PSY 475 – Cognitive Development

Winter 2005 / CRN: 27243
242 Gerlinger
Tuesdays & Thursdays 2:00-3:20 pm

Course Instructor: Anne Mannering, MS
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Office Hours: Thurs 10:00 – 11:00 am, Friday 2:00 – 3:00 pm, or by appointment

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 student 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

Course Web Page: The course web page will be a critical source of course-related information throughout the term. Any changes to the lecture or reading schedule will be posted on this site. In addition, lecture slides, 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.

Required Reading: A list of lecture topics and reading assignments is provided on page 5. The course textbook is available for purchase at the UO Bookstore. A copy of the textbook will also be on reserve at Knight Library. In addition to the assigned chapters from the textbook, for some lectures there will also be a required journal article or chapter. Readings not in the textbook will be on electronic reserve at Knight Library and can be accessed through a link to the library e-reserves on the course webpage. To access the readings you will need the username (*winter05*) and password (*wind*). The lecture topics will generally (though not always) supplement rather than retrace materials presented in the text, and will reflect topical issues of contemporary interest in the field.

Additional Readings: A set of additional readings is listed on the last page. THESE READINGS ARE NOT REQUIRED. Instead, they are supplemental and therefore optional. They may, however, be useful to you in completing other assignments or for extra credit. These additional readings will be on electronic reserve at Knight Library and can be accessed through the course web page. More information about these readings will be provided in class.

Lecture notes: Printable versions of the lecture slides to be presented in class will be posted on blackboard no later than the day before that class session (note – not everything presented in lecture will be in the posted notes, so it is still worth your while to attend lecture). In most cases the lecture notes should be posted by 6:00 pm (you will be informed of any exceptions). It is your responsibility to print a copy of the notes and bring them with you to class. Printing the notes is not required (although strongly recommended), but they will not be handed out in class.

Assignments

In addition to the required readings, there will be two midterms, a paper, a group presentation, and a final exam.

Midterm Exams: The midterms will have a short answer and essay format and will not be cumulative. A set of possible essay questions will be provided a week prior to each exam, and from this set of questions, 8 short answer questions and one longer essay question will be selected for the midterm. Midterm 1 will cover lectures and readings up to and including January 20th; Midterm 2 will cover lectures and readings between January 27th and February 15th; and the final exam will cover lectures and readings from February 17th onwards. Please note that make-up exams will only be given in extreme circumstances (e.g., serious illness) and that relevant documentation will be required to take a make-up exam (e.g., doctor's note). If you know you will miss a midterm it is your responsibility to inform the instructor ahead of time, and should you miss a midterm unexpectedly, it is your responsibility to contact the instructor as soon as possible.

Paper Assignment: This course is designed to help develop your writing skills. Thus, in addition to the midterms, each student will write a 5-6 page paper critiquing a journal article related to cognitive development. The article must either be an empirical paper or a review article from a peer-reviewed journal (examples of acceptable articles will be provided). In addition to providing a summary of the article (3 to 4 pages), you will be asked to go beyond the information given in the article and offer an alternative explanation of the findings or propose a research question or idea for a study related to the article (2 pages) (details will be provided in a different handout). The final draft of the paper will be due no later than Thursday, March 17th, (deadlines for topic selection, article selection and an outline of the paper are listed on the schedule of course topics and readings).

Group presentations: During the first class session you will be asked for your preference for topics from among the following possibilities:

- Academic Issues
- Bilingualism
- Developmental Disorders (e.g., Autism, Asperger's syndrome, William's syndrome)
- Reading Development
- Cognitive Development in Middle Childhood
- Adolescent Cognitive Development
- Attention Deficit Disorder
- Giftedness
- Learning Disabilities
- Dyslexia
- Cognitive Development in Adulthood / Effects of Aging
- Development of Humor

Presentations will have a group and an individual component. Each group will give a 10 minute presentation on a research study related to the assigned topic. As a group, you will gather and present general information on the topic and then each individual will present a different aspect of the research study (research question, hypotheses, methods, results, and discussion). Instructions for presentation outlines and write-ups will be distributed in class. Your presentation grade will consist of a combination of evaluation sources: participation in your group (self- and peer-rated), the group's presentation, and your individual presentation.

