

PSY 475 – Cognitive Development / Spring 2004
142 Straub Hall, Mondays & Wednesdays 8:30-9:50

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Course Description: This course is devoted to the study of children's thinking and intellectual growth. We will consider different theoretical accounts of how mental abilities develop, as well as the scientific methodologies psychologists use to study cognitive development. Reflecting the current state of the field, we will emphasize the latest breakthroughs in the study of cognition in infancy and early childhood, areas where rapid scientific progress is currently being made.

Course Format: This is primarily a lecture course, however, in addition to instructor presentations, there will be small-and large-group discussions, and possibly guest presentations. Emphasis will be placed on critical thinking and writing skills.

Textbook:

Flavell, J.H., Miller, P.H., & Miller, S.A. (2002). Cognitive Development (4th 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 last page. These additional readings will be on electronic reserve at Knight Library and can be accessed through the course web page (you will be provided with a password). 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 textbook is available for purchase at the UO Bookstore. A copy of the textbook and hard copies of the additional readings will also be on reserve at Knight Library.

Course Web Page: The course web page will be a critical source of course-related information throughout the term. As noted above, the assigned readings not in your text book will be available on the course web page and any changes to the lecture or reading schedule will be posted on this site. In addition, review questions for midterms, opportunities for extra credit, and midterm scores will be posted on the web page. The web page is managed through blackboard – you should already have a login ID and password through your gladstone email account. If you are unfamiliar with blackboard or do not know your password, contact the instructor immediately.

Grading: There will be two midterms (100 points each), a final (100 points), and a paper (100 points), each counting 25% towards the final grade (400 possible total points). The exams will have a short answer and essay format and will not be cumulative. A set of possible essay questions will be provided prior to each exam. Midterm 1 will cover lectures and readings up to and including April 14; Midterm 2 will cover lectures and readings between April 21 and May 12; and the Final exam will cover lectures and readings from May 19 onwards. You should note that make-up exams will only be given in extreme circumstances (e.g., serious illness). This course is designed to help develop your writing skills. Thus, in addition to exams, each student will write a 10-15 page paper either proposing a new study or reviewing the literature relevant to one aspect of cognitive development (details will be provided in a different handout) The final draft of the paper will be due Monday, June 7, (deadlines for topic selection and an outline of the paper are listed on the schedule of course topics and readings).

Final Exam: Thursday, June 10 at 10:15 am

Extra Credit: Students who wish to gain extra credit can (1) write a 5-6 page critique of a journal article relevant to cognitive development or (2) write a 2-3 page reaction to one of the discussion questions that will be posted on black board at different points throughout the course. Details regarding extra credit assignments will be provided in a separate handout. You may earn a maximum of 50 extra credit points.

FYI: If you think you may require accommodations in this course because you are learning English as a second language or you have a documented disability, speak with the instructor immediately. Students with documented disabilities should ask the Counselor for Students with Disabilities to send a verifying letter to the instructor immediately.

PSY 475 / Mannering / Spring 2004 Lecture Topics and Assigned Readings:

		<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Understanding the Physical World	M	March 29	Introduction to Cognitive Development	Ch. 1
	W	March 31	Perceptual Development	Ch. 2
	M	April 5	Folk Physics: Objects	Ch. 3 (pp. 63-86) Reading 1
	W	April 7	Folk Physics: Causality	Ch. 3 (remainder) Reading 2
	M	April 12	PAPER TOPIC DUE IN CLASS Folk Physics: Causality	
	W	April 14	Understanding Human Action	Reading 3 Reading 4 (optional)
			Number Concepts	Ch. 4 (pp. 124-135)
Representation and Symbolic Development	M	April 19	MIDTERM 1	
	W	April 21	Language Development	Ch. 8 (pp. 275-300) Reading 5
	M	April 26	Models / Pretend Play	Ch. 8 (pp. 300-320) Ch. 4 (pp. 99-108) Readings 6 Reading 7 (optional)
Understanding the Social World	W	April 28	Folk Psychology: Theory of Mind	Ch. 6 (pp. 177-210)
	M	May 3	Theory of Mind and Autism	Readings 8 & 9
			Factors Contributing to Theory of Mind Development	Ch. 6 (pp. 211-229) Readings 10&11 Reading12(optional)
	W	May 5	Language and Theory of Mind	Readings 13 & 14 (optional)
			Theory of Mind Beyond Preschool	Reading15(optional) Reading 16 (required)

