## Module Controller: Juan Carlos Gómez

<table>
<thead>
<tr>
<th>Semester</th>
<th>Semester 2 2021/2022</th>
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<tbody>
<tr>
<td>Meeting times</td>
<td><strong>Fridays 9:05-10:50.</strong> Venue: <strong>UCO: School V.</strong> This year the module will be delivered in person following a hybrid format for students who are taking the module online. All sessions will be recorded via Teams and made available online. <em>Please note that all plans and information are provisional and subject to review depending upon the evolution of the pandemic situation.</em></td>
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<tr>
<td>Credits</td>
<td>SCOTCAT credits: 15. ECTS credits: 7</td>
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<td>Module summary</td>
<td>This module analyses the development and evolution of Mindreading or Theory of mind—the ability to understand the mental states of oneself and others. This ability is studied by different disciplines in cognitive science. The module concentrates mainly on the contributions of developmental and comparative psychology, and their implications for the understanding of autism. We will discuss some of the cutting edge problems arising in these areas. This year we focus on the distinction between implicit and explicit mindreading, which has become central in recent research on theory of mind skills in infants, primates, and autism.</td>
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<tr>
<td>Prerequisites &amp; Anti-requisites</td>
<td>Prerequisites: PS2002 Available only to students in the second year of the Honours programme and MSc students.</td>
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<td>Assessment</td>
<td>—<strong>Continuous Assessment:</strong> Essay (1500 words) 25% of final mark, Deadline: <strong>Tuesday 22nd March 5pm, Week 9.</strong> —<strong>Written Examination</strong> (open-book online - maximum 2000 words) 75% of final mark, <strong>May Exam diet</strong></td>
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Staff
Module Coordinator: Juan-Carlos Gómez
Email: jg5@st-andrews.ac.uk

Office Hours
Due to pandemic restrictions, ‘office hour’ meetings will be conducted online via Teams by previous email appointment at mutually convenient times.

Timetable Overview

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Session Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>21/01/2022</td>
<td>Introduction: Theory of mind in Development, Evolution, and Autism</td>
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<tr>
<td>2</td>
<td>28/01/2022</td>
<td>ToM development in children: theories, modules and the problem of implicit vs explicit mindreading</td>
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<tr>
<td>3</td>
<td>04/02/2022</td>
<td>Implicit false-belief tracking and understanding in young infants?</td>
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<tr>
<td>4</td>
<td>11/02/2022</td>
<td>The problem of identity False Belief in young infants and the puzzle of True Belief in older children</td>
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<tr>
<td>5</td>
<td>18/02/2022</td>
<td>Controversies about implicit False Belief: sub-mentalising and replicability</td>
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<td></td>
<td></td>
<td><em>Independent Learning Week (21 to 27 Feb 2022)</em></td>
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<tr>
<td>6</td>
<td>04/03/2022</td>
<td>ToM in evolution: understanding perception and knowledge in primates</td>
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<tr>
<td>7</td>
<td>11/03/2022</td>
<td>ToM in evolution: can primates understand false belief?</td>
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<tr>
<td>8</td>
<td>18/03/2022</td>
<td>Controversies about animal and infant ToMs: implicit knowledge or associative processes? Biological or cultural systems? (Lecture)</td>
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<tr>
<td>9</td>
<td>25/03/2022</td>
<td>ToM in Non-Western cultures and deaf children</td>
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<td>10</td>
<td>01/04/2022</td>
<td>Autism: the riddle of explicit and implicit Mindreading I — Atypical Social Attention</td>
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<tr>
<td>11</td>
<td>08/04/2022</td>
<td>Autism: the riddle of explicit and implicit Mindreading II — Atypical belief and perspective tracking.</td>
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Readings:
Please check the separate Moodle document PS4086 Session Contents showing the specific contents of each session.

Introductory Readings
The following are review papers that offer background information about each of the main areas addressed in the module:

Infants

Primates

Autism

Inclusive curriculum statement
The School is committed to making its teaching and learning fully inclusive, so that all students are given the opportunity to reach their potential, all students feel like they belong and are not made to feel excluded, and students have the opportunity to contribute to curriculum development. If you have any comments or feedback on this module in terms of the inclusivity of the content, delivery or assessments/feedback, please contact the Module Co-ordinator or, if you would rather provide anonymous feedback, please use the Module Evaluation Questionnaire (MEQ). Alternatively, you can contact your School President or Class Representative, who can raise ideas or issues via the relevant staff-student meetings and consultative committees. If you want to report any instances of bullying, harassment or discrimination that have occurred in teaching and learning environments, you can use the University’s Report & Support tool.

