CPSY 4343: Cognitive Development  
Tuesdays & Thursdays, 2:30-3:45p  
Fraser 101

Professor: SAMPLE INSTRUCTOR, Ph.D.  
Office: Child Development XXX  
Office Hours: by appointment

Teaching Assistants:  
SAMPLE TA, Office Hours: Th 1-2p, Elliott XXXS

Course Objectives:  
This course is intended to introduce students to the scientific study of cognitive development during infancy and childhood. Starting with a review of the early history of the field, we will explore some of the many ways that scientists have investigated children’s cognitive development, with emphasis on theoretical frameworks, methods for learning about children, and the interpretation of empirical findings. Specific topic areas will include: neurobiological foundations, social and cultural influences, infant perception and cognition, the development of folk concepts, executive function (goal-directed problem solving and reasoning), memory, and social cognition, among others. The course will include live demonstrations of experimental techniques with infants and children as well as discussions of the practical applications of this research.

Goals for Student Learning:  
(1) To understand and appreciate children’s thinking in a scientific fashion: What do we know about how children think, and how do we know this?  
(2) To build a solid scientific foundation for appropriate practices related to parenting, teaching, or otherwise interacting with children.

Lecture Notes:  
As a courtesy to students, every effort will be made to post lecture notes on the course web page at least one hour prior to each class period. To access the course web page, please go to: http://moodle.umn.edu. Grades and some additional readings (see below) will also be posted on the website.

Textbook:  

The textbook is available at Williamson Bookstore or online at sites such as www.barnesandnoble.com, www.borders.com, www.walmart.com under the headings Books or College Textbooks.
Supplementary Articles:
Supplementary articles will be available online (websites provided) or on the course website:

(1) Wikipedia page for James Mark Baldwin:

(2) Smith (2000)’s online biography of Jean Piaget:
Smith, L. A. brief biography of Jean Piaget. Available at:
http://www.piaget.org/aboutPiaget.html

(3) Wikipedia page for Lev Vygotsky:
http://en.wikipedia.org/wiki/Lev_Vygotsky

(4) Durston encyclopedia entry:

(5) Stiles (2008) article:

(6) Bunge & Zelazo (2006) article:

(7) Diamond & Lee (2011) article:

(8) Astington & Edward encyclopedia entry:

(9) Sommerville encyclopedia entry:

(10) Callaghan et al. (2005) article:
(11) Marcovitch et al. (2008) article:

**Evaluation:**
There will be **four in-class exams** consisting of multiple choice and essay questions. Each exam will count for 25% of the total course grade. There will not be a comprehensive final exam. Exams will cover material presented in lecture, videos, and in the assigned readings. You will not need a blue book.

**Grading Scale:**
Grading practices for this course will adhere to the University of Minnesota Uniform Grading Policy [http://www1.umn.edu/usenate/policies/semestercon.html](http://www1.umn.edu/usenate/policies/semestercon.html). There will be a total of 400 possible points. Grades will be assigned such that 93-100% of the total points or greater will constitute an A, 90-92% an A-, 87% to 89% a B+, 83-86% a B, 80-82% a B-, 77-79% a C+, etc.

**Extra Credit:**
There are two ways to earn extra credit if you are looking for ways to boost your final grade. Points will be added to the overall total. You may choose one of these options:

**Exam Questions:** Submit a hypothetical essay exam question and .5-1-page written response (must be correct to receive credit!). You may do only one question per exam (5 points each for up to 20 points total). These are due **at the beginning of the class meeting prior to the exam.**

**Practicum Days:** During three class periods throughout the semester we will help make abstract concepts more concrete by having outside guests, doing demonstrations with babies/children, and discussing real-world applications. If you or someone you know can contribute to a practicum (e.g., bringing a child or adult whose work is relevant to cognitive development to class) please contact Dr. Carlson as soon as possible (once only for 20 points).

**Office Hours and Questions:**
The professor and TAs strongly encourage you to participate and to ask questions in class, at our office hours, or by appointment. We are available to help should you have any difficulty in this course, and encourage you to seek help before the situation becomes dire. Email is the most reliable way to reach the instructor and TAs.

**Credits and Workload Expectations:**
For undergraduate courses, one academic credit is defined to be equivalent to an average of 3 hours of learning effort per week for an average student to earn an average grade. In this **3-credit course**, an average student should expect to spend 9 hours per week on coursework in order to earn a “C”.

