

Psychology 205
Introduction to Comparative Cognition
Fall 2016

Instructor: Prof. Mary C. Olmstead
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Office Hours: Thursday 13:00-14:00

Teaching Assistants:

Meghan Wilkin
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Erika Peter
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Office Hours: Tuesday 13:00-14:00

Alexandra Tighe
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Room: Craine 209

Lectures:

Day: Monday
Time: 13:00-14:30
Location: Humphrey Aud

Lecture Outlines (in Word format) will be available for download on the course website prior to 9:00 am on the morning of lecture days.

Request for Academic Accommodation:

Students registered with Queen's Health, Counseling, and Disability Services who require alternative accommodation for assignments or the midterm exam should notify the TA Alexandra Tighe, Alexandra.tighe@queensu.ca, as soon as possible. Students who require academic accommodation for the final exam should consult Queen's Disability Service to arrange this process: <http://www.queensu.ca/hcds/ds/students/accommodations.htm>.

Group Activity Sessions:

Location: Ellis Hall 333

Section 2

TA: Erika Peter
Day: Tuesday
Time: 11:30-13:00

Section 3

TA: Erika Peter
Day: Monday
Time: 20:00-21:30

Section 4

TA: Meaghan Wilkin
Day: Wednesday
Time: 18:30-20:00

Section 5

TA: Meaghan Wilkin
Day: Thursday
Time: 20:00-21:30

Course Description:

This course provides an introduction to the interdisciplinary field of comparative cognition for undergraduate students with an interest in the evolution and function of cognitive processes across animal species. Through a combination of online presentations, textbook reading, and online activities, topics such as memory, navigation, decision-making, theory of mind, prosocial behaviour, and communication will be discussed. 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:

With successful completion of Psychology 205, students will be able to:

- Recognize and recall experimental findings that support or do not 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 broad audience.

Course Website:

Communication related to this course, including the posting of grades, will occur through the course website. Quizzes, assignments, and many in-class activities will also be submitted through the course website. 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:

Textbook

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

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

Evaluation:

Quizzes	10%
Midterm	20%
Final Exam	30%
Review Questions (Group)	10%
Paper	20%
In-class activities	10%

On-line Quizzes (10%)

At the end of every 2-week period, students will complete an on-line quiz (10 multiple choice questions). Please refer to the course website for opening and closing dates of each quiz. Once the quiz is started, students will have 30 minutes to complete it. The quizzes are open book and are designed to test knowledge of the reading material for that module. *There are no make-up quizzes.* At the completion of the term, the lowest quiz marks will be dropped and a final cumulative mark on the remaining 5 quizzes will constitute 10% of the final grade. Students who add this course during the add/drop period will be able to complete Quiz 1 before the deadline.

Midterm Exam (20%)

All students are required to write an in-class midterm exam, worth 20% of their final mark. The midterm exam material will cover the first 5 modules of the course, with questions based on both the lectures and assigned textbook reading. The exam will be made up of short (approximately 1 paragraph of 3-5 sentences) and long (approximately 3-5 paragraphs) answer questions. *There are no re-writes for the midterm exam.* Students unable to write the midterm exam due to serious, extenuating circumstances must provide written documentation for their absence. Under these conditions, students who miss the midterm exam will write a final exam worth 50%.

Final Exam (30%)

All students are required to write a 3-hour final exam, worth 30% of their final mark, which will be scheduled during the end of term exam period. The final exam material will cover the entire course, with questions based on both the lectures assigned textbook reading. The exam will include multiple-choice and both short answer (approximately 1 paragraph of 3-5 sentences) and long answer (approximately 3-5 paragraphs) questions. Students unable to write the final exam due to serious, extenuating circumstances must provide written documentation for their absence. Under these conditions, they must write a makeup exam, scheduled for **Friday Jan. 13th 2017**.

Review Questions: Group Assignment (10%)

Students will work with other group members to produce sample exam questions based on the ICE acronym (Information, Context, Extension). The majority of this work will be conducted during one

of the weekly activity sessions. Specific instructions and due dates for this assignment are listed on the course website. Each group is required to produce 5 questions for each of the first 5 chapters of the text: two 'ideas', two 'connections', and one 'extensions' question from each chapter. Refer to the ICE model document, loaded on line and discussed during the in-class session, for details of each category. Three of the questions in each chapter must be multiple choice, one question must be short answer and one must be long answer. Each multiple-choice question should have four possible answers (a-d), with the correct choice indicated in bold. Do not use 'all of the above', 'none of the above' or 'some combination of the above' as options for the multiple choice questions. Indicate the level (I, C, or E) of each question. Review questions will be submitted on line with group members who participated in this activity all receiving the same mark.

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 Science Communication: Written Assignment document 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 will be marked and returned to the students prior to the paper submission deadline. (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. Read the document on Science Communication: Written Assignment 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 discussed in the Group Activity Sessions (Week 2). Read the document on Science Communication: Written Assignment for specific requirements of this assignment.

Group and on-line Activities (10%)

The weekly Group Activity sessions are designed to apply knowledge gained from the textbook or lectures and to introduce new concepts and skills. These marks are distributed throughout the term and may involve completing an on-line task prior to the Group Activity session, participating in discussions during class, or responding to surveys following the Group Activity sessions.

Late Policy:

READ THIS CAREFULLY. Quizzes and written assignments for this course are submitted on-line. Be sure to check the course website carefully for details on all deadlines (both dates and times). Students should be familiar with the submission process for each assignment in advance of the assignment deadline. Students are responsible for ensuring effective internet connection in order to participate in the course and to submit assignments. An inability to access the internet at the time of an assignment deadline is NOT an acceptable excuse for submitting an assignment late.

There are no makeup quizzes and no makeup assignments for missed in-class activities. Contact your TA immediately if you will be missing class for an extended period of time and document the reason for your absence. A late penalty of 10% will be applied to all written assignments submitted

within the first 24 hours of a deadline and an additional 10% will be deducted for each subsequent 24-hour period that an assignment is late.

Policy on Final Exam:

According to university regulations, students must be available to write scheduled exams at any time during the official examination period, as well as during any scheduled class. Requests to write a make-up exam because of conflicting activities (e.g., travel plans, volunteer work) will NOT be accommodated, except under extraordinary circumstances and with appropriate documentation. Students are advised to wait until the final exam schedules are posted before making any travel arrangements.

Students who cannot write an exam during the final exam period due to a serious, extenuating circumstance must be available to write a deferred exam during the Psychology Department's *Make up Exam period*:

<http://www.queensu.ca/psychology/Undergraduate/psycdepartmentalpolices.html>

Please see the following webpage under "Exam Absence" for additional information: <http://www.queensu.ca/psychology/Undergraduate/psycdepartmentalpolices.html>

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). 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 205. This material shall not be distributed or disseminated to anyone other than students registered in Psychology 205. 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:

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