

**Psychology 314 - Cognitive Development
Winter Term 2010**

Location: RCH 307

Time: Tuesdays & Thursdays 1:00 – 2:20pm

Instructor: Dr. Julie Scott PAS 4016 Office hour: Monday: 10:00-11:00am
(or by appointment)

Email: j3scott@uwaterloo.ca

Phone: 519-888-4567 ext. 32360

TAs: Adam Petrashek PAS 4011 Office hour: Tuesday 2:30-3:30pm

Angela Nyhout PAS 4017 Office hour: Wednesday 10:00-11:00 am

Course Description & Goals

This course will introduce you, in depth, to research on current areas of debate in cognitive development including infant social cognition, children's developing theory of mind, memory development, and the social context of cognitive development. Content and lecture material are drawn from journals and books written by leading researchers from a variety of disciplines.

Website

The website for this course is on UW-ACE. Here you will find the course syllabus and all required readings for the course in PDF form. 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: 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 ACE, the outline on ACE will be deemed the official version. Outlines on ACE may change as instructors develop a course, but they become final as of the first class meeting for the term.

Lectures

In addition to going through each of the assigned readings in detail, the lectures will also be used as an opportunity to situate the readings in a broader context by providing background information on the topic of the assigned readings. You will get the most out of each of the lectures if you have at least attempted to review each of the assigned readings in advance. Material that is covered only in the lectures will be tested on the midterms and final exam so it is highly recommended that you attend all lectures. The schedule below outlines in detail the material that will be covered each week.

A copy of each week's lecture slides will be posted on UW-ACE at the beginning of the week, generally no later than Tuesday morning. It is recommended that you use the slides to supplement the notes you take during lecture. Lectures will be presented at a slower pace that presumes you are creating your own set of notes. Having the chance to create your own notes and extract the relevant information from each lecture provides you with an opportunity to actively monitor your understanding of the material. This way you can raise questions to further clarify the ideas being covered or to generate discussion about the material. In case you should have to miss a class, you should make arrangements early in the term with a classmate to borrow his or her lecture notes. Beyond a copy of the slides posted on UW-ACE, full summaries of missed lectures will not be provided by the instructor or the TAs.

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Tentative Lecture Schedule and Required Readings

Each of the readings are detailed below are in available in PDF form in the “Lessons” section of course website on UW-ACE.

Date	Topic & Assigned Readings	Important Dates & Notes
Week 1 Jan. 5 & 7	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.	
Week 2 Jan. 12 & 14	Autobiographical Memory – The Role of Language Morris, G., & Baker-Ward, L. (2007). Fragile but real: Children’s capacity to use newly acquired words to convey preverbal memories. <i>Child Development, 78(2)</i> , 448-458. Simcock, G., & Hayne, H. (2002). Breaking the barrier? Children fail to translate their preverbal memories into language. <i>Psychological Science, 13(3)</i> , 225-231.	
Week 3 Jan. 19 & 21	Autobiographical Memory – The Role of Social Context Jack, F., MacDonald, S., Reese, E., & Hayne, H. (2009). Maternal reminiscing style during early childhood predicts the age of adolescents’ earliest memories. <i>Child Development, 80(2)</i> , 496-505. McGuigan, F., & Salmon, K. (2004). The time to talk: The influence of the timing of adult-child talk on children’s event memory. <i>Child Development, 75(3)</i> , 669-686.	
Week 4 Jan. 26 & 28	Understanding Others’ Intentions, Goals & Desires Brooks, R. & Meltzoff, A. N. (2005). The development of gaze following and its relation to language. <i>Developmental Science, 8(6)</i> , 535-543. Warneken, F., & Tomasello, M. (2006). Altruistic helping in human infants and young chimpanzees. <i>Science, 311</i> , 1301-1303.	
Week 5 Feb. 2 & 4	Understanding Others’ Intentions, Goals & Desires Repacholi, B. M., & Gopnik, A. (1997). Early reasoning about desires: Evidence from 14- and 18-month-old infants. <i>Developmental Psychology, 33(1)</i> , 12-21.	Midterm 1: Feb. 2nd
Week 6 Feb. 9 & 11	Understanding Others’ Minds: Infancy Buttelmann, D., Carpenter, M., & Tomasello, M. (2009). Eighteen-month-old infants show false belief understanding in an active helping paradigm. <i>Cognition, 112</i> , 337-342. Onishi, K. H., & Baillargeon, R. (2005). Do 15-month-old infants understand false beliefs? <i>Science, 308</i> , 255-258.	Written assignment proposal due: Feb. 9th
Week 7 Feb. 16 & 18	READING WEEK	No classes

