

PSYCHOLOGY 314 COGNITIVE DEVELOPMENT
Winter Term 2008 DWE 1501 Tuesdays 2:30-5:20p.m.

Description: This course will introduce you, in depth, into state-of-the-art research on current areas of debate in cognitive development including infant social cognition, children's developing theory of mind, language acquisition, conceptual development, autobiographical memory and scientific thinking. Different methodologies and mechanisms of cognitive change will also be covered. Content and lecture material is drawn from primary readings from top journals and books written by leading researchers from a variety of disciplines (e.g., developmental psychology, psycholinguistics, developmental cognitive neuroscience, comparative psychology, and cognitive science).

Instructor: Dr. Daniela O'Neill PAS 4015 Office hour: Monday 2:00-3:00 p.m.

TAs: Agnieszka Polanowski PAS 4012 Office hour: Monday 3:30-4:30 p.m.

Grayden Salmon PAS 2240 No office hour.

Email: All email regarding this course should be sent to the address **psych314@watarts.uwaterloo.ca** where it will be received by myself and the TAs.

Website: The website for this course is on **UW ACE** (uwace.uwaterloo.ca). Here you will find the course syllabus and all required readings for the course in pdf form for you to download. Note that if there is a discrepancy between the hard copy syllabus and the syllabus posted on UW-ACE, the syllabus on UW-ACE will be deemed the official version. A copy of the powerpoint slides will be posted before each lecture, generally by early Tuesday morning. All grades will be posted on ACE. In addition, all important announcements pertaining to the whole class will be posted here. Should inclement weather possibly alter lecture/midterm/exam schedules, information will be posted here. I am not allowed to cancel a lecture unless the university officially declares it is closed. The university closes in the *morning* only once the Waterloo County Board of Education has decided to close ALL its schools. Only in extreme circumstances does the university close *during the day* once classes and business hours have started. If the university is closed, this will be reported formally on local radio stations, UWInfo, and on the university's main voicemail system. These are the official and best sources to check on stormy days. Class will automatically be cancelled if the university is declared officially closed by these sources.

Evaluation: There will be two in-class midterms and one final exam:

Midterm 1 will be on **Feb. 5** (worth 30% of final grade)

Midterm 2 will be on **Mar. 4** (worth 30% of final grade)

On each of these two classes, the midterm is scheduled for 2:30 to 3:30 p.m.

This will be followed by a short break from 3:30 to 3:45 p.m. and a lecture from 3:45 to 5:20 p.m.

The **Final Exam** (worth 40% of your final grade) will be scheduled during the **formal exam period (Apr. 10 to 24)**. Note that the official university exam period extends until **Apr. 24** – do not make plans to leave town before this date until our exam has been formally scheduled. (I will announce this in class and the date will be posted on the course website as soon as available.)

The midterms and final exam will feature only multiple choice questions. The questions will be drawn from material in all the readings and lectures. Some questions will require you to apply what you have learned to a novel problem. They are all closed-book exams.

Readings: Each lecture in this course has accompanying required readings as specified in detail in the course syllabus. Copies of all of these readings are in PDF form for you to download on UW-ACE (Materials Section).

Lectures: In my lectures, I will usually try to do three things: first, provide a bigger context for the article(s) you read for that day; second, go through the material in the article to help you understand it fully; and third, present new findings and studies that go beyond the article(s) but that pertain to the topic in order to give you more background about the topic and important findings and studies. As such, I highly recommend that you attend all lectures. You will get the most out of my lectures if you have read the readings in advance and bring the relevant text/readings to lecture, as I will reference parts of the reading at times and you may want to mark these passages in your reading. Lecture material will be prominent on the tests in this course, and given that material will be covered that is not in the readings, attending lectures will ensure a better grade! The schedule below outlines in detail the material that will be covered at each lecture. A copy of the powerpoint slides will be posted before each lecture, generally by early Tuesday morning. However, I don't recommend writing your notes on these slides, or only using these slides from which to study. I recommend using them to supplement lecture notes of your own that you write during lecture. (That is, you can reference slides in your notes that contain tables, graphs etc. that would be cumbersome to reproduce in lecture given the time constraints.) The lectures will be presented at a slower pace that presumes you are creating your own set of notes, and not just annotating the slides. Having the chance to create your own notes and extract the relevant information from each lecture provides you with the opportunity to be more active in monitoring your understanding of the material and to raise more questions along the way on points you are not clear about or to raise points for further discussion. In case you should have to miss a class, you should make arrangements early in the term with a classmate to be able to borrow their lecture notes, as beyond the slides posted on UW-ACE, full summaries of lectures missed are not provided by myself or the TAs. Questions on the midterm/final *will* cover material presented only in lecture and not available in your readings or text as you are expected to attend each class.

Email: All students at UW are eligible for a computer account. In the past, we have had a lot of trouble with non-university accounts (e.g., hotmail, Canada.com etc.) usually in the form of emails not being received by students because of disk quotas filling up. We will not take any responsibility for emails that you do not receive because you are not using an official university account. Our goal is to respond to all emails within 24 hours. If you don't receive a reply within this time frame, and you are using a non-university account, it is your responsibility to re-contact us. Due to the volume of email we receive, we will not attempt to reply again if our email is returned to us from a non-university account.

