6% |
| Project Nim | 6% |

Review Question Prep **10%**

Summative Activity **10%**

Paper Assignment **20%**

| | |
|--------------|-----|
| Writing plan | 5% |
| Paper | 15% |

Final Exam **20%**

QUIZZES 10%

Each week includes a short online quiz (5 multiple choice questions) based on the textbook reading for that week. Please refer to the Course Overview for dates when these quizzes open and close. Once started, a quiz can be completed in 10-15 minutes, but it will stay open for 30 minutes. If a quiz is not submitted after 30 minutes has passed, it will receive a score of zero so please ensure a good internet connection before starting a quiz. At the completion of the term, your two lowest quiz marks will be dropped, and a final cumulative mark on the remaining 10 quizzes will constitute 10% of your final grade.

ACTIVITIES 30%

The weekly activities (7 in total) involve completing online polls, answering questions, and/or writing commentaries related to the topics covered that week. The activities are designed so that you can apply knowledge from the textbook and online presentations for that week. In some cases, new concepts and skills are introduced so be sure to read through the description for individual assignments before you begin your work. See the Course Overview for specific due dates of these activities.

REVIEW QUESTION PREPARATION 10%

In lieu of a mid-term exam, you will complete an assignment in which you produce sample exam questions based on the ICE acronym (Information, Context, Extension). Specific instructions for completing this assignment are listed under Week 4 of the Course Content and the specific due dates are listed in the Course Overview.

SUMMATIVE ACTIVITY 10%

The last activity in this course is a designed to be both creative and fun! We will ask you to 'create an animal' using the principles of cognitive evolution that you learned about in this course. Specific instructions for completing this assignment are listed under Week 12 of the Course Content and the specific due dates are listed in the Course Overview.

PAPER ASSIGNMENT 20%

This assignment requires you to communicate a scientific finding to the general public. The goal is to translate comparative cognition research into language that is interesting and accessible to a lay audience. Please refer to the Paper Assignment Instructions for more detail and see the Course Overview for specific due dates. The paper is worth 20% of your 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.

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 have a week to complete it), though the question is designed to be answered in approximately 3 hours for students who have fully studied the course material. Your answer must be submitted through OnQ as a Word (.doc or .docx) or PDF file. 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.

Academic Accommodations

If you have received academic accommodation through Queen's Student Accessibility Services (QSAS), please submit your letter to Ventus using the link on the course homepage (the button is on the left side below the welcome message).

If your letter specifies extra time on assignments, please note the following information that is taken directly from the QSAS website:

This accommodation should be used sparingly by students experiencing disability related barriers. It is highly recommended that students develop a term calendar at the beginning of the semester that includes all their assignments and exams. This will help students adjust their schedule when this accommodation is used.

To learn how to design a term calendars, and other helpful time budgeting and scheduling strategies, please connect with [Student Academic Success Services \(SASS\)](#).

In addition, please read through the details listed below for each assignment and contact your QSAS advisor with any additional questions.

QUIZZES

The quizzes are designed to be completed in less than 15 minutes, so they are left open for 30 minutes to account for accommodations and any extenuating circumstance that may arise on the quiz date. At the completion of the term, the two lowest quiz marks, including missed quizzes, will be dropped, and a final cumulative mark based 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. Because only 10 of the 12 possible quizzes are included in the final mark, there are no makeup quizzes.

ACTIVITIES

The activity assignments (7 in total) are set up in way that allows students to build their skills throughout the term based on timely and detailed feedback. According to the principles and directives from QSAS, there are no deadline extensions on these activities (see QSAS website for details under the category 'Up to 7-Calendar Day Extension'):

Given the nature of the structure of some classes, there may be assessments for which extensions may not be possible or a shorter than requested extension is available. This may be due to group assignments, in-class presentations, weekly/biweekly assessments in which grading is provided immediately after the submission date, assignments scaffolding into other assignments in a shortened period of time, and more. Students facing barriers with meeting deadlines for these kinds of assessments

must work with their instructor prior to the due date to discuss an appropriate alternative which are up to the instructors' discretion.