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<p>Week 8 Feb. 23 & 25</p>	<p>Understanding Others' Minds: The Preschool Period Wellman, H. M., Lopez-Duran, S., LaBounty, J., & Hamilton, B. (2008). Infant attention to intentional action predicts preschool theory of mind. <i>Developmental Psychology</i>, 44(2), 618-623. Wellman, H. M., & Liu, D. (2004). Scaling of theory-of-mind tasks. <i>Child Development</i>, 75(2), 523-541.</p>	
<p>Week 9 Mar. 2 & 4</p>	<p>Understanding Others' Minds: Implications for Social Development Razza, R. A., & Blair, C. (2009). Associations among false-belief understanding, executive function, and social competence: A longitudinal analysis. <i>Journal of Applied Developmental Psychology</i>, 30, 332-343.</p>	
<p>Week 10 Mar. 9 & 11</p>	<p>Understanding Others' Minds: Implications of Impairment Hale, C., & Tager-Flusberg, H. (2005). Social communication in children with autism: The relationship between theory of mind and discourse development. <i>Autism</i>, 9(2), 157-178.</p>	<p>Midterm 2: Mar. 9th (25%)</p>
<p>Week 11 Mar. 16 & 18</p>	<p>Learning from TV vs. Real Life Hayne, H., Herbert, J., & Simcock, G. (2003). Imitation from television by 24- and 30-month-olds. <i>Developmental Science</i>, 6(3), 254-261.</p>	<p>Mar. 16th class cancelled by Dean of Arts</p>
<p>Week 12 Mar. 23 & 25</p>	<p>Learning from TV vs. Real Life Troseth, G. L. (2003). Getting a clear picture: Young children's understanding of a televised image. <i>Developmental Science</i>, 6(3), 247-253. Krcmar, M., Grela, B., & Lin, K. (2007). Can toddlers learn vocabulary from television? An experimental approach. <i>Media Psychology</i>, 10, 41-63.</p>	
<p>Week 13 Mar. 30 & Apr. 1</p>	<p>Passive TV Exposure & Learning Schmidt, M. E., Pempek, T. A., Kirkorian, H. L., Lund, A. F., & Anderson, D. R. (2008). The effects of background television on the toy play behaviour of very young children. <i>Child Development</i>, 79(4), 1137-1151.</p>	<p>Written assignment due: April 1st</p>

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Evaluation

A. Midterm Tests

The first component of evaluation for this course is two in-class midterms that are each worth 25% of your final grade.

Midterm 1 will be held on **February 2nd**
Midterm 2 will be held on **March 9th**

Each midterm will consist of both multiple choice and short answer questions. The questions will be drawn from the materials in the assigned readings and lectures. The midterm tests will be held during class time (i.e., from 1:00 to 2:20 pm). This will give you 80 minutes to complete each of the tests. Both midterms will be closed-book tests.

Because the assigned lecture hall (i.e., RCH 307) is not large enough to allow for adequate student spacing for test taking, it is likely that both of the in-class midterm tests will be held in one or more alternate locations. Once the alternate room information has been confirmed it will be announced both in class and on the course website on UW-ACE.

B. Written Assignment

To provide you with valuable practice in evaluating research in a critical way and expressing your ideas in written form, a second component of the evaluation for this course is a paper. You will choose a recently published journal article in the area of children's early cognitive development and you will write a 4-5 page paper based on the article you choose. This paper will be **worth 20%** of your final grade.

i. Your Choice of Journal Article

- the article should be published between 2004 and 2010 in a peer-reviewed journal
- avoid research articles that come from: edited books, government or private agency publications, published volumes of proceedings from academic conferences, or unpublished dissertations
- the paper you choose should not come from the assigned readings or an article discussed in detail in lecture
- the topic can cover any area of young children's (i.e., from birth to age 6) cognitive development
- the article should report on an experiment or a series of experiments conducted by the authors of article (i.e., do not choose review articles that summarize a body of research on a particular topic)
- a copy of the article you have chosen with coversheet attached (a PDF copy is available in the "Lessons" section of the course website on UW-ACE) must be handed in for approval on **February 9th, 2010**
- a 2% penalty will be applied to the final paper if this deadline is missed
- you will receive feedback on your choice of journal article (i.e., approved or not approved with reason and suggestions for a more appropriate choice) in class on **February 11th, 2010**
- If your article was not approved please either email or arrange to meet with the course instructor or one of the TAs to ensure that the new article you have selected meets the requirements of the assignment.

