

PSYCHOLOGY 475/575
COGNITIVE DEVELOPMENT - FALL 1995
142 Straub, Tues-Thurs 9:30 - 10:50

Professor:

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Office Hours: Mondays 2:30 - 3:30 and Thursdays 11 - 12, or by appointment.

Textbook:

Flavell, J.H., Miller, P.H., & Miller, S.A. (1993). Cognitive development (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.

Course Prerequisites:

Psychology 302 and 303

Readings:

A list of lecture topics and reading assignments follows. The chapters refer to the chapters in your textbook, and the additional readings refer to the readings listed on the next page. The lecture topics will generally supplement rather than retrace materials presented in the text and readings, and will reflect topical issues of contemporary interest in the field. The course readings will be available for purchase at the Bookstore. The reading packet (and some additional readings) will also be on reserve at the library.

Grading:

There will be two midterms, a final, and a paper, each counting 25% towards the final grade. The exams will have a short answer and essay format and will not be cumulative. Midterm 1 will cover lectures and readings up to October 17; Midterm 2 will cover lectures and readings between Midterm 1 and November 7; and the Final exam will cover lectures and readings after Midterm 2. You should note that make-up exams will only be given in extreme circumstances (e.g., serious illness). If you know already that you will be unable to attend the Final exam you should drop the class. In addition to exams, each student will write a 5-6 page critique of a journal article relevant to cognitive development (details will be provided later). The critique is due in class on November 16.

OUTLINE OF LECTURE TOPICS

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
Sept. 26	Introduction to Cognitive Development	Ch. 1
Sept. 28	Perceptual Development	Ch. 2 (pp. 22-45); Rdg. 1
Oct. 3-10	Physics	Ch. 2 (remainder); Ch. 3 (pp. 85-88); Ch. 4 (pp. 159-169); Rdgs 2-4
Oct. 12	Number	Ch. 3 (pp. 116-127); Rdg. 5
Oct. 17	MIDTERM 1	
Oct. 19-24	Language	Ch. 7; Rdgs 6 & 7
Oct. 26	Representation	Ch. 3 (pp. 76-85); Rdg. 8
Oct 31	The Self	Ch. 5 (pp. 204-208); Rdg. 9
Nov. 2	Space	Ch. 5 (196-201); Rdg. 10
Nov. 7	MIDTERM 2	
Nov. 9-14	Mind	Ch. 3 (pp. 100-116); Ch. 5 (remainder); Rdg. 11-13
Nov. 16-21	Biology	Ch. 3 (remainder); Rdgs 14 & 15
Nov. 23	Thanksgiving	
Nov. 28	Memory	Ch. 6; Ch. 4 (remainder); Rdg. 16
Nov 30	Wrap-up	Ch. 8; Rdg. 17
Dec. 8	FINAL (10:15-12:15)	

READINGS

1. DeCasper, A.J. & Fifer, W.P. (1980). Of human bonding: Newborns prefer their mothers' voices. Science, 208, 1174-1176.
2. Mandler, J. M. (1990). A new perspective on cognitive development in infancy. American Scientist, 78, 236-243.
3. Baillargeon, R. (1994). How do infants learn about the physical world? Current Directions in Psychological Science, 3, 133-140.
4. Kaiser, M.K., McCloskey, M., & Proffitt, D.R. (1986). Development of intuitive theories of motion: Curvilinear motion in the absence of external forces. Developmental Psychology, 22, 67-71.
5. Wynn, K. (1990). Addition and subtraction by human infants. Nature, 358, 749-750
- *6. Markman, E. M. (1990). Constraints children place on word meanings. Cognitive Science, 14, 57-87.
7. Baldwin, D.A. (1995). Understanding the link between joint attention and language. In C. Moore & P. Dunham (Eds.), Joint attention: Its origins and role in development. Hillsdale, NJ: Lawrence Erlbaum.
8. De Loache, J. S. (1995). Early understanding and use of symbols: The model model. Current Directions in Psychological Science, 4, 109-113.
9. Lewis, M., Sullivan, M.W. Stanger, C., & Weiss, M. (1989). Self development and self conscious emotions. Child Development, 60, 146-156.
10. Light, P. & Nix, C. (1983). "Own view" versus "good view" in a perspective-taking task. Child Development, 54, 480-483.
- *11. Carlson, S.M., Moses, L.J. & Hix, H. (1995). Young children's deception and understanding of false belief: The role of inhibitory processes. Unpublished manuscript, Department of Psychology, University of Oregon.
12. Taylor, M., & Carlson, S.M. (1995). The relation between individual differences in fantasy and theory of mind. Unpublished manuscript, Department of Psychology, University of Oregon.
13. Smiley, P.A. & Dweck, C.S. (1994). Individual differences in achievement goals among young children. Child Development, 65, 1723-1743.
14. Inagaki, K. & Hatano, G. (1993). Young children's understanding of the mind-body distinction. Child Development, 64, 1534-1549.
15. Sigelman, C., Maddock, A., Epstein, J., & Carpenter, W. (1993). Age differences in understandings of disease causality: AIDS, colds, and cancer. Child Development, 64, 272-284.
- *16. Ceci, S.J. & Bruck, M. (1993). Child Witnesses: Translating research into policy. Social Policy Report, 7 (No. 3).
17. Siegler, R.S. (1994). Cognitive Variability: A key to understanding cognitive development. Current Directions in Psychological Science, 3, 1-5.

* Readings 6, 11, and 16 will not be in the reading packet but will be placed on reserve at the Library.