Policy on Missed Exams: Standard university policy will be followed in the event that a student misses an exam due to illness or domestic reasons. These regulations can be found in the UW Undergraduate Calendar. Typically, reasonable requests are granted on the basis of validated medical or domestic grounds. However, note that if you are ill or have any other situation arise that might seriously compromise your performance, you should notify me **before** the exam **by email** (doneill@uwaterloo.ca) or notify the TAs by emailing psych314@watarts.uwaterloo.ca. **As a last resort only**, try to contact me by phone (519-888-4567 x32545) but, because I am not always in my office all of the day, be aware that if your message is urgent I may not get it in time. Email is always a better choice. In fairness to all students, once you have written an exam, your grade will stand as it is for that exam and you will not be able to "make up" this grade by doing extra work etc. (see section below). Any student who misses an examination should contact me as soon as possible, as well as Heather Smith, the Academic Services Officer in Psychology (PAS 4005, ext. 32819). You will need to provide formal documentation at that time for the reason you missed the exam. Note

that the last possible exam date is **Apr. 24**. Having to leave town for the summer holidays is NOT a valid excuse for taking the exam early. Make sure you do not finalize any flights, summer jobs etc. before you know the date of the final exam.

Policy on extra work or reweighting exams etc.: Your grade in this course will be determined **solely** by your performance on the required 2 Midterms and 1 Final Exam for this course. In fairness to all the students in this course, no individual student will be allowed to reweight an exam or otherwise improve their grade through extra work unless this opportunity is provided to the entire class.

Academic Offenses: This notice has been appended to this course outline, pursuant to the motion passed at Arts Faculty Council on April 13, 1999 and reaffirmed by the Undergraduate Affairs Group for the Faculty of Arts Oct. 4, 2007: All students registered in the courses of the Faculty of Arts are expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. When the commission of an offence is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offences and types of penalties, students are directed to consult the summary of Policy #71 which is supplied in the Undergraduate Calendar (section 1; on the Web at www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). If you need help in learning what constitutes an academic offence; how to avoid offences such as plagiarism, cheating, and double submission; how to follow appropriate rules with respect to "group work" and collaboration; or if you need clarification of aspects of the discipline policy, ask your TA and/or your course instructor for guidance. Also refer to "Avoiding Academic Offences" on the web at http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

Note for students with disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

PSY 314 COGNITIVE DEVELOPMENT

LECTURE SCHEDULE WITH READINGS

You will get the most out of lecture time if you try to read (or at least skim) the relevant reading(s) ahead of time and bring the relevant reading(s) to class to refer to during the lecture. ALL READINGS ARE AVAILABLE ON THE COURSE WEBSITE ON UW-ACE IN PDF FORM FOR YOU TO DOWNLOAD.

Date	Required Readings. Note that most lectures cover two or three readings .
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Course Introduction

Jan. 8 Jordan & Zanna (1999) *How to read a journal article in social psychology*. (**Optional reading** – not required - but may be useful to students who are not so used to reading journal articles.)

Scientists from the beginning: Infants' social cognition: Understanding other people

Jan. 15 Johnson (2000). *The recognition of mentalistic agents in infancy*.

Brooks & Meltzoff (2005). *The development of gaze following and its relation to language*.

Jan. 22 Meltzoff (2002). *Imitation as a mechanism of social cognition*.

Iacoboni et al. (1999). *Cortical mechanisms of human imitation*.

Iacoboni et al. (2005). *Grasping the intentions of others with one's own mirror neuron system*.

Children's social cognition: Understanding other people's minds (theory of mind development)

Jan. 29 Taylor (1996). *Theory of mind perspective on social cognitive development*.

The journey to language

Feb. 5 **MIDTERM 1 (30%)**

Werker & Desjardins (1995). *Listening to speech in the 1st year of life*.

Thiessen & Saffran (2003). *When cues collide*.

Feb. 12 Hart & Risley (1995). Chapters 3, 6 and 7. *Meaningful differences*

Feb. 19 **READING WEEK – No Class**

Impairment in children's social cognition

Feb. 26 Theoret et al. (2005). *Impaired motor facilitation during action observation in individuals with autism spectrum disorder*.

Hale & Tager-Flusberg (2005). *Social communication in children with autism*.

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Narrative cognition

Mar. 4 **MIDTERM 2 (30%)**

O'Neill et al. (2004). *Predictive relations between aspects of preschool children's narratives and performance on the Peabody Individualized Achievement Test – Revised*

The self in time: Autobiographical memory and future thinking

Mar. 11 Simcock & Hayne (2002). *Breaking the barrier?*

McGuigan & Salmon (2004). *The time to talk.*

Atance & O'Neill (2005). *The emergence of episodic future thinking in humans.*

Gesture and the role of language in cognition

Mar. 18 Goldin-Meadow (2001). *How our hands help us learn.*

Majid et al. (2004). *Can language restructure cognition?*

Scientific thinking and discourse

Mar. 25 Crowley et al. (2001a). *Shared scientific thinking in everyday parent-child activity.*

Crowley et al. (2001b). *Parents explain more often to boys than to girls.*

Apr. 1 To be announced.

Exam Period FINAL EXAM (40%) NOTE ROOM CHANGE (TBA in class and on UW-ACE)