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ii. The Paper Details

- the paper must reflect your own independent work (i.e., not a collaboration between classmates) and should not have been used previously for another course
- 4-5 typed pages in length
- double-spaced with 1-inch margins and font no smaller than 12 pt
- when other sources are consulted in the writing of your paper you should be sure to cite them appropriately
- the conventions of APA reference style (5th Edition) should be used in all references of others' work that you make in your paper (UW Porter & UW Davis each have 4-5 copies BF76.7 .P83195 2007 for in library use for those who do not have a copy)
- a title page (not included in page count) will be the first page of your paper and should include a title, your name, and your student ID number.

iii. Components of the Paper:

- **Summary** (1-2 pages): In your own words, you should summarize the article you've chosen indicating: (a) the context for the topic of the article you've chosen, (b) the goal of the research, (c) the design of the experiments, (d) the main results, (e) how the results were interpreted, and (e) the theoretical implications (where applicable). This section of your paper needs to be detailed enough for your reader (i.e., your TAs) to get a complete sense of what the article you've chose was all about (i.e., it should be longer and more detailed than the information you would find in the abstract of an article).
- **Critique** (2-3 pages): Using your own ideas, you should critically examine the research article you've selected and identify an issue you believe warrants further investigation. For example, it could be a theoretical implication implied by the findings, a methodological issue in the research, a question left unanswered by the series of experiments reported in the article, etc. For example:

If the focus of your critique is a theoretical issue, you could explore how the results and conclusions of the authors fit with current theory (or theories) in the area and detail the implications of the results and conclusions of the paper for that theory.

If the focus of your critique is a methodological issue in the research, you could indicate the implications of that issue for the results and the conclusions of the author(s). A detailed alternative explanation for the results could then be explored or a proposal for an experiment or experiments that would address the methodological concern could be included.

If the focus of your critique is an unanswered question or issue that warrants further study based on the results of the article, you could describe in detail how you would go about examining this question or issue in an experiment or series of experiments.

Whatever your approach for your critique of the research article chosen, you should be sure to provide: (a) the reason (or reasons) for why the issue you've chosen to address is an important one, (b) clear details about the implications of the issue you've identified, and (c) enough detail so that your reader (one of your TAs) has a

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clear understanding about your ideas for the way (or ways) you would address the issue you've identified.

iv. Due Date & Handing in your Paper

- DUE: **April 1st, 2010**
- You will hand in both a paper copy in class and an electronic copy in the "Written Assignment Drop Box" under the "Lessons" tab on the course website on UW-ACE.
- Late papers will be accepted but a penalty of 2% per day late will be deducted from the final grade of the paper.
- Extensions will only be granted on the basis of a documented serious illness or compassionate grounds in accordance with UW's policy on missed tests and assignments (see below for details).

NOTE: PLAGIARISM DETECTION SOFTWARE (TURNITIN) WILL BE USED TO SCREEN ASSIGNMENTS IN THIS COURSE. THIS IS BEING DONE TO VERIFY THAT USE OF ALL MATERIAL AND SOURCES IN ASSIGNMENTS IS DOCUMENTED. IN THE FIRST LECTURE OF THE TERM, DETAILS WILL BE PROVIDED ABOUT THE ARRANGEMENTS FOR THE USE OF TURNITIN IN THIS COURSE.

- If you have an objection to your written assignment being screened by *Turnitin* you must make note of this on **February 9th, 2010** when you hand in your journal article for approval.
- For those students who do not wish to have their written assignments screened by *Turnitin* the following procedure will instead be used: (a) the student will submit an outline of his or her research paper on **February 25th, 2010**, and (b) student will submit a draft of the final research paper on **March 18th, 2010** with a list of references used

v. Grading of your Paper

- A detailed grading scheme will be provided when you receive feedback on your choice of journal article on **February 11th, 2010**.

C. Final Exam

The final component of the evaluation for this course is a final exam **worth 30%** of your final grade will be held during the formal exam period (i.e., April 9 to 23). The final 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 after Midterm 2 (i.e., classes from March 11 to April 1). A smaller number of the questions will be drawn from the assigned readings and lectures covered before Midterm 2 (i.e., classes from January 7 to March 9).

The university schedules the final exam and the final exam period for Winter 2010 extends from April 9th to April 23rd. Do not make travel plans to leave town before April 23rd 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 final 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 UW-ACE.

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UW Policy on Missed Tests and Assignments

Standard university policy will be followed in the event that a student misses a midterm, assignment deadline, or final exam due to serious illness (i.e., severe or moderate illness as defined in the *UW Verification of Illness Form*) or for domestic reasons.

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 or midterm test, the instructor will either:

1. 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
2. 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.

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:

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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 information.]

Discipline: A student is expected to know what constitutes academic integrity, 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 professor, 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>

For typical penalties check Guidelines for the Assessment of Penalties
<http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.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>
When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

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://www.uwaterloo.ca/academicintegrity/>