Assessment
—Continuous Assessment (25% of total mark) consists of an essay (maximum 1500 words excluding references) whose topic will be provided by the 3rd week of semester. Deadline: Tuesday 22nd March 5pm, Week 9.

—2-hour ‘open book’ examination (75% of final mark), that will be conducted online, with a word limit of up to 2000 words.

Learning Objectives

• To know and critically understand a varied interdisciplinary literature (both conceptual and empirical) of research on Theory of mind in humans and animals.
• To be able to critically read and assess claims about the significance of empirical findings in relation to methods and theories.
• To be able to critically assess and discuss theories and alternative interpretations in relation to available empirical evidence.
• To integrate information about evidence, theories and methods across a range of sub-disciplines and areas dealing with the problem of Theory of mind.

Transferable Skills

• Critical reading and analysis of reports, data and arguments.
• Critical analysis of conflicting interpretations of the same evidence and conflicting evidence.
• Presentation and discussion skills in oral, written and graphic presentation formats.

Module-specific requirements

—All assessments must be submitted in order to pass the module.
—Although article presentations for class discussion are not assessed, at least one presentation must be completed to pass the module. Special arrangements will be made for students unable to attend the live Friday sessions in person.

Assessment regulations

Extensions

Please note that extensions to assessment deadlines are not granted by the module controller but by a specific School Committee. To apply for an extension, you must do the following:

Honours Students
To apply for an extension on continuous assessment due to adverse personal circumstances, please fill out the form found at:
https://standrewspsychology.eu.qualtrics.com/SE/?SID=SV_cOvbEFUPnpUZK3b

PGT students:
To apply for an extension on continuous assessment due to adverse personal circumstances, please fill out the form found at:
https://standrews.eu.qualtrics.com/jfe/form/SV_S1NSHXYGMK7BbGS

Late work & late penalties

Academic alerts will be issued for late submissions that are not excused (see: https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/AcademicAlerts.pdf).

Late penalties will be applied at the rate of one grade point per day or part thereof that an assignment is late (Policy A of the Penalties for Late Work; see: https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/penalties.pdf).
### Over-length penalties

Over-length penalties will be applied at the rate of 1 mark for work that is over-length to any extent, then a further 1 mark per additional 5% over (Policy C of the Penalties for work of incorrect length). Words will be counted electronically and all aspects including text boxes will be counted unless otherwise stated. See: [https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/penalties.pdf](https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/penalties.pdf)

### Grade descriptors

Honours Modules: For details regarding the ‘Common reporting scale for module grades’ please see: [https://www.st-andrews.ac.uk/media/registry/students/transcripts/UG%20Credit%20and%20Grades%20Sheet%202017-18.pdf](https://www.st-andrews.ac.uk/media/registry/students/transcripts/UG%20Credit%20and%20Grades%20Sheet%202017-18.pdf).

PGT Modules: For details regarding the ‘Common reporting scale for module grades’ please see: [https://www.st-andrews.ac.uk/media/registry/students/transcripts/PGT%20Grading%20Sheet%20from%202017-18.pdf](https://www.st-andrews.ac.uk/media/registry/students/transcripts/PGT%20Grading%20Sheet%20from%202017-18.pdf).

