

PSYCHOLOGY 475/575
COGNITIVE DEVELOPMENT: SPRING 1998
146 Straub, MWF 2:00 - 2:50

Professor:

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Office Hours: Mondays 11-12, Wednesdays 3-4, or by appointment.

Textbook:

Siegler, R.S. (1998). Children's thinking (3rd ed.). Upper Saddle River, 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 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 April 20; Midterm 2 will cover lectures and readings between Midterm 1 and May 11; 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 May 22. For graduate students taking Psychology 575 the paper requirement involves a research proposal in addition to the critique.

OUTLINE OF LECTURE TOPICS

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
March 30	Introduction to Cognitive Development	Ch. 1
April 1-3	Perceptual Development	Ch. 4
April 6-15	Physics	Ch. 2; Ch. 8 (pp. 263-265); Rdg. 1
April 17	Number	Ch. 7 (pp. 234-8); Ch. 9 (pp. 285-298), Rdg. 2
April 20	MIDTERM 1	
April 22-27	Language	Ch. 5; Ch. 9 (remainder); Rdg. 3
April 29 - May 1	Representation	Ch. 8 (remainder); Rdg. 4
May 4-8	The Self	Rdg. 5
May 11	MIDTERM 2	
May 13-20	Mind	Ch. 7 (remainder); Rds 6-9
May 22	Biology	Rds 10-11
May 25	Memorial Day	
May 27-29	Biology (continued)	
June 1-3	Memory	Chs 3 & 6; Rdg. 12
June 5	Conclusions	Ch. 10; Rds 13-14
June 11	FINAL (10:15-12:15)	

READINGS

1. Baillargeon, R. (1994). How do infants learn about the physical world? Current Directions in Psychological Science, 3, 133-140.
2. Wynn, K. (1995). Infants possess a system of numerical knowledge. Current Directions in Psychological Science, 4, 172-177.
3. Baldwin, D. A., & Tomasello, M. (in press). Word learning: A window on early pragmatic understanding. E. Clark (Ed.), Proceedings of the Twenty-ninth Annual Child Language Research Forum. Cambridge, UK: Cambridge University Press.
4. DeLoache, J.S., Miller, K.F., & Rosengren, K.S. (1997). The credible shrinking room: Very young children's performance with symbolic and nonsymbolic relations. Psychological Science, 8, 308-313.
5. Mischel, W., Shoda, Y., & Rodriguez, M.L. (1989). Delay of gratification in children. Science, 244, 933-938.
6. Winer, G.A. & Cottrell, J.E. (1996). Does anything leave the eye when we see? Extramission beliefs of children and adults. Current Directions in Psychological Science, 5, 137-142.
7. Carlson, S.M., Moses, L.J. & Hix, H. (in press). The role of inhibitory processes in young children's performance on deception and false belief tasks. Child Development.
8. Taylor, M., Esbensen, B. M., & Bennett, R. T. (1994). Children's understanding of knowledge acquisition: The tendency for children to report that they have always known what they have just learned. Child Development, 65, 1581-1604.
9. Woolley, J.D. (1997). Thinking about fantasy: Are children fundamentally different thinkers and believers from adults? Child Development, 68, 991-1011.
10. Plomin, R., Fulker, D.W., Corley, R., & DeFries, J.C. (1997). Nature, nurture, and cognitive development from 1 to 16 years: A parent-offspring adoption study. Psychological Science, 8, 442-447.
11. Johnson, S.C. & Solomon, G.E. (1997). Why dogs have puppies and cats have kittens: The role of birth in young children's understanding of biological origins. Child Development, 68, 404-419.
12. Bruck, M. & Ceci, S.J. (1997). The suggestibility of young children. Current Directions in Psychological Science, 6, 75-79.
13. Siegler, R.S. (1994). Cognitive variability: A key to understanding cognitive development. Current Directions in Psychological Science, 3, 1-5.
14. Flavell, J.H. (1996). Piaget's legacy. Psychological Science, 7, 200-203.