

Psychology 475
Cognitive Development
Winter 2012 Syllabus

Tuesdays & Thursdays 10:00-11:20 am
Straub 142

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Office hours: Fridays 1:00-2:00 pm & 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 the 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 final 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 | 150 |
| Exam 1 | 150 |
| Exam 2 | 200 |
| Exam 3 | 200 |
| Final project | 300 |
| Total | 1000* |

* Up to an additional 20 points will be available as extra credit opportunities.

Requirements include the following:

In-class activities (150 points):

You will have a total of 17 daily activities, administered during lectures. Each daily set will be worth 10 points. Your top 15 scores will be used for your final score, out of 150 points. The activities will include material from the assigned readings and lecture of the day. The goal of these in-class activities is to promote critical thinking of the material covered in class and the 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.

Exams (550 points):

Exams will cover material from the assigned readings and lectures. You will have 3 exams (please see the class schedule for the days each exam will be administered). The **first exam** will be worth **150** points. The **second and the third exams** will be worth **200** points each. If you miss an exam for any reason, or you would like to drop one of the exams, you will have the opportunity to take a make-up exam during the finals week. Please note that the **make-up exam will be comprehensive** (i.e. it will include materials from the beginning of the term until the end).

The exams may include 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, the exams

will inevitably be somewhat comprehensive, but the majority of the questions will be on the more recent topics covered up to that exam.

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. 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:

The final project will consist of two components:

- 1) A 6-8 page, double-spaced, APA-style paper reviewing research findings on a topic of your choice that relates to cognitive development. Please note that you will be required to:
 - a. Cite at least 5 peer-reviewed journal articles in your paper.
 - b. Discuss future directions for research
- 2) A one-page flyer addressed to parents, informing them about this particular topic.

Before the final project is submitted, you will turn in the title/topic of your project and 5 articles (in pdf format) from peer-reviewed scientific journals that you plan on using for your project. This assignment is due on **Thursday, February 9th** via Blackboard by midnight (12 am). Late assignments will not receive any points. However, you will still be required to complete this assignment before you submit your final project. Until the instructor approves your topic and the minimum of five articles you plan on citing, your final project will not be accepted under any condition.

The final project (review paper and flyer) is due **Wednesday, March 21st by noon**. A letter grade will be subtracted for each day late and papers submitted later than March 23rd at noon will not be accepted. Papers and flyers should be submitted via SafeAssign on Blackboard. If you have worries about technical difficulties, please contact the instructor and ask for a confirmation that your materials are correctly uploaded on Blackboard.

The points for the final project are as follows:

| Assignment | Points |
|--|--------|
| Research question and 5 research articles (due 2/9/12) | 50 |
| Review Paper (due 3/21/12) | 200 |
| Parent flyer (due 3/21/12) | 50 |
| Total | 300 |

Extra credit options: If you are interested in receiving extra credit, you can give a class presentation on the methods and results of a peer-reviewed journal article. Please contact the instructor for details.

Final letter grades:

| Letter grade | Points (total points divided by 10) |
|--------------|-------------------------------------|
| A | 930 and above * |
| A- | 900-929 |
| 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 |

* A+ is reserved for the top two grades in class.

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 | Tuesday | Thursday |
|------|---|---|
| 1 | <u>1/10/12</u> Introduction | <u>1/12/12</u> Methods |
| 2 | <u>1/17/12</u> Brain Development | <u>1/19/12</u> Infant perception |
| 3 | <u>1/24/12</u> Mental representations in infancy | <u>1/26/2011</u> Language development |
| 4 | <u>1/31/12</u> Exam 1 | <u>2/2/12</u> Memory |
| 5 | <u>2/7/12</u> Social cognition | <u>2/9/12</u> Social cognition II Project topic and 5 journal articles due by midnight |
| 6 | <u>2/14/12</u> Executive function | <u>2/16/12</u> Conceptual development and reasoning |
| 7 | <u>2/21/12</u> Culture and cognition | <u>2/23/12</u> Exam 2 |
| 8 | <u>2/28/12</u> Developmental disorders 1 | <u>3/1/12</u> Developmental disorders 2 |
| 9 | <u>3/6/12</u> Effects of early experience | <u>3/8/12</u> Neuroplasticity |
| 10 | <u>3/13/12</u> Trainings & Interventions | <u>3/15/12</u> Exam 3 |

*** Final paper and flyer are due Wednesday March 21st by noon on Blackboard.**

*** The make-up exam will take place at 8 am on March 22nd in Straub 142.**

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)