PSYCHOLOGY 475: COGNITIVE DEVELOPMENT

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Office hours: 9:30-11:30 Tuesdays,
or by appointment

Fall, 1991
CRN 6322, 6323
3:30-5:50 Tuesdays
154 Straub

Texts: Siegler, R. S. (1991). *Children's Thinking*, 2nd Ed. Englewood Cliffs, NJ: Prentice-Hall
Packet of supplemental readings

Course requirements: You will be expected to read all of the material in the text and packet. Although comments will be welcomed at any time, a portion of each class period will be devoted to discussion. This will provide an opportunity for you to question anything you don't understand and to comment on the readings. The midterm and final exams will be take-home essay questions which will require both analysis and synthesis of the material presented in class and in the readings. In other words, you will need to read for understanding rather than regurgitation. Your grade will depend upon your ability to show that you have a reasonable grasp of the issues and evidence presented and can *think* about, evaluate, and apply the information you have acquired. You will have a full week to work on the midterm and a little more for the final. There will be no term paper as such, but each exam will be roughly the equivalent of a 10- to 15-page paper and will be worth 100 points. You will find the exams much easier if you keep up with the reading assignments as you go along. Exams turned in late will lose points. There will be no make-up exams--if you have a serious and documented medical problem (e.g., open-heart or brain surgery) during the week of the midterm, you may write a substantial term paper on a topic to be negotiated with the professor.

Bonus points: For each of the 10 remaining weeks of the quarter, you may receive one bonus point for turning in a *good*, relevant question or discussion point based on that week's reading or lecture. It will thus be possible to earn up to 10 additional points, which will be added to your point total *after* the grade cuts for the exams have been made. To receive credit, a question or comment must show that you have grappled with the material, must not have been answered clearly in the reading, and may be humorous or skeptical but not trivial. Bonus points can raise your grade one level; for example, from B to A, or from C to B, but not from C to A.

SCHEDULE OF COURSE TOPICS AND READINGS

Sept. 24	Introduction and course requirements; Theories and methods	Siegler, Ch 1
Oct. 1	Children's thinking: Piaget	Siegler, Ch 2, Reading 1
Oct. 8	Children's thinking: Information processing	Siegler, Ch. 3 Readings 2, 3
Oct. 15	Perception	Siegler, Ch. 4 Reading 4
Oct. 22	Language and meaning	Siegler, Ch. 5 Reading 5
Oct. 29	Memory, representation Midterm handed out	Siegler, Ch. 6, Readings 6, 7
Nov. 5	**MIDTERM DUE** Categories and concepts	Siegler, Ch. 7, 210-231 Readings 8, 9
Nov. 12	Conceptual development, theory of mind	Siegler, Ch. 7, 231-250 Readings 11, 12
Nov. 19	Egocentrism, social cognition	Readings 10, 13, 14
Nov. 26	Development of a real-world category system: Gender	Readings 15, 16, 17
Dec. 3	Applications and conclusions Final exam handed out	Siegler, Ch. 8, 9, 10
Dec. 12	**FINAL EXAM DUE**	

READINGS

1. Piaget, J. (1954) *The construction of reality in the child.* New York: Basic Books.: Development of object concept, Stage 4 error, pp. 1-3; 48-73.

2. Carey, S. (1985). Are children fundamentally different kinds of thinkers and learners than adults? In S. Chipman, J. Siegel, & R. Glaser (Eds.), *Thinking and learning skills,* Vol. 2. Hillsdale, NJ: Erlbaum.

3. Papert, S. (1980). *Mindstorms.* New York: Basic Books. Ch. 1, Computers and computer cultures.

4. Bornstein, M. H. (1981). Two kinds of perceptual organization near the beginning of life. In W. A. Collins (Ed.) *Minnesota Symposia on Child Psychology,* Vol. 14. Hillsdale, NJ: Erlbaum.

5. Taylor, M. & Gelman, S. A. (1988). Adjectives and nouns: Children's strategies for learning new words. *Child Development, 59,*411-419.

6. Rose, S. A., & Orlian, E. K. (1991). Asymmetries in infant cross-modal transfer. *Child Development, 62,* 706-718.

7. Nelson, K. (1985). *Making sense: The acquisition of shared meaning.* Orlando, FL: Academic Press. Characteristics of schemas, Event representation, pp. 38-45.

8. Gelman, S. A., & Markman, E. M. (1987). Young children's inductions from natural kinds: The role of categories and appearances. *Child Development, 58,*1532-1541.

9. Johnson, M. (1987). *The body in the mind.* Chicago: University of Chicago Press. Chapter 4, Metaphorical projection of image schemata.

10. Taylor, M. (1988). Conceptual perspective taking: Children's ability to distinguish what they know from what they see. *Child Development, 59,*703-718.

11. Pillow, B. H. (1988). The development of children's beliefs about the mental world. *Merrill-Palmer Quarterly, 34,*1-32.

12. Chandler, M., Fritz, A. S., & Hala, S. (1989). Small-scale deceit: Deception as a marker of two-, three,- and four-year-olds' early theories of mind. *Child Development, 60,*1263-1277.

13. Lewis, M., Sullivan, M. W., Stanger, C., & Weiss, M. (1989). Self development and self-conscious emotions. *Child Development, 60,*146-156.

14. Hoffman, M. L. (1981). Perspectives on the difference between understanding people and understanding things: The role of affect. In J. H. Flavell & L. Ross (Eds.), *Social cognitive development.* New York: Cambridge University Press.

15. Martin, C. L., & Halverson, C. F. (1981). A schematic processing model of sex typing and stereotyping in children. *Child Development, 52,*1119-1134.

16. Gelman, S. A., Collman, P., & Maccoby, E. E. (1986). Inferring properties from categories versus inferring categories from properties: The case of gender. *Child Development, 1986,*396-404.

17. Leinbach, M. D., & Hort, B. H. (1989). Bears are for boys: "Metaphorical" associations in the young child's gender schemas. Presented at SRCD, Kansas City.

To: Mike Posner, Chair, UEC
From: Mary Leinbach
Re: Course goals for Psychology 475,Cognitive Development, Fall, 1991

My general aim for this course is to provide an overview of the historical context, current theoretical positions, and important topics in the field of cognitive development.

My specific goals are that students will:

Attain an overview of Piaget's theory of cognitive development;
Understand how information-processing theories are being applied to the study of children's thinking;
Become familiar with major topics and issues in cognitive development;
Get a sense of how children's thinking develops from birth through adolescence, and what children *do* with their mental equipment;
Read a few current research articles so as to gain a clearer understanding of procedures and findings than texts can give.

My hope is that students will find the material interesting, and that some of them will actually *think* about what they are learning.