

Psychology 475  
Cognitive Development  
Spring 2015

Tuesdays & Thursdays 12:00-1:20 pm  
PAC 30

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Office hours: Wednesdays 1:30-2:45 pm

**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:**

Selected readings 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.

**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, required readings, 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	% of final grade
In-class activities	15
Exams	60
Essays	25
Total	100

### Final letter grades:

A: 90 and above

B: 80-89

C: 70-79

D: 60-69

F: Below 60

Other: P, I, W

\* A+ is reserved for the student who receives the highest score in class.

\* There are no other +/- letter grade options.

### What do letter grades mean at the UO?

A: Excellent

B: Good

C: Satisfactory

D: Bare minimum

F: Unsatisfactory

P: Pass

I: Incomplete

W: Withdrawn

Also see <http://psychology.uoregon.edu/courses/departments-grading-standards/>

### Requirements include the following:

#### In-class activities (15 %):

You will have a total of 17 daily activities, administered during lectures. Each one will be worth 1% of your final grade points. Your top 15 scores will be used for your final score. This means you can miss or drop 2 in-class activities without losing any 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 materials 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.

### Exams (60 %):

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). Each exam will be worth 20% of the final grade. Please expect to see a variety of question formats, including multiple-choice questions, fill-in-the-blank sentences, and short essays. Due to the nature of the course, 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. 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.

### Make-up exam:

There will be a comprehensive make-up exam in case you miss an exam or would like to drop one of the exams you took during the term. The make-up exam will take place during the finals week, **8:00 a.m. Monday June 8th in class**. If you are content with your exam scores, you are not expected to take this exam.

### Essays (25%):

You will complete two essay assignments. The goal of these assignments is to encourage application of scientific findings to issues in education, public health, and/or the law. For each assignment, you will select a topic from three options posted on Blackboard. For each topic, there will be a folder on Blackboard that includes a set of peer-reviewed empirical papers and one question. You will submit a one-page single-spaced essay for each assignment. Essays should not be longer than 500 words. Please submit your essays directly to Blackboard, using SafeAssign. If you submit an assignment after its due date, your grade will be reduced 25% for the first day, 50% for the second day, and will no longer be accepted after this grace period without some documentation of medical or family emergency.

You will read 2 empirical papers for the first assignment and the essay will be worth 10% of your final grade. You will read 3 empirical papers for the second assignment and the second essay will be worth 15% of your final grade.

A grading rubric will be available for each assignment and you are highly encouraged to use this rubric as a checklist to make sure you are covering all the requirements for an assignment.

### Weekly Schedule of Topics and Assignments

Please note that 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, exam and assignment schedules will not be changed.

<b>Week</b>	<b>Date</b>	<b>Topic</b>
Week 1	3/31	Introduction
	4/2	Methods
Week 2	4/7	Brain development
	4/9	Perception
Week 3	4/14	Action
	4/16	<b>Exam 1</b>
Week 4	4/21	Language
	4/23	Social Cognition
Week 5	4/28	Imagination
	4/30	Executive Function
Week 6	5/5	Attention
	5/7	Cultural differences; <b>Essay 1 due by 9:00 pm</b>
Week 7	5/12	<b>Exam 2</b>
	5/14	Memory
Week 8	5/19	Developmental Disorders I
	5/21	Developmental Disorders II
Week 9	5/26	Early adversity
	5/28	Neuroplasticity
Week 10	6/2	Trainings and interventions
	6/4	<b>Exam 3</b>
Finals week	6/8	Make-up exam Monday 8:00 a.m.
	6/10	<b>Essay 2 due by 9:00 pm</b>

## 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>

**Accessible education:** If you have a documented need for accommodations in this course, please make arrangements to meet with the instructor soon. Furthermore, please contact Accessible Education Center. They are located in 164 Oregon Hall and can be reached at 346-1155. Also please request that the Accessible Education Center send a letter verifying your documented needs for accommodations.  
<http://aec.uoregon.edu>

**Study skills resources:** Teaching and Learning Center offers various programs and workshops throughout the term.  
<http://tlc.uoregon.edu>

**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 AT HOME and away from class for at least 24 hours after your fever is gone.

### **Academic Misconduct at the University of Oregon**

Upon the discovery of suspected Academic Misconduct as detailed below, the instructor will follow the Academic Misconduct Procedures detailed by the Office of the Dean of Students.

The text below is adopted verbatim from the following link:

<https://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode.aspx>

(1) "Academic Misconduct" means the violation of university policies involving academic integrity. Examples include, but are not limited to:

(a) Intentional tampering with grades, resubmitting assignments for more than one class without the permission of the professor; and

(b) Intentionally taking part in obtaining or distributing any part of a test that has not been administered;

(c) Cheating, as defined in 571-021-0105(3);

(d) Plagiarism, as defined in 571-021-0105(26);

- (e) Knowing furnishing false information to a University Official; and
- (f) Fabrication, as defined in 571-021-0105(14).

(3) "Cheating" means any 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. Examples include but are not limited to:

- (a) Giving or receiving unauthorized help in an academic exercise;
- (b) Use of sources or resources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
- (c) Acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff; and
- (d) Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

(14) "Fabrication" means 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.

(26) "Plagiarism" means using the ideas or writings of another as one's own. It includes, but is not limited to:

- (a) The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement; and
- (b) The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.