Final Exam: The final exam will be in the same format as a regular midterm and will not be cumulative. The final will be on **Tuesday, March 15 at 1:00pm in Gerlinger 242,** and will **only** be given at this time (no early or late finals).

Grading

Grades will be determined based on points earned out of 500 according to the breakdown provided below.

Midterm 1	(8 SA = 10 pts. each, 1 essay = 20 pts.)	100 points
Midterm 2	(8 SA = 10 pts. each, 1 essay = 20 pts.)	100 points
Paper	TBA	100 points
Group Presentation	TBA	100 points
Final Exam	(8 SA = 10 pts. each, 1 essay = 20 pts.)	100 points
	Total Possible	500 points

Letter grades will be assigned as follows: A – minimum of 450 points, B – minimum of 400 points, C – minimum of 350 points, D – minimum of 300 points, under 300 points = F.

Extra Credit: Students who wish to gain extra credit can (1) write an additional 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 weekly on black board. Details regarding extra credit assignments will be provided in a separate handout. You may earn a maximum of 25 extra credit points (5% of 500 pts).

Plagiarism Policy

Any instance of plagiarism will result, at minimum, in a failing grade (0 points) on an assignment. It is possible that an instance of plagiarism could result in failure in the entire course, depending on the extent to which the plagiarism rules are violated.

Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references… By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments.
On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgment of indebtedness. Indebtedness must be acknowledged whenever:
1. one quotes another person's actual words or replicates all or part of another's product;
2. one uses another person's ideas, opinions, work, data, or theories as one's own, even if they are completely paraphrased in one's own words;
3. one borrows facts, statistics, or other illustrative materials--unless the information is common knowledge.
Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of Academic Learning Services (68 PLC, 346-3226).

ADDITIONAL NOTES

Late Assignment Policy
Assignments turned in later than the beginning of class on the date due will receive a 10% deduction in points. Assignments turned in one day late will receive a 20% deduction and assignments turned in two days late will receive a 30% deduction. Assignments turned in more than two days after the deadline will receive NO credit.

No Electronic Submission
Assignments may not be submitted electronically, except by prior permission of the instructor. All assignments must be clearly printed (no fuzzy toner), stapled, and turned in at class (reaction papers) or to the psychology office (131 Straub Hall) .

- **Concerns**: If you find yourself doing more poorly in the class than anticipated, please see the instructor *sooner* rather than later. If you wait to come forward with any problems, you may find that it is too late to do anything about your grade.
- **Accommodations**: If one of the following applies to you, please see the instructor *as soon as possible* to make adjustments. You are strongly encouraged to contact Disability Services if you have a non-documented condition that prevents you from learning (346-1155). With advance planning, adjustments are relatively easy. Adjustments at the last minute are problematic and sometimes not possible:
  - Documented learning or medical disability;
  - Non-documented need for adjustments to help you learn;
  - On a sports team that travels this quarter;
  - English is not your first language.

ACCESSING BLACKBOARD

Logging On: You MUST have an email address and be registered for the class in order to log on to *Blackboard.* If you are registered, then you should have received an email letting you know that you are registered for the site. If you do not have an email address, go to the Information Technology Center (ITC) in the Knight Library (2nd floor). If you are having difficulty, check the ITC website at http://libweb.uoregon.edu/kitc/faq/faq.html.

- Go to http://bb1.uoregon.edu
  - Username: your email address (e.g., amanneri@darkwing)
  - Password: your email password

PSY 475 / Mannering / Winter 2005 Lecture Topics and Assigned Readings:

