

COGNITIVE DEVELOPMENT PSYCHOLOGY 314 - WINTER 2012

Meeting Time: Tuesdays, 7:00 - 9:50 p.m.

Location: AL 211 (unless noted otherwise in class)

Instructors: Dr. Dana Liebermann Finestone & Dr. Agnieszka Polanowski Fecica

Office: To be announced.

Office Hours: By appointment

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Course Description

This course will review research findings from the study of cognitive development, focussing on the development of thinking in the first decade of life. The aim of the course is to further students' understanding of what is known about cognition in children, how changes in children's thinking occurs, and how knowledge about changes in children's thinking can be applied to improve children's well-being. Content and lecture material are drawn from journals and books written by leading researchers from a variety of disciplines.

Course Goals

Successful learning in this course will provide students with:

- Awareness & understanding of the cognitive underpinnings of infant and children's behaviors;
- Awareness of the wide range of thinking skills mastered during childhood;
- Comprehensive understanding of a variety of research methods applicable to the study of cognitive development; and
- Heightened ability to evaluate and critique research on cognitive development.

Website

The website for this course is on Desire2Learn. There, students will find the course syllabus and all required readings. In addition, you will also find notices such as alternate room assignments for the midterm tests and the scheduling of the final exam here.

Note: As per UW policy, if there is a discrepancy between the hard copy outline (*i.e., if students were provided with a hard copy at the first class*) and the outline posted on Desire2Learn, the outline on Desire2Learn will be deemed the official version. Outlines on Desire2Learn may change as instructors develop a course, but they become final as of the first class meeting for the term.

Contacting the Instructors

Please use Desire2Learn to send e-mails. To set up a meeting, send an e-mail proposing a meeting time. The Instructors will either confirm the proposed time or propose another time.

Required Resource Material

1) Readings: No specific text is required. Readings will be provided throughout the course via Desire2Learn in advance of the relevant class.

2) Student Personal Response System: The *iClicker* personal response system is necessary in order for you to participate in classes, and 10% of your final mark will be based on that participation. You can purchase the *iClicker* at the UW Bookstore, and it will be used in other courses that use *iClicker*. Note that you can sell your *iClicker* back to the bookstore just as with textbooks.

Lectures

- Each lecture will involve:
 - 1) Situating the readings in a broader context by providing background information on the topic of the assigned reading(s);
 - 2) Going through each of the assigned readings in detail; and
 - 3) Participation from students in class discussions, surveys and other activities.

What should I do *before* class?

- Students will get the most out of each of the lectures if they have at least attempted to review each of the assigned readings in advance.
- A copy of each week's lecture slides will be posted on Desire2Learn at the beginning of the week, generally no later than Sunday evening.
- (Optional but recommended): Students are encouraged to think about the course material. Look for examples, illustrations and questions relating to the course material in the things you read, the media you view, and the people you interact with.

What should I do *during* class?

- Attend all lectures, and make notes that elaborate, expand and question or provide examples for the material discussed. It is recommended that students use the slides to supplement the notes taken during lecture.
- Lectures will be presented at a slower pace that presumes students are creating their own set of notes. Having the chance to create personal notes and extract the relevant information from each lecture provides students with an opportunity to actively monitor their understanding of the material.
- In case students have to miss a class, arrangements should be made early in the term with a classmate to borrow his or her lecture notes. Beyond a copy of the slides posted on Desire2Learn, full summaries of missed lectures will not be provided by the instructors or the TAs.
- Students must bring their own *iClicker* and use it to submit responses to surveys and questions.
- Participate in class discussions and activities.

Weighting of Assessments

1. Midterm #1	30%
2. Midterm #2	30%
4. <i>iClicker</i> Class participation	10%
5. Final Exam	30%

Details of Assessments

1. & 2. Midterms (each worth 30%)

- There will be two in-class midterms that are each worth 30% of students' final grade:
 - Midterm #1 (30%):** Tuesday January 31st, 2012 (Locations TBA)
 - Midterm #2 (30%):** Tuesday March 6th, 2012 (Locations TBA)
- Each midterm will consist of both multiple-choice and short answer questions.
- Questions will be drawn from materials in the assigned readings and lectures.
- Midterm tests will be one hour, held during class time (i.e., from 7:00 - 9:00pm) and will be closed-book tests.

