

Psychology 475

Cognitive Development - Winter 1987

Professor: Dr. Marjorie Taylor

Office: 201 Straub, 686-4933

Office hours: Monday 1:30-3:00, Thursday 8:30-10:00  
or by appointment

Lecture Place and Time: 146 Straub; 9:30 - 10:20 Mon., Wed., & Fri.

Textbook: Cognitive Development 2nd Ed. by John H. Flavell  
(Prentice-Hall, 1985)

Outside Readings: A list of the required outside readings is given on the third page of the syllabus. These readings will be on reserve at the main library and will be available as a course packet at Campus Copy.

Exams: There will be 2 midterms and a final exam. The first midterm will be worth 20% of your grade for the course, the second midterm and final exam will each be worth 40%. The final exam will cover the material indicated in the outline on the second page of the syllabus (it will not be cumulative). All exams will be short answer in format.

Under no circumstances will the final exam be given to any student at an earlier time than scheduled. There will be no make ups for midterms.

Final Grades: Final grades will be based on the total number of points earned on the three exams. Letter grades will be assigned in the following way: The average of the two highest scores will serve as a reference point. If your total number of points is:

90% to 100% of the reference point, you will get an A

80% to 89% of the reference point, you will get a B

70% to 79% of the reference point, you will get a C

60% to 69% of the reference point, you will get a D

Less than 60% of the highest grade, you will get a F

## OUTLINE OF LECTURE TOPICS

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
Jan. 7 & 9	Introduction	Chapter 1
Jan. 12, 14, & 16	Infancy - sensori-motor development, object concept, imitation	Chapter 2
Jan. 19 & 21	Infancy - perceptual development	Chapter 6
Jan. 23	Infant Demonstration	Reading # 1
Jan. 26	FIRST MIDTERM	
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Jan. 28	Drawing and pretend play	Chapter 3 (pp. 47 - 63)
Jan. 30	Concrete operations - overview, conservation, etc.	Chapter 4
Feb. 2, 4, & 6	Social cognition	Chapter 5
Feb. 9, & 11	Understanding of number, causality, etc.	Chapter 3 (pp. 63 - 73) Reading # 2
Feb. 13, 16, & 18	Conceptual development	Reading # 3
Feb. 20	SECOND MIDTERM	
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Feb. 23, 25, & 27	Semantic development	Reading # 4
March 2 & 4	Communication & comprehension monitoring	Readings # 5 & 6
March 6 & 9	Development of memory	Chapter 7
March 11	Preschooler Demonstration	
March 13	Summary	Chapter 9
March 18 - 8:00 am	FINAL EXAM	

OUTSIDE READINGS

1. Speike, E. (1976). Infants' intermodal perception of events. Cognitive Psychology, 8, 553-560.
2. Bullock, M., & Gelman, R. (1979). Preschool children's assumptions about cause and effect: Temporal ordering. Child Development, 50, 89 - 96.
3. Gelman, R., & Baillargeon, R. (1983). A review of some Piagetian concepts. In J. H. Flavell, & E. M. Markman (Eds.) Cognitive development, Vol. II of P. Mussen (Gen. Ed.) Handbook of child psychology. New York: John Wiley. (pp. 193 - 213).
4. Pease, D., & Berko Gleason, J. (1985). Gaining meaning: Semantic development. In J. Berko Gleason (Ed.) The development of language. Columbus, Ohio: Charles E. Merrill Publishing Co. (pp. 103 - 138).
5. Krauss, R. M., & Glucksberg, S. (1969). The development of communication: Competence as a function of age. Child Development, 40, 255- 266.
6. Shatz, M. (1977). The relationship between cognitive processes and the development of communication skills. In H.E. Howe & C.B. Keasey (Eds.) Nebraska symposium on motivation (Vol. 25), Lincoln: University of Nebraska Press.