

**PSY 475 – Cognitive Development / Summer 2004**  
116 Esslinger, Monday-Thursday 12:00-1:50

**Course Instructors:** Eric Olofson and Meredith Meyer  
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Class Web Page: <http://blackboard.uoregon.edu>  
Office: 393 and 398 Straub Hall  
Office Hours: Monday and Tuesday 2-3 for Eric  
Monday from 9-10 and Friday from 10-11 for Meredith

**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.

**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 either be available as pdf's on blackboard or as hard-copy versions kept on reserve at Knight Library. 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 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, many of 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, lecture slides, review questions for quizzes, assigned activities, and 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 four non-cumulative multiple choice/essay tests given at the beginning of class on Thursday. These will be worth 50 points each. You will also be required to write an 8-10 page research proposal on a topic of your choice within cognitive development. A draft of this paper (with a References page) will be due in class on Monday, August 2<sup>nd</sup> and will be worth 25 points. You will be sharing this draft with other students and instructors (further details will be

discussed in class). The final paper in APA-style will be due on Friday, August 13<sup>th</sup> at 4:00. Hard copies are preferred, but electronic copies may also be sent to the instructors. The final draft will be worth 75 points.

Test 1	50 pts.
Test 2	50
Test 3	50
Test 4	50
Paper draft	25
Final draft	75

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300

A	270-300
B	240-269
C	210-239
D	180-209

### *Extra Credit*

You will have the option of participating in the Human Subject Pool for extra credit. Each study in which you participate is worth 5 points, with a maximum of 10 points possible.

### *Plagiarism*

Copying any portion of a work that you do not properly cite will be considered plagiarism and could be grounds for failing the class. If you have not read the University's policy on academic honesty, you should do so. It can be found at the following URL:

<http://www.uoregon.edu/~conduct/sai.htm>

**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.

**Readings:** You are responsible for having read the following materials by the class where those topics will be covered (e.g., for July 21<sup>st</sup>, you should have read pp. 63-86 and Reading 1). Whenever possible, readings will be provided as Adobe Acrobat (.pdf) files under the "Course Documents" section on blackboard. In the event that we cannot obtain an electronic copy, a hard copy will be made available in Knight Library on reserve.

M	July 19	Introduction to Cognitive Development	
T	July 20	Perceptual Development	pp. 26-62
W	July 21	Folk Physics: Objects	pp. 63-86 Reading 1
Th	July 22	Object Categorization	pp.90-98 Reading 2
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M	July 26	Number Concepts	pp. 124-138 Reading 3
T	July 27	Theory of Mind	pp. 177-210

W	July 28	Autism	Reading 4 Reading 5
Th	July 29	Language Development (primate)	Reading 6
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M	August 2	Understanding Human Action  Peer paper review	Reading 7 Reading 8 <b>DRAFT DUE</b>
T	August 3	Language Development (preverbal)	pp. 281-320
W	August 4	Language Development	Bilingualism reading
Th	August 5	Primate language	No reading
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M	August 9	Imaginary Companions and Fantasy	Imaginary companions reading
T	August 10	Reasoning and Problem Solving	pp. 149-176
W	August 11	Memory	pp. 243-256