### Module Specific Marking Criteria for Continuous Assessment and Exam

<table>
<thead>
<tr>
<th>Grade……</th>
<th>0-6.9</th>
<th>7</th>
<th>8-10</th>
<th>11-13</th>
<th>14-16</th>
<th>17-20</th>
</tr>
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<tbody>
<tr>
<td><strong>Content</strong></td>
<td>No evidence that appropriate sources have been used or copying* from sources (even if source is cited). Use of literal quotations instead of own descriptions, even if identified as such.</td>
<td>Minimal reference to appropriate sources OR over-reliance on other work (e.g. close paraphrasing*, perhaps with lack of understanding of the material).</td>
<td>Major omissions of core course material. Use of a narrow range of sources, General reliance on secondary or out-of-date material. Lack of explanation of material.</td>
<td>Major theories/ideas presented, but use of narrow range of sources, particularly secondary sources. Relevant course material omitted. Lack of detailed explanation of significance of studies</td>
<td>Covers all the major issues with use of a range of appropriate and up-to-date primary sources. Some independent use of sources in addition to course material. Some explanation of the significance of studies.</td>
<td>Thorough and detailed grasp of the issues with excellent use of primary sources and widespread evidence of independent sources. Excellent explanation of significance of studies.</td>
</tr>
<tr>
<td><strong>Referencing (A reference list is not required in the exam)</strong></td>
<td>Missing references and referencing of material not cited in the text</td>
<td>Minimal and generally inaccurate use of referencing</td>
<td>Frequent errors both in the content and style of references.</td>
<td>Reference list broadly comprehensive, but frequent failure to use appropriate style</td>
<td>Referencing accurate, though some stylistic errors in the reference list</td>
<td>Thorough and proper referencing throughout.</td>
</tr>
<tr>
<td><strong>Factual accuracy</strong></td>
<td>Little or no accurate material</td>
<td>Many substantive errors</td>
<td>Some substantive errors</td>
<td>Occasional substantive errors</td>
<td>Only minor errors.</td>
<td>No substantive errors, virtually no minor errors.</td>
</tr>
<tr>
<td><strong>Relevance</strong></td>
<td>Little or no material relevant to the question</td>
<td>Most of the material irrelevant to the question</td>
<td>Much of the material irrelevant to the question, and core material omitted</td>
<td>Some material irrelevant to the question, and core relevant material discussed in class omitted</td>
<td>Little material irrelevant to the question, and only some relevant material mentioned</td>
<td>No or very little material irrelevant to the question and most relevant material included</td>
</tr>
<tr>
<td><strong>Organisation and coherence</strong></td>
<td>No organisation of material</td>
<td>A list of disjointed material that does not amount to a coherent argument or thesis</td>
<td>The outlines of an argument, but mostly a list of material with no development of ideas</td>
<td>Some development of an argument, but often disjointed and some listing</td>
<td>For the most part, clear and well structured with the argument well developed and supported with clearly explained evidence</td>
<td>Argument well structured &amp; developed &amp; sustained throughout, leading to well-argued conclusion</td>
</tr>
<tr>
<td><strong>Precision of expression</strong></td>
<td>Absence of scientific precision in the absence of appropriate terms and definitions</td>
<td>General failure to use terms and define</td>
<td>Some instances of scientific accuracy in overall terms, but still widespread</td>
<td>Adequate precision in overall terms, but still widespread</td>
<td>General use of precise scientific language with few errors.</td>
<td>Clear analytic use of language, with precise use</td>
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<tr>
<th>Critical evaluation</th>
<th>No valid evaluation of evidence</th>
<th>General lack of evaluation</th>
<th>Trivial, underspecified criticisms (e.g., 'need more research') and illogical reasoning</th>
<th>Raises some issues but displays some illogical reasoning or triviality with generic claims</th>
<th>Identifies all the main issues relating to topic/evidence/methodology. Shows signs of independent evaluation</th>
<th>Sound and thorough evaluation of evidence and ideas. Widespread evidence of original thought.</th>
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*Plagiarism may not merely attract a poor grade, but also require referral to the Academic Disciplinary Process.*

**Support contacts**

- **School administrative office for general teaching matters**
  - School administrative office for general teaching matters
  
- **Director of Teaching**
  - Paula Miles
  - psydot@st-andrews.ac.uk

- **Degree Controller**
  - Psychology Degree Controller (undergraduate) – Juan Carlos Gomez, jg5@st-andrews.ac.uk
  - Director of Taught Postgraduates - Eric Bowman, psyneurodopgt@st-andrews.ac.uk

- **Psychology & Neuroscience Student Wellbeing Officer**
  - Maggie Ellis
  - psyneuro_wellbeing@st-andrews.ac.uk

- **Advice & Support Centre (ASC) – welfare and support services**
  - theasc@st-andrews.ac.uk

- **Centre for Educational Enhancement and Development (CEED) – learning and development support for students**
  - ceed@st-andrews.ac.uk

- **International Education Institute - English language support**
  - ie@st-andrews.ac.uk

For further information regarding advice, support, policies and procedures, please see the University Student Handbook at: [https://www.st-andrews.ac.uk/education/handbook/](https://www.st-andrews.ac.uk/education/handbook/)