

PSYCHOLOGY 314 CHILDREN'S THINKING
Winter Term 2005 PAS 2083 Mondays and Wednesdays 4:30-5:50 p.m.

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

TAs: Julie Scott PAS 4022 Office hour: Monday 1-2 p.m.
Emiko Yoshida PAS 3262 Office hour: Tuesday 10-11 a.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 at www.watarts.uwaterloo.ca/~doneill/psych314. All important notices 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 one in-class 30 minute "mini-pre-midterm" on January 26th worth 10% of your grade and a regular full-class-time midterm on Feb. 16th worth 40% of your final grade. A final exam worth 50% of your final grade will be scheduled during the formal exam period. A list of possible questions for the midterm and final exam will be handed out in class 1 week ahead of time for the midterms and on the final class for the final exam. The questions on the midterm/final exam will consist of a subset of questions from this list. The questions will require short, written answers and will cover material from all texts, readings, and lectures. Some questions will also require you to apply what you have learned to a novel problem. To help familiarize yourself with the types of questions and grading on the midterm and final exam, there will be a 30 minute "mini-midterm" on January 26th for which you will have received the 1-2 questions in class one week prior. The midterm and final exam will "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 in your answer. Note that the official university exam period extends until Apr. 21 – do not make plans to leave town before this date until our exam has been formally scheduled (I will announce this in class).

Reader: **Required.** Published by and available from the University Bookstore. Includes all required journal article and book readings for the course. If it is sold-out, they should have one ready within 48 hours.

Text: **Required.** Golinkoff & Hirsh-Pasek (1999) *How babies talk: The magic and mystery of language in the first three years of life.*

Extra Book: Hart & Risley (1995) *Meaningful differences in the everyday experience of young American children.* On 3 hour reserve at Dana Porter Library. Not required reading.

Lectures: The purpose of my lectures will be to provide you with the necessary background information for you to understand the text and reader readings for this course and to provide additional information not in your readings relevant to the topics covered. As such, I highly recommended that you attend all lectures. Some of the readings may seem "easy going," but you may in fact find that this makes it harder to identify the important points and theoretical issues at the core. 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. 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 x.2545) 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. 21**. 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/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 Offences: 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/UW/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. The document "How to avoid plagiarism and other written offences: A guide for students and instructors" at <http://watarts.uwaterloo.ca/~sager/plagiarism.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>.

PSY 314 CHILDREN'S THINKING

LECTURE SCHEDULE WITH READINGS

You will get the most out of lecture time if you try to read (or at least skim) the relevant readings ahead of time and bring the relevant reading to class to refer to during the lecture.

Date	Reader article or Text chapter. Note that some lectures cover two readings .
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Course Introduction

Jan. 5 Reader: Gauvain (2001). *The social context of cognitive development.*

Scientists from the beginning: Children's understanding of other people and the science of cognitive development

Jan. 10 Reader: Gopnik et al., (1999) *What children learn about other people.*
Reader: Johnson (2000). *The recognition of mentalistic agents in infancy.*

Jan. 12 Reader: Meltzoff (2002). *Imitation as a mechanism of social cognition.*
Reader: Decety & Sommerville (2003). *Shared representations between self and other*

Children's growing understanding of people and implications for school and social competence

Jan. 14 Reader: Taylor (1996) *Theory of mind perspective on social cognitive development.*

Jan. 19 Reader: Taylor (1996) continued.

Jan. 21 Reader: Capage & Watson (2001). *Individual differences in theory of mind*

Jan. 26 Reader: Astington, J. W. (2003). *Sometimes necessary, never sufficient.*

In-class 30 minute "mini-midterm" worth 10% of final grade.

The journey to language and the impact of everyday experiences on language development

Jan. 31 Text: How Babies Talk (Ch. 1, 2)

Feb. 2 Text: How Babies Talk (Ch. 2, 3)

Feb. 7 Text: How Babies Talk (Ch. 4, 5)

Feb.9 Text: How Babies Talk (Ch. 5, 6, 7)

Feb. 14 Reader: Hart & Risley (1995) Ch. 5: *Meaningful differences* (Full text on reserve at Dana Porter.)

Feb. 16 **Midterm (40%) POSSIBLE ROOM CHANGE** (TBA in class and on class website)

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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 readings ahead of time and bring the relevant reading to class to refer to during the lecture.

Date	Reader article or Text chapter. Note that some lectures cover two readings.
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Feb. 21/23 Reading Week

The self in time: Autobiographical memory and future thinking

Feb. 28 Reader: Newcombe et al. (2000). *Remembering early childhood*.

Reader: Simcock & Hayne (2002) *Breaking the barrier?*

Mar. 2 Reader: Fivush & Nelson (2004). *Culture and language in emergence of autobiographical memory*

Mar. 7 Reader: Atance & O'Neill (2001). *Episodic Future Thinking*.

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

Mechanisms of cognitive change: gesture, talk, inquiry, storytelling and language

Mar. 9 Reader: Goldin-Meadow (2001). *Giving the mind a hand*.

Mar. 14 Reader: McGuigan & Salmon. (2004). *The time to talk*.

Mar. 16 Reader: Szechter & Liben (2004). *Parental guidance in preschoolers' understanding of spatial graphic representations*.

Mar. 21 Reader: O'Neill et al. (2004). *Preschool narratives (and later mathematical ability)*

Text: How Babies Talk. (Ch. 8)

Mar. 23 Reader: Bloom & Keil (2001). *Thinking through language*.

Scientific learning in everyday contexts

Mar. 28 Reader: Crowley (2001). *Shared scientific thinking in everyday parent-child activity*.

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

Mar. 30 Reader: Gleason & Schauble (2000). *Parents' assistance of their child's scientific reasoning*

Apr. 4 To be announced.

Exam Period FINAL EXAM (50%) NOTE ROOM CHANGE (TBA in class and on website)