Week	Day	Date	Topic	Readings
Week 1:	T	Jan 4	Introduction	none
	TH	Jan 6	Theories of Cognitive Development	Ch. 1
Week 2:	T	Jan 11	Perceptual Development	Ch. 2
	TH	Jan 13	Folk Physics: Object Concepts	Ch. 3 (pp. 63-86) Reading 1
Week 3:	T	Jan 18	Folk Physics: Causality	Ch 3 (remainder)
	TH	**Jan 20**	Number Concepts **Paper Topic Due**	Ch. 4(pp. 124-135)
Week 4:	T	Jan 25	Midterm 1	
	TH	Jan 27	Language Development	Ch. 8
Week 5:	T	Feb 1	Models & Pretend Play	Ch. 4 (pp. 99-108) Reading 2
	TH	**Feb 3**	Self (and Other) **Journal Article Selection Due**	Ch. 6 (220 - 232) Reading 3
Week 6:	T	Feb 8	Theory of Mind	Ch. 6 (pp. 177-219)
	TH	Feb 10	Autism and Executive Function	Reading 4, 5, 6
Week 7:	T	Feb 15	Naïve Biology	Ch. 4 (pp. 108-124)
	TH	**Feb 17**	*Analogical Reasoning * (on Midterm 3 NOT Midterm 2) **Outline for Paper Due**	Reading 7
Week 8:	T	Feb 22	Midterm 2	
	TH	**Feb 24**	Memory Development **Outline for Group Presentation Due**	Ch. 7
Week 9:	T	March 1	Imagination: Distinguishing Fantasy And Reality	Reading 8
	TH	March 3	Magical Thinking/ Counterfactual Reasoning	Ch. 5
Week 10	T	March 8	Conclusions and Presentations	Ch. 9
	TH	March 10	Presentations	
Finals Week	T	**March 15**	**Final Exam at 1:00 pm**	
	TH	**March 17**	**Papers due by 4:30 pm** (turn in at Psychology Department Office, Straub 131)	

List of Required Readings (in addition to textbook):

1. Baillargeon, R. (1994). How do infants learn about the physical world? Current Directions in Psychological Science, 3, 133-140.

2. 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.

3. Meltzoff, A.N. & Brooks, R. (2001). "Like Me" as a building block for understanding other minds: Bodily acts, attention, and intention. In B. Malle, L.J. Moses, and D.A. Baldwin (Eds.). Intentions and Intentionality: Foundations of Social Cognition. pp. 171 – 191. Cambridge, MA: The MIT Press.

4. 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.

5. Mischel, W., Shoda, Y., & Rodriquez, M.L. (1989). Delay of gratification in children. Science, 244, 933-938.

6. Carlson, S.M. & Moses, L.J. (2001). Individual differences in inhibitory control and children's theory of mind. Child Development, 72, 1032-1053.

7. Goswami, U. (1991). Analogical reasoning: What develops? A review of research and theory. Child Development, 62, 1-22.

8. Woolley, J.D. (1997). Thinking about fantasy: Are children fundamentally different thinkers and believers from adults? Child Development, 68, 991-1011.

PSY 475 ADDITIONAL READINGS – Winter 2005

These readings are not required but a relevant to the topics we will be discussing in lecture. For each reading, the relevant topic / lecture dates are provided.

Infant Object Concepts/Causality – January 13th and 18th

Schlottmann, A. (2001) Perception versus knowledge of cause and effect in children: When seeing is believing. Current Directions in Psychological Science, 10, 111-115

Number Concepts – January 20th

Wynn, K. (1996). Infants' individuation and enumeration of actions. Psychological Science, 7, 164 - 169.

Language – January 27th

Baldwin, D.A. (2000). Interpersonal understanding fuels knowledge acquisition. Current Directions in Psychological Science, 9, 40-45.

Pretend Play – February 1st

Harris, P.L. (2000). The Work of the Imagination. Oxford: Blackwell Publishers, Ltd. (will be using Chapter 2: Pretend Play. pp.8-28)

Theory of Mind – February 8th and 10th

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.

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.

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. pp. 111-139. Chicago, IL: University of Chicago Press.

Executive Function - February 10th

Zelazo, P.D. & Qu, L. (in press). Hot and cool aspects of executive function: Relations in early development. In W. Schneider, R. Schumann-Hengsteler, & B. Sodian (Eds.), Young children's cognitive development: Interrelationships among executive functioning, working memory, verbal ability, and theory of mind. Mahwah, NJ: Erlbaum.

Folk Biology – February 15th

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.

Memory – February 24th

Bruck, M. & Ceci, S.J. (1997). The suggestibility of young children.
Current Directions in Psychological Science, 6, 75-79.

Imagination / Fantasy – March 1st

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)

Magical Thinking – March 3rd

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.

Imagination and Counterfactual Thinking – March 3rd

Harris, P.L., German, T. & Mills, P. (1996). Children's use of counterfactual thinking in causal reasoning. Cognition, 61, 233-259.

Mechanisms of Cognitive Development / Conclusions – March 8th

Siegler, R.S. (2000). Unconscious insights. Current Directions in
Psychological Science, 9, 79-83.