REVIEW QUESTION PREPARATION

Students with academic accommodation that includes extra time to complete assignments have the option to submit this assignment up to 7 days late. Note that this means you will be submitting an assignment during your Reading Week!

SUMMATIVE ACTIVITY

Students with academic accommodation that includes extra time to complete assignments have the option to submit this assignment up to 72 hours late. Note that this means you will be submitting an assignment during the exam period.

WRITING PLAN FOR PAPER ASSIGNMENT

Students with academic accommodation that includes extra time to complete assignments have the option to submit this assignment up to 72 hours late. Note that the writing plan is set up so that the instructional team can provide feedback and direction on the final paper so it is an advantage to get this early.

FINAL PAPER

Students with academic accommodation that includes extra time to complete assignments have the option to submit this assignment up to one week late. Note that there are two more assignments plus a final exam that need to be completed after the paper.

If you miss a deadline for one or more assignments, please maintain active engagement in the course by focusing on immediate and upcoming assignments. If you have provided appropriate documentation to the instructional team within the required time frame, you will not be penalized for a missed assignment. Rather, at the end of the term, we will ask you to contact the instructional team to discuss how to make up the missed work. We support students in this endeavour by taking a global view of performance across the entire term based on attainment of learning outcomes. In some cases, we re-weight assignments that are completed; in others, we create a new or revised assignment with an extended deadline. This decision depends on the number of assignments that are missing and how these are mapped onto course and program requirements. An extended deadline would give you one term to complete makeup assignments.

Academic Considerations

Academic consideration provides academic support to students who are experiencing a short-term extenuating circumstance that impedes their ability to fully participate in a course. If you require academic consideration, please read through the information on the process and circumstances that merit academic consideration according to the Faculty of Arts and Science: <https://www.queensu.ca/artsci/undergraduate/student-services/academic-consideration>

You should then complete the Request for Academic Consideration using the link on the course homepage (the button is on the left side below the welcome message). Finally, read through the details below that explain late submissions for each assignment.

QUIZZES

At the completion of the term, the two lowest quiz marks, including missed quizzes, will be dropped, and a final cumulative mark based 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. Because only 10 of the 12 possible quizzes are included in the final mark, there are no makeup quizzes.

ACTIVITIES

The activity assignments (7 in total) are set up in way that allows students to build their skills throughout the term based on timely and detailed feedback. Accordingly, there are no extensions on these activities.

REVIEW QUESTION PREPARATION

Students with academic consideration documentation have the option to submit this assignment up to 7 days late. Note that this means you will be submitting an assignment during your Reading Week!

SUMMATIVE ACTIVITY

Students with academic consideration documentation have the option to submit this assignment up to 72 hours late. Note that this means you will be submitting an assignment during the exam period.

WRITING PLAN FOR PAPER ASSIGNMENT

Students with academic consideration documentation have the option to submit this assignment up to 72 hours late. Note that the writing plan is set up so that the instructional team can provide feedback and direction on the final paper so it is an advantage to get this early.

FINAL PAPER

Students with academic consideration documentation have the option to submit this assignment up to one week late. Note that there are two more assignments plus a final exam that need to be completed after the paper.

If you miss a deadline for one or more assignments, please maintain active engagement in the course by focusing on immediate and upcoming assignments. If you have provided appropriate documentation to the instructional team within the required time frame, you will not be penalized for a missed assignment. Rather, at the end of the term, we will ask you to contact the instructional team to discuss how to make up the missed work. We support students in this endeavour by taking a global view of performance across the entire term based on attainment of learning outcomes. In some cases, we re-weight assignments that are completed; in others,

we create a new or revised assignment with an extended deadline. This decision depends on the number of assignments that are missing and how these are mapped onto course and program requirements. An extended deadline would give you one term to complete makeup 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) |
|-------|--|
| 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 |