

## **PSYCHOLOGY 475**

### **COGNITIVE DEVELOPMENT - FALL 1992**

**Professor:** Dr. Marjorie Taylor

Office: 201 Straub, 346-4933

Office hours: Monday 1:30-3:00, Thursday 11-12, or by appointment

**Lecture Place and Time:** 142 Straub, Tues. & Thurs. 2-3:20

**Textbook:** Children's Thinking 2nd Ed. by Robert S. Siegler (Prentice Hall, 1991)

**Readings:** Outside readings will be available for purchase from Campus Copy. The readings are in two separate packets because a few of the readings have substantial copyright fees. Packet #1 includes the readings that have a minimal copyright charge. Packet #2 includes the readings that will cost an additional \$8 due to copyright fees. A copy of all the readings will be on reserve at the library.

**Exams:** There will be two exams. The Midterm exam (35% of final grade) will have a short answer and essay format and will cover the lecture material and readings up to November 3. If you miss the Midterm exam for any reason, you may turn in a paper (15-20 pages) to make up that portion of your grade. To be acceptable as a make-up for the Midterm, the topic of the paper must be in the general area of infant cognitive development and must be approved by Dr. Taylor. The Final exam (35% of final grade) will be an open-book take-home exam covering all the material in the course with an emphasis on the topics covered from November 5 to December 10. The Final will be due December 17 at 1:00 in Straub 142.

**Papers:** You will be required to write two papers, one due on October 22 and one due on December 8. These papers must be typed, double-spaced, have 1" margins, and be no longer than 5 pages. Each paper will be worth 15% of your final grade. Late papers will be accepted, but points will be subtracted for lateness. Detailed instructions and a handout for each paper will be given in class (Oct 1 and Nov 5).

## OUTLINE OF LECTURE TOPICS

Date	Topic	Reading
Sept. 29	Introduction to Cognitive Dev.	Chapter 1
Oct. 1	Paper #1 handout	
Oct. 1 & 5	Perceptual development	Chapter 4, Reading #1
Oct. 8 & 13	Piagetian theory and object permanence	Chapter 2, Reading #2
Oct. 15	The infant's concept of self	Readings #3 & 4
Oct 20	Infant Demonstration	Chapter 5
Oct. 22	Paper #1 due	
Oct. 22, 27,29	Symbolic development	Readings #5 & 6
Nov. 3	MIDTERM	
Nov. 5	Paper #2 handout	
Nov. 5 & 10	Memory development	Chapters 3 &6
Nov. 17 & 19	Understanding the physical world	Chapter 7, Reading #7
Nov. 24	Preschooler Demonstration	Chapter 8
Nov. 26	Thanksgiving Holiday - no class	
Dec. 1, 3, 8	Understanding the social world	Readings #8,9,10,11
Dec. 8	Paper #2 is due	
Dec. 10	Summary	Chapter 10
Dec. 17, 1:00	FINAL EXAM is due	

## READINGS

1. Spelke, E. (1976). Infants' intermodal perception of events. Cognitive Psychology, 8, 553-560.
2. Baillargeon, R. (1986). Representing the existence and the location of hidden objects: Object permanence in 6- and 8-month-old infants. Cognition, 23, 21-41.
3. Meltzoff, A. N., & Moore, M. K. (1983). Newborn infants imitate adult facial gestures. Child Development, 54, 702-709.
4. Lewis, M., Sullivan, M. W., Stanger, C., & Weiss, M. (1989). Self development and self-conscious emotions. Child Development, 60, 146-156.
5. Gopnik, A., & Meltzoff, A. N. (1986). Relations between semantic and cognitive development in the one-word stage: The specificity hypothesis. Child Development, 57, 1040-1053.
6. Gelman, S. A., & Taylor, M. (1984). How 2-year-old children interpret proper and common names for unfamiliar objects. Child Development, 55, 1535-1540.
7. Gelman, S. A., & Markman, E. M. (1986). Categories and induction in young children. Cognition, 23, 183-209.
8. Wimmer, H., & Perner, J. (1983). Beliefs about beliefs: representations and constraining function of wrong beliefs in young children's understanding of deception. Cognition, 13, 103-128.
9. Chandler, M. J., Fritz, A.S., & Hala, S. M. (1989). Small-scale deceit: Deception as a marker of two-, three-, and four-year-olds' early theories of mind. Child Development, 60, 1263-1268.
10. Moses, L. J., & Flavell, J. H. (1990). Inferring false beliefs from actions and reactions. Child Development, 61, 929-945.
11. Wellman, H., & Estes, D. (1986). Early understanding of mental entities: A reexamination of childhood realism. Child Development, 57, 910-923.
12. Harris, P. L., Brown, E., Marriot, C., Whittall, S., & Harmer, S. (1991). Monsters, ghosts, and witches: Testing the limits of the fantasy-reality distinction in young children. British Journal of Developmental Psychology, 9, 105-123.