3. iClicker Class Participation (10%)

- Students' participation mark will be based on your in-class participation with the *iClicker* Personal Response System.
- **Clicker Registration and Information:** <http://www.student.cs.uwaterloo.ca/~pkates/uw-clicker.html>
- This course uses the *iClicker* as a means of encouraging you to attend lectures and to participate in problem solving exercises and participate in surveys that serve to increase your ongoing engagement and involvement in the course, and to provide you with immediate feedback regarding your understanding of the course material.
- To receive participation points, students must bring *their own* clickers to each class and use them to participate in the clicker question and polls. Clickers are not required for the two midterm days.
- Clicker points will be based on participation in class on the following 9 days:
Jan. 10, 17, 24, Feb. 7, 14, 28, Mar. 13, 20, 27
- If you participate in clicker questions in *over* 75% of the above 9 classes (i.e., 7 or more classes), you will receive the maximum 10% of your final grade.
- If you participate in fewer than 7 classes, you will receive the following percentages:

7 classes: 10%	5 classes: 7.1%	3 classes: 4.3%	1 class: 1.4%
6 classes: 8.6%	4 classes: 5.7%	2 classes: 2.9%	0 classes: 0.0%

4. Final Exam (30%)

- The final exam will be held during the formal exam period (i.e., April 9th to 21st).
- The exam will consist of both multiple-choice and short answer questions.
- The majority of the questions will be drawn from the assigned readings and lectures from March 9th onwards (i.e., after Midterm #2). A smaller number of questions will be drawn from the assigned readings and lectures covered before Midterm #2.
- UW schedules the final exam and the exam period for Winter 2012 extends from April 9th-21st. Do not make any travel plans to leave town before April 21st until the final exam for this course has been formally scheduled. Having to leave town for the summer holidays is not a valid excuse for taking the final exam early. Early exam sittings will not be arranged for this reason. Once the date for the final exam has been formally scheduled, the date will be announced both in class and on Desire2Learn.

Policies Regarding Late Assignments, Missed Tests, Etc.

Students who are requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:

- seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form: http://www.healthservices.uwaterloo.ca/Health_Services/verification.html
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of a missed assignment deadline, the instructor will either:

- waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
- provide an extension.

In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

Complaints, Academic Integrity, Academic Offences, etc.

The Official Version of the Course Outline

If there is a discrepancy between the hard copy outline (*i.e.*, if students were provided with a hard copy at the first class) and the outline posted on Desire2Learn, the outline on Desire2Learn will be deemed the official version. Outlines on Desire2Learn may change as instructors develop a course, but they become final as of the first class meeting for the term.

Accommodations 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.

Concerns About the Course or Instructor (Informal Stage)

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Dr. Colin Ellard) is available for consultation and to mediate a resolution between the student and instructor. Dr. Ellard's contact information is as follows:

Email: cellard@uwaterloo.ca

Ph 519-888- 4567 ext 36852

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

Academic Integrity, Academic Offenses, Grievance, and Appeals

To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts must include the following note on avoidance of academic offenses:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility.

[Check <http://www.uwaterloo.ca/academicintegrity/> for more informaton.]

Discipline: A student is expected to know what constitutes academic integrity [check<http://www.uwaterloo.ca/academicintegrity/>], to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about 'rules' for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71](#) - Student Discipline,<http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70](#) - Student Petitions and Grievances, Section 4,<http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72](#) - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

Academic Integrity website (Arts):http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (UW): <http://uwaterloo.ca/academicintegrity/>

PSYCH 314 - TENTATIVE SCHEDULE

Each of the readings listed are in available in PDF form in the "Lessons" section of course website on D2L.

