

PSYCHOLOGY 314 CHILDREN'S THINKING

Winter Term 2006 PAS 2083 Mondays and Wednesdays 4:30-5:50p.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 2:30-3:30 p.m.

Jennifer Mealiea PAS 4012 Office hour: Thursday 11:30-12:30 p.m.

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). 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 (although the room location may change – see course website on ACE for updates) and one final exam:
Midterm 1 will be on **Jan. 30** (worth 30% of final grade)
Midterm 2 will be on **Mar. 1** (worth 30% of final grade)
Final exam will be scheduled during the **formal exam period (Apr. 6 to 22)**. The midterms and final exam will feature multiple choice and short answer questions that cover material from all the readings and lectures. They are closed-book exams. Some questions will also require you to apply what you have learned to a novel problem. Midterm 2 and the final exam may be “semi-cumulative” in the sense that the questions may involve issues and themes that carry throughout the course and you may need to incorporate earlier material to answer them. Note that the official university exam period extends until **Apr. 22** – 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.)

Reader: **Required.** Published by and available from the University Bookstore. Includes all required journal articles and book readings for the course. If it is sold-out, they should have one ready within 48 hours. Note that the bookstore traditionally does not order as many readers as there are students in the course, so unless you purchase it before the class starts, you may have to wait up to 48 hours to have one printed up.

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/reading 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. **Lecture notes and overheads are not available**, as part of your experience at university is to learn to extract relevant information from an oral presentation and to be active in monitoring your understanding of the material and to raise questions as we go along on points that are not clear. Lecture notes impede this learning process for a class of this type, in which discussion of the material is the focus. Lectures are also presented at a reasonable pace to allow adequate time for you to create good lecture notes. 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 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 x2545) 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. 2819). 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. 22**. 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. An exam conflict is defined as having 3 exams within a 24 hour period. If this is your situation, come and see me and we can probably find an alternate sitting time for you. Note that 2 exams within 24 hours is not a conflict.

Policy on extra work or reweighting exams etc.: Your grade in this course will be determined **solely** by your performance on the required assignments 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. All students registered in the courses of the Faculty of Arts are expected to know what constitutes an academic offense, to avoid committing academic offenses, and to take responsibility for their academic actions. When the commission of an offense is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offenses and types of penalties, students are directed to the summary of Policy #71 (Student Academic Discipline) which is supplied in the Undergraduate Calendar (section 1; on the web at http://www.adm.uwaterloo.ca/infoucal/UWV/policy_71.html). If you need help in learning how to avoid offenses such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean and the document on the Arts Faculty web page, "Avoiding Academic Offences" at (http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html). 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.html>.

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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.

Date	Reader article(s). Note that some lectures cover two readings .
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Course Introduction

Jan. 4 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. Located in pdf form on UW ACE course website.)

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

Jan. 9 Johnson (2000). *The recognition of mentalistic agents in infancy*.

Jan. 11 Brooks & Meltzoff (2005). *The development of gaze following and its relation to language*.

Jan. 16 Meltzoff (2002). *Imitation as a mechanism of social cognition*.

Jan. 18 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. 23 Taylor (1996). *Theory of mind perspective on social cognitive development*.

Jan. 25 Continue with Taylor (1996)

Jan. 30 **MIDTERM 1 (30%) POSSIBLE ROOM CHANGE** (TBA in class and on class website)

Impairment in children's social cognition

Feb. 1 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*.

The journey to language

Feb. 6 Werker & Desjardins (1995). *Listening to speech in the 1st year of life*.

Feb. 8 Thiessen & Saffran (2003). *When cues collide*.

Feb. 13 Callanan & Sabbagh (2004). *Multiple labels for objects in conversations with young children*.

Feb. 15 Hall & Belanger (2005). *Young children's use of range of reference information in word learning*.

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LECTURE SCHEDULE WITH READING(S) (CONTINUED)

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.

Date	Reader article(s). Note that some lectures cover two readings.
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Feb. 20 to 24 **READING WEEK**

Feb. 27 Hart & Risley (1995). Ch. 7. *Meaningful differences. (Accomplishments of the 42 children at age 3 and later).*

Mar. 1 **MIDTERM (30%) POSSIBLE ROOM CHANGE** (TBA in class and on class website)

The self in time: Autobiographical memory and future thinking

Mar. 6 Newcombe et al. (2000). *Remembering early childhood.*

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

Mar. 8 Fivush & Nelson (2004). *Culture and language in emergence of autobiographical memory*

Mar. 13 Atance & O'Neill (2005). *The emergence of episodic future thinking in humans.*

Mechanisms of cognitive change: Gesture, talk, language, narrative and explanation

Mar. 15 Goldin-Meadow (2001). *How our hands help us learn.*

Mar. 20 McGuigan & Salmon (2004). *The time to talk.*

Mar. 22 Majid et al. (2004). *Can language restructure cognition?*

Mar. 27 O'Neill et al. (2004). *Preschool narratives (and later mathematical ability).*

Mar. 29 Crowley (2001). *Shared scientific thinking in everyday parent-child activity.*

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

Apr. 3 To be announced.

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