

Psychology 475
Cognitive Development
Fall 2011 Syllabus

Mondays & Wednesdays 12:00-1:20 pm
Lillis 112

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Office: 375 Straub Hall

Office hours: Tuesdays 4:00-5:00 & or by appointment

Course Description:

This course is designed to provide an introduction to the field of cognitive development. We will explore the scientific methods researchers use to investigate when and how our splendid cognitive abilities develop, and review the findings of research in the field. Furthermore, we will discuss how these research findings can inform our daily decisions and invigorate public policy in various settings.

We will cover a variety of topics including perception, attention, memory, social cognition, executive functioning, and language, with a focus on infancy and early childhood. We will not have time to cover all topics that pertain to cognitive development. However, if a topic that you are particularly interested in is not included in the class schedule, you may choose to focus on that topic for your term project.

Required readings:

1) Textbook:

Goswami, U. (2008). *Cognitive Development: The Learning Brain*. New York, NY: Psychology Press.

Note: A copy of the textbook is on reserve in the Knight Library.

2) Selected readings posted in the "Readings" section of Blackboard. In this section, you will find weekly folders with details about both required and recommended readings for each lecture.

Blackboard:

Blackboard will be a critical source of course-related information throughout the term. Any changes to the lecture or course schedule will be posted on this site. In addition, lecture slides, study guides, additional readings, handouts, grades, and other materials will be posted there. Check the Blackboard website regularly for course related materials and announcements. You can get to the course web site by logging into <http://blackboard.uoregon.edu>. If you need help using Blackboard, please refer to <http://libweb.uoregon.edu/scis/blackboard/help>.

Important announcements will also be sent via email, so it is best to get into the habit of checking your email daily. If you send an email to the instructor, expect to receive a reply within 24 hours.

Grading:

Course work	Points
In-class activities	200
Midterms	500
Final project	300
Total	1000*

* Up to an additional 30 points will be offered as extra credit opportunities.

Requirements include the following:

In-class activities (200 points):

You will have a total of 15 daily activities, administered during lectures. Each daily set will be worth 20 points. Your top 10 scores will be used for your final score, out of 200 points. The activities will include material from the assigned readings and lecture of the day. The goal of these in-class activities is to improve note-taking skills and promote critical thinking of the material covered in class and readings. There will be no make-up for any of the activities, so if you miss one for any reason, your score will be 0 for that activity.

Midterms (500 points):

Midterms will cover material from the assigned readings and lectures. You will have 3 midterms (please see the class schedule for the days each midterm will be administered). Each midterm will be worth 250 points. Your top 2 midterm scores will be used for your

final score, out of 500 points. There will be no make-up midterms, so if you miss a midterm for any reason, your score will be 0 for that exam. Please expect to see a variety of question formats, including true/false statements, fill-in-the-blank sentences, multiple-choice questions, and/or short essays. Due to the nature of the course, midterms will inevitably be somewhat comprehensive, but the majority of the questions will be on the more recent topics covered up to that midterm.

At the end of each lecture, you will receive a study guide on the topics covered in the readings and the lecture. These guides will be available at the end of lectures to ensure that students have plenty of time to go over each topic and be prepared to answer all the questions, hopefully without cramming all the information right before the exams. Not all the questions included in the study guides will appear on the tests, but even if they appear in a different format, all the questions will eventually come from the study guides. There will not be any review sessions. However, all students are encouraged to visit the instructor during office hours to discuss any questions. If the office hours do not work around your schedule, email the instructor to set up an appointment.

Final project:

Students will focus on a topic of their choice to prepare a project. Before the final project is submitted, students will turn in the title/topic of their projects and 5 prints of abstracts from peer-reviewed scientific journal articles that they plan on using for their projects on 10/10/11 in class. Late assignments will not be accepted. In addition, an outline of the final project will be submitted on 10/31/11 in class. Late assignments will not be accepted. The final project will consist of two components: 1) a 6-8 page, double-spaced, APA-style paper reviewing research findings related to this topic and discussing future directions; 2) a one-page flyer addressed to parents, informing them about this particular topic.

If you would like to get detailed feedback on your paper in progress, you have an option to turn in a draft by 11/21/2011. No drafts will be accepted after this deadline. The amount of feedback drafts receive will depend on the quality of the draft. The drafts are optional and students will not receive any points for turning in the drafts. This option is provided to encourage students to work on their projects in a timely fashion and seek help with problem areas in their writings, and ultimately improve the end product. The final project (review paper and flyer) is due **Wednesday, December 7th by noon**. A letter

grade will be subtracted for each day late and papers submitted later than December 10th at noon will not be accepted. Papers should be submitted via email to the instructor at ecakir@uoregon.edu. Until you receive a confirmation email from the instructor, please do not assume that your paper was received and opened without any problems.

The points for the final project are as follows:

Assignment	Points
Research question and 5 research article abstracts (due 10/10/2011)	25
Outline (due 10/31/2011)	25
Draft (optional, but will not be accepted after 11/21/2011)	N/A
Review Paper	200
Parent flyer	50
Total	300

Extra credit options: A total of up to 30 points will be available as extra credit during the term. Students interested in an extra credit assignment can serve as participants in the Psychology Human Subjects Pool.