WEEK	DATE	TOPIC	ASSIGNED READINGS	INSTRUCTOR
Week 1	Jan. 3	Course Introduction	Jordan, C. H., & Zanna, M. P. (1999). How to read a journal article in social psychology. In R.F. Baumeister (Ed.), <i>The self in social psychology</i> (pp. 461-470). Philadelphia, PA: Psychology Press.	DLF & APF
Week 2	Jan. 10	Spatial Cognition	Baillargeon, R. (2004). Infants' reasoning about hidden objects: Evidence for event-general and event-specific expectations. <i>Developmental Science</i> , 7, 391-424. Uttal, D. H. (2000). Seeing the big picture: Map use and the development of spatial cognition. <i>Developmental Science</i> , 3, 247-286.	DLF
Week 3	Jan. 17	Representation	DeLoache, J. S., Miller, K. F., & Rosengren, K. S. (1997). The credible shrinking room: Very young children's performance with symbolic and nonsymbolic relations. <i>Psychological Science</i> , 8(4), 308-313. Harris, P. L., et al. (1991). Monsters, ghosts and witches: Testing the limits of the fantasy-reality distinction in young children. <i>British Journal of Developmental Psychology</i> , 9(1), 105-123.	APF
Week 4	Jan. 24	Memory Development	Rovee-Collier, C. (1999). The Development of Infant Memory. <i>Current Directions in Psychological Science</i> , 8(3), 80-85. Simcock, G., & Hayne, H. (2002). Breaking the barrier? Children fail to translate their preverbal memories into language. <i>Psychological Science</i> , 13(3), 225-231.	DLF
Week 5	Jan. 31	Midterm #1		
Week 6	Feb. 7	Language & Thought	Goldin-Meadow, S. & Wagner, S. M. (2005). How our hands help us learn. <i>TRENDS in Cognitive Sciences</i> , 9, 234-241. Manfra, L. & Winsler, A. (2006). Preschool children's awareness of private speech. <i>International Journal of Behavioral Development</i> , 30, 537-549.	APF
Week 7	Feb 14	Narrative	Hsu, J. (2008). The secrets of storytelling: Why we love a good yarn. <i>Scientific America Mind</i> , 46-51. Lynch, J. S., et al. (2008). The development of narrative comprehension and its relation to other early reading skills. <i>Reading Psychology</i> , 29, 327-365. Hirsh-Pasek, K., Golinkoff, R. M., & Eyer, D. (2003). Literacy: Reading between the lines. <i>Einstein Never Used Flash Cards</i> . Rodale Press.	APF

Week 8	Feb. 21	Reading Week		
Week 9	Feb. 28	Problem Solving and Reasoning	<p>Frye, D., Zelazo, P. D., Burack, J. A. (1998). I. Cognitive complexity and control: Implications for theory of mind in typical and atypical development. <i>Current Directions in Psychological Science</i>, 7, 116-121.</p> <p>Zelazo, P. D., & Frye, D. (1998). II. Cognitive complexity and control: the development of executive function. <i>Current Directions in Psychological Science</i>, 7, 121-126.</p> <p>Carlson, S. M., Davis, A., & Leach, J. G. (2005). Less is More: Executive function and symbolic representation in preschool children. <i>Psychological Science</i>, 16, 609-616.</p>	DLF
Week 10	Mar. 6	Midterm #2		
Week 11	Mar. 13	Social Cognition	<p>Brown, J. R., Donelan-McCall, N., & Dunn, J. (1996). Why talk about mental states? The significance of children's conversations with friends, siblings, and mothers. <i>Child Development</i>, 67, 836-849.</p> <p>Moore, C., Barresi, J., & Thompson, C. (1998). The cognitive basis of future-oriented prosocial behavior. <i>Social Development</i>, 7(2), 198-218.</p>	APF
Week 12	Mar. 20	Development of Academic Skills	<p>Blair, C. & Razza, R. P. (2007). Relating effortful control, executive function, and false belief understanding to emerging math and literacy ability in kindergarten. <i>Child Development</i>, 78, 647-663.</p> <p>Diamond, A., Barnett, W.S., Thomas, J., & Munro, S. (2007). Preschool program improves cognitive control. <i>Science</i>, 318, 1387-1388.</p>	DLF
Week 13	Mar. 27	Impact of Media on Development	<p>Mar, R. A., Tackett, J. L., & Moore, C. (2010). Exposure to media and theory-of-mind development in preschoolers. <i>Cognitive Development</i>, 25, 69-78.</p>	APF