		<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Reasoning and Problem Solving	M	May 10	PAPER OUTLINE DUE IN CLASS* Imagination: Distinguishing Fantasy And Reality	Readings 18 Reading 17(optional)
	W	May 12	Review	
	M	May 17	MIDTERM 2	
	W	May 19	Magical Thinking and Counterfactual Reasoning	Ch. 5 optional : Readings 19 & 20
	M	May 24	Folk Biology	Ch. 4 (remainder) Reading 22 optional: Readings 21 & 23
	W	May 26	SUBMIT PAPER DRAFT FOR FEEDBACK (OPTIONAL) Memory Development	Ch. 7 Readings 24 & 25
	M	May 31	Memorial Day – No Class	
	W	June 2	Conclusions Papers returned with feedback	Ch. 9
	M	June 7	FINAL DRAFT OF PAPER DUE BY 4 PM	
	TH	June 10	MIDTERM 3 / FINAL EXAM (10:15 am)	

PSY 475 READINGS – Spring 2004

1. Baillargeon, R. (1994). How do infants learn about the physical world? *Current Directions in Psychological Science*, 3, 133-140.
2. Schlottmann, A. (2001) Perception versus knowledge of cause and effect in children: When seeing is believing. *Current Directions in Psychological Science*, 10, 111-115
3. Wynn, K. (1996). Infants' individuation and enumeration of actions. *Psychological Science*, 7, 164 - 169.
4. Baldwin, D.A., Baird, J.A., Saylor, M.M. & Clark, M.A. (2001). Infants parse dynamic action. *Child Development*, 72, 708-717.
5. Baldwin, D.A. (2000). Interpersonal understanding fuels knowledge acquisition. *Current Directions in Psychological Science*, 9, 40-45.
6. 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.
7. Harris, P.L. (2000). *The Work of the Imagination*. Oxford: Blackwell Publishers, Ltd. (will be using Chapter 2: Pretend Play. pp.8-28)
8. Wellman, H.M. & Lagattuta, K. H. (2000). Developing understandings of mind. In S. Baron-Cohen, H. Tager-Flusberg, & D.J. Cohen (Eds.). *Understanding other minds: Perspectives from developmental cognitive neuroscience*. pp. 21-49. New York: Oxford University Press.
9. Baron-Cohen, S. (2000). Theory of mind and autism: a fifteen year review. In S. Baron-Cohen, H. Tager-Flusberg, & D.J. Cohen (Eds.). *Understanding other minds: Perspectives from developmental cognitive neuroscience*. pp. 3-20. New York: Oxford University Press.
10. Mischel, W., Shoda, Y., & Rodriguez, M.L. (1989). Delay of gratification in children. *Science*, 244, 933-938.
11. Carlson, S.M. & Moses, L.J. (2001). Individual differences in inhibitory control and children's theory of mind. *Child Development*, 72, 1032-1053.
12. Lillard, A. (2001). Pretend play as twin earth: a social-cognitive analysis. *Developmental Review*, 21, 495-531.
13. Lohmann, H. & Tomasello, M. (2003). The role of language in the development of false belief understanding: A training study. *Child Development*, 74, 1130-1144.
14. Jenkins, J.M., Turrell, S.L., Kogushi, Y., Lollis, S. & Ross, H.S. (2003). A longitudinal investigation of the dynamics of mental state talk in families. *Child Development*, 74, 905-920.
15. Chandler, M.J. & Lalonde, C. (1996) Shifting to an interpretive theory of mind: 5- to 7-year-olds' changing conceptions of mental life. In Sameroff, A.J. & Haith, M.M. (Eds.) *The five to seven year shift: The age of reason and responsibility*. Chicago, IL: University of Chicago Press.
16. Kuhn, D. (2000) Metacognitive development. *Current Directions in Psychological Science*, 9(5), 178-181.
17. Taylor, M. (1999). *Imaginary Companions and the Children Who Create Them*. Oxford University Press. (will be using Chapter 5: Do Children Think Their Imaginary Companions are Real? pp. 86-117)

18. Woolley, J.D. (1997). Thinking about fantasy: Are children fundamentally different thinkers and believers from adults? *Child Development*, 68, 991-1011.
19. Chandler M.J. & Lalonde, C.E. (1994). Surprising, magical and miraculous turns of events: Children's reactions to violations of their early theories of mind and matter. *British Journal of Developmental Psychology*, 12, 83-95.
20. Harris, P.L., German, T. & Mills, P. (1996). Children's use of counterfactual thinking in causal reasoning. *Cognition*, 61, 233-259.
21. 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.
22. Gelman, S.A., Coley, J.D., & Gottfried, G.M. (1994). Essentialist beliefs in children: The acquisition of concepts and theories. In L.A. Hirschfeld and S.A. Gelman (Eds.). *Mapping the Mind: Domain Specificity in Cognition and Culture*. pp. 341-365. Cambridge University Press.
23. Notaro, P.C., Gelman, S.A., & Zimmerman, M.A. (2001). Children's understanding of psychogenic bodily reactions. *Child Development*, 72, 444-459.
24. Siegler, R.S. (2000). Unconscious insights. *Current Directions in Psychological Science*, 9, 79-83.
25. Bruck, M. & Ceci, S.J. (1997). The suggestibility of young children. *Current Directions in Psychological Science*, 6, 75-79.