If you decide to participate, you will earn 10 points for each SONA credit you receive (e.g. If you participate in a 1 hour-experiment, you will receive 1 credit, which will translate into 10 class points). You can earn up to 30 points (i.e. complete 3 hours of research participation) as extra credits toward your final grade.

To participate, follow the guidelines for the Human Subject Pool posted at:

<http://psychweb.uoregon.edu/undergrad/humansubjects.htm>

Students that prefer not to participate in the Psychology Human Subjects Pool can instead collect extra credit by writing 3 short reflection papers (each worth up to 10 points) on a topic related to cognitive development, but NOT covered in class. If this is your preference, please contact the instructor to discuss the details of the requirement.

Final letter grades:

<u>Letter grade</u>	<u>Points (total points divided by 10)</u>
A	921 and above
A	900-920
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D	600-699
F	Below 600
Other	P, I, W

What do letter grades mean at the UO?

A: Excellent

B: Good

C: Satisfactory

D: Inferior

F: Unsatisfactory

P: Pass

I: Incomplete

W: Withdrawn

Weekly Schedule of Topics and Assignments

This is only a working draft of the course outline. It may be revised as the quarter progresses. Dates on which particular topics are to be discussed in class are subject to change. However, the due dates of assignments will not be changed.

Week	Monday	Wednesday
1	<u>9/26/11</u> Introduction	<u>9/28/2011</u> Methods
2	<u>10/3/2011</u> Brain Development	<u>10/5/2011</u> Infant perception
3	<u>10/10/2011</u> Mental representations in infancy * Project idea and abstracts due	<u>10/12/2011</u> Language development
4	<u>10/17/2011</u> Conceptual development	<u>10/19/2011</u> Midterm 1
5	<u>10/24/2011</u> Memory	<u>10/26/2011</u> Social cognition
6	<u>10/31/2011</u> Social cognition II * Project outlines due	<u>11/2/2011</u> Executive function
7	<u>11/7/2011</u> Causal reasoning and problem solving	<u>11/9/2011</u> Midterm 2
8	<u>11/14/2011</u> Development of academic skills	<u>11/16/2011</u> Culture and cognition
9	<u>11/21/2011</u> Developmental disorders * Optional drafts due	<u>11/23/2011</u> Neural plasticity
10	<u>11/28/2011</u> Trainings & Interventions	<u>11/30/2011</u> Midterm 3

*** Final paper is due Wednesday December 7th by noon via email.**

Important Additional Notes

Guidelines for Learning: The Psychology Department has recently developed guidelines for teaching and learning in Psychology. These guidelines can be accessed at the following web address:

<http://psychweb.uoregon.edu/undergraduates/guidelines>

Students with Disabilities: If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor soon. Furthermore, please contact Accessible Education Center (ACE, formerly known as Disability Services). They are located in 164 Oregon Hall and can be reached at 346-1155. Also please request that the Counselor for Students with Disabilities send a letter verifying your disability. (disabsrv@uoregon.edu). In addition to their regular services, this Fall they are offering the following support groups: Stress Surfing, Social Connectedness, Cancer Survivor Support, ADHD for upper class students & freshmen.

Study skills resources: Teaching and Learning Center offers various workshops throughout the term, such as Maximizing Time, In the Midst of Midterms, Speed Reading Basics, and Preparing for Finals. They also offer Study Skills Resources online, which can be reached at: <http://tlc.uoregon.edu/learningservices/studyskills/index.html>

Students for whom English is a Second Language: If you are a non-native English speaker and think you may have trouble in this course due to language difficulties, please see the instructor as soon as possible to make any necessary special arrangements.

If you are ill: Please contact the instructor as soon as possible. If you develop influenza symptoms, PLEASE STAY HOME from class for at least 24 hours after your fever is gone. Please refer to the following webpage for more information on how to stay well during flu season and vaccination:

<http://www.lanecounty.org/Media/News/Pages/CommunityFluClinicsBeginMonday,October42010.aspx>

University of Oregon Policy on Academic Dishonesty

The text below is adopted verbatim from the following link:

<http://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.html>

Forms of Academic Dishonesty

Plagiarism

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, such as footnotes. Expectations may vary slightly among disciplines. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. 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 acknowledgement 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, 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 the Teaching and Learning Center (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another.

Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

Fabrication

Fabrication is the intentional use of information that the author has invented when he or she states or implies otherwise, or the falsification of research or other findings with the intent to deceive.

Examples include, but are not limited to:

1. citing information not taken from the source indicated;
2. listing sources in a reference not used in the academic exercise;
3. inventing data or source information for research or other academic exercises.

Cheating

Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including the giving or receiving of unauthorized help in an academic exercise.

Examples include, but are not limited to:

1. copying from another student's test paper, computer program, project, product, or performance;
2. collaborating without authority or allowing another student to copy one's work in a test situation;
3. using the course textbook or other material not authorized for use during a test;
4. using unauthorized materials during a test; for example, notes, formula lists, cues on a computer, photographs, symbolic representations, and notes written on clothing;
5. resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor;
6. taking a test for someone else or permitting someone else to take a test for you.

(Prepared by the University of Oregon Student Conduct Committee and the Office of Students Life)