COGNITIVE DEVELOPMENT
PSY 475/575
CRN: 25604/26862
Winter 2013
M, W 2:00 – 3:20 pm
105 ESL

Course website: http://blackboard.uoregon.edu

Instructor: Amanda Hampton Wray
Email: hamptonw@uoregon.edu
Office: LISB 123
Phone: 346-4892
Office hours: T 11-12 pm, W 4-5 pm & by appointment

Teaching Assistant: Robbie Ross
Email: robbier@uoregon.edu
Office: Straub 493
Office hours: By appointment

Course Overview:

This course will provide an introduction into the core issues and scientific methods of studying cognitive development. It is difficult to discuss cognition without discussing biology; therefore, this class will emphasize the contributions of cognitive neuroscience to various issues of cognitive development. The course will cover the development of cognition from infancy through adolescence, focusing on early childhood, including topics of perception, attention, language, memory, executive function, social cognition, and atypical development.

Required readings:

- Selected readings as assigned will be 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.

Recommended readings:

- Goswami, U. (2008). *Cognitive Development: The Learning Brain.* New York: Psychology Press.
    - Available at the UO Duck Store

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, 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 approximately 24 hours.

Course Requirements/Grading:

In-class activities	150 points total
Exam 1	200 points
Exam 2	200 points
Project 1	200 points
Final project	250 points
TOTAL AVAILABLE	**1000 points**

Final Letter Grades:

A+	975 and above points
A	925-974 points
A-	900-924 points
B+	875-899 points
B	825-874 points
B-	800-824 points
C+	775-799 points
C	725-774 points
C-	700-724 points
D	600-699 points
F	Less than 600 points
P, I, W	Other grading options

In-Class Activities (150 points total):

You will have a total of 17 daily activities throughout the term, administered during lectures. Each daily set will be worth 10 points. Your top 15 scores will be used for computing your final score, out of 150 points. The activities will include in-class quizzes on materials 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 (400 points total):

Exams will consist of multiple choice, true/false, fill-in-the-blank, short-answer, and/or short essay questions and will cover material from the assigned readings (posted to Blackboard) **AND** lectures. There will be two mandatory exams (Exams 1 & 2: 200 points each – dates listed on the class schedule). The final exam is optional. If you missed an exam or would like to drop one of your exam grades, you will have the opportunity to take the final exam. The final exam will be **comprehensive** and more challenging than the two midterm exams.

Projects (450 points total):

All assignments uploaded to Blackboard should be in Word (.doc or .docx) or .pdf format. ALWAYS include your last name in the title of the uploaded assignment.

Project #1 (200 points): Due Monday, February 11, 2013, 2:00 pm
The first project will be to review and critique a peer-reviewed journal article of your choice. You will find your own original, peer-reviewed journal article related to cognitive development. There are numerous articles cited in the textbook or you may find an article using journal article search engines (PsycInfo, PubMed, Medline, etc.). You will write a detailed summary and critique of the purpose, research methods, results, and discussion presented in the article.

- You will submit your article for instructor approval prior to Project #1. The article proposal will be uploaded to Blackboard and is due no later than **Monday, January 28, 2013, 2:00 pm**.

Project #2 (250 points): Due Thursday, March 21, 2013, 5:00 pm
The second project will involve choosing a specific research question and write a research proposal based on your research question. The second project will involve:

- Research proposal topic to be approved by the course instructor. Upload your Research Topic Proposal to Blackboard no later than **Thursday, February 20, 2013, 2:00 pm.**
    - A written one paragraph proposal submitted to the course instructor with all of your peer-reviewed article included in a reference list
- Papers are expected to be:
    - PSY 475 students – 5-7 pages containing at least four peer-reviewed articles and the textbook
    - PSY 575 students – 10-12 pages containing at least seven peer-reviewed articles and the textbook
    - An introduction – this will contain background information related to your question, including previous findings from at least four (for PSY 475 students) or seven (for PSY 575 students) relevant peer-reviewed articles and your textbook, why this is a question of importance in cognitive development, and what hypotheses you are proposing to evaluate in your proposal
    - A methods section – this will contain specific populations to be assessed, the specific method (behavioral and/or neuroimaging) to be used, the stimuli to be used, type of data to be collected, and the analyses of the data.

More detailed descriptions of requirements for each project are available on Blackboard.

Extra Credit:

You may choose to complete two optional extra credit assignments. Additional details are available on Blackboard.

1) A two-page informational flier targeted toward the general public (i.e., parents, teachers) on a topic of your choice related to cognitive development. **(up to 25 points)**

2) Attend and/or participate in one of the Brain Awareness Week events March 10-17, 2013 and then write a two to three page paper discussing what you learned at the event. **(up to 25 points)**

More detailed descriptions of requirements for each extra-credit project are available on Blackboard.

Late Work:

All dates and assignments are available at the beginning of the term, providing adequate time for preparation of projects and for exams. Please plan ahead and do not wait until the last minute to work on assignments. Late work is NOT accepted and any assignments turned in late will receive a grade of 0.

Lecture Notes:

Lecture notes for each class will be posted on Blackboard by 12:00 pm the day of class.

Schedule:

Please note that the schedule is subject to change. Any changes in schedule will be announced in class and posted to Blackboard.

Additional Information:

1. **Guidelines for Teaching and Learning:** The Psychology Department has developed guidelines for teaching and learning in Psychology. These guidelines can be accessed at the following web address: http://psychweb.uoregon.edu/undergraduates/guidelines
    a. Please read these guidelines carefully as they clarify our general expectations and goals for each other in this course.

2. **Academic Honesty:** As a member of the university community you are expected to be honest and forthright in all your academic endeavors. To falsify the results of one's research, to present the words, ideas, data, or work of another as one's own, or to cheat on an examination corrupts the essential process by which knowledge is advanced.
    a. All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly.
    b. Violations will be taken seriously and are noted on student disciplinary records. If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with the instructor before you complete any relevant requirements of the course. For more information regarding academic honesty and the student conduct code at the University of Oregon, visit the University's Office of Student Life website at: http://studentlife.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/ Default.aspx
    c. Any assignment or exam containing academic dishonesty (i.e., plagiarism, cheating, fabrication, etc.) will receive a grade of 0 and will not have the opportunity to be

redone.

3. **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. A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:
        i. one quotes another person's actual words or replicates all or part of another's product;
        ii. one uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words;
        iii. one borrows facts, statistics, or other illustrative materials—unless the information is common knowledge.
    b. 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.
    c. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

4. **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.
    a. Examples include, but are not limited to:
        i. citing information not taken from the source indicated;
        ii. listing sources in a reference not used in the academic exercise;
        iii. inventing data or source information for research or other academic exercises.

5. **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.
    a. Examples include, but are not limited to:
        i. copying from another student's test paper, computer program, project, product, or performance;
        ii. collaborating without authority or allowing another student to copy one's work in a test situation;
        iii. using the course textbook or other material not authorized for use during a test;

iv. using unauthorized materials during a test; for example, notes, formula lists, cues on a computer, photographs, symbolic representations, and notes written on clothing;
v. resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor;
vi. 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 & the Office of Students Life)

6. **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. It would be wise to contact Disability Services (164 Oregon Hall, 346-1155, disabsrv@uoregon.edu, http://ds.uoregon.edu/). Also please request that the Counselor for Students with Disabilities send a letter verifying your disability.
    a. (Counselor for Students with Disabilities: Molly Sirois, 346-3211, 164 Oregon Hall, 346-1073, sirois@uoregon.edu)

Class Schedule (subject to change)

Readings are assigned by topic and are posted on Blackboard.
Instructor will announce changes in class and post to Blackboard.

Week	Date	Topics & Deadlines
1	1-7	Introduction
	1-9	Brain anatomy & Methodologies
2	1-14	Brain Development
	1-16	Infant Perception
3	1-21	Martin Luther King, Jr. Day – NO CLASS
	1-23	Mental Representations in Infancy
4	1-28	**PROJECT #1 ARTICLE APPROVAL DUE – Blackboard – 2:00 pm** Language Development 1
	1-30	Language Development 2
5	2-4	Memory
	2-6	**EXAM #1**
6	2-11	**PROJECT #1 DUE – Blackboard – 2:00 pm** Social Cognition
	2-13	Executive Function
7	2-18	Development of Reading & Mathematical Skills
	2-20	**PROJECT #2 PROPOSAL DUE – Blackboard – 2:00 pm** Developmental Disorders I
8	2-25	Developmental Disorders II
	2-27	Neuroplasticity
9	3-4	**EXAM #2**
	3-6	Effects of Early Experience
	3-10	**Brain Awareness Expo – WOW Hall – 1:00 – 4:00 pm**
10	3-11	Training & Interventions I
	3-13	Training & Interventions II
	3-14	**Brain Awareness Science Pub – Cozmic Pizza – 7:00 pm**
	3-17	**Jog Your Brain 5K – Alton Baker Park – 2:00 pm**
FINAL	3-19	**FINAL EXAM – Location TBA – 3:15 pm**
	3-21	**FINAL PROPOSAL DUE – Blackboard – 5:00 pm**