**Incompletes:**
Incompletes (I) are strongly discouraged and shall be assigned at the discretion of the instructors only when extraordinary circumstances prevent a student from completing the work of the course on time. If it should be absolutely necessary for you to take an Incomplete in the course, you must provide written documentation and make your
request in writing. If an Incomplete is granted, you will have one semester to complete the required coursework. CLA policy provides that an Incomplete not resolved within one semester automatically becomes an F. It will be your responsibility to make the necessary arrangements with the instructors to complete the unfinished coursework in a timely manner.

**Make-up Examinations:**
University Senate Policy requires instructors to provide makeup exams for students who miss major exams because of scheduled activities of an official University student organization, a religious holiday, or a verifiable illness. According to the Policy on Makeup Examination for Legitimate Absences, students should not be penalized for absences due to unavoidable or legitimate circumstances. Such circumstances include, but are not necessarily limited to: verified illness, participation in athletic events or other group activities sponsored by the University, serious family emergencies, subpoenas, jury duty, military service, and religious observances. It is the responsibility of the student to notify faculty members of such circumstances as far in advance as possible. Except for major examinations (that is, midterm and final) for which the instructor must make accommodations, special arrangements for absences are at the instructor’s discretion.

**Missed Examinations:**
Only serious and unavoidable causes, such as confining illness (and the examples noted above) will be accepted as an excuse for missing the midterm or final exams. Examination dates are identified on the course syllabus. No make-ups will be allowed unless the legitimate absence conditions apply. The instructors reserve the right to adjust the syllabus as required throughout the semester to accommodate the learning patterns of the students. Any such changes will be announced in class.

**Scholastic Dishonesty:**
University policy defines scholastic dishonesty as “any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student’s own work. Scholastic dishonesty includes (but is not limited to): cheating on assignments or examinations; plagiarizing (misrepresenting as one’s own any part of work done by another); submitting the same or substantially similar papers for more than one course without consent of all instructors concerns; depriving another student of necessary course materials; or interfering with or sabotaging another student’s work.” In written assignments, passages of more than five words should never be taken directly from another source without proper attribution.

Scholastic dishonesty will not be tolerated in this course. The penalty for scholastic dishonesty will be a 0 on the assignment or exam in question, with no opportunity for a make-up exam. Depending on the circumstances, the student may also fail the course and face University charges of scholastic misconduct.

**Sexual Harassment:**
University policy prohibits sexual harassment as defined in the December 1998 policy statement available at the Office of Equal Opportunity and Affirmative Action. Sexual
harassment policies apply to all University personnel, including both students and faculty. Questions or concerns about sexual harassment should be directed to this office located in 419 Morrill Hall.

**Early Childhood Teacher Education Requirements:**
This course is required for the Early Childhood Teacher Preparation Program at the University of Minnesota. Specifically, this course addresses components of Standard #2 of the Minnesota Standards of Effective Practice for Beginning Teachers – student learning and development.

**Disabilities Statement:**
Any student with a documented permanent or temporary disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor(s) and Disabilities Services at the beginning of the semester. All discussions will remain confidential.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>Week 1 (T)</td>
<td>Introduction &amp; Course Overview</td>
<td>none</td>
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<td>Week 2 (Th)</td>
<td>Overview of Theory &amp; History</td>
<td>Wikipedia page for James Mark Baldwin</td>
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<td>Week 3 (T)</td>
<td>Piaget, Vygotsky, and Current Theories</td>
<td>Smith (2000)’s online biography of Jean Piaget; Wikipedia page for Lev Vygotsky</td>
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<td>Week 3 (Th)</td>
<td>Piaget, Vygotsky, and Current Theories</td>
<td>Bjorklund textbook, Ch 1</td>
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<td>Week 4 (T)</td>
<td>Infant Perception + Cognition</td>
<td>Ch. 4</td>
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<td>Week 4 (Th)</td>
<td>Infant Perception + Cognition</td>
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<td>Week 5 (T)</td>
<td>Practicum Day #1</td>
<td>Extra credit due</td>
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<td>Week 5 (Th)</td>
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<td>Week 6 (T)</td>
<td>Development of Representation</td>
<td>Ch. 5</td>
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<td>Week 6 (Th)</td>
<td>Development of Representation</td>
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<td>Week 7 (T)</td>
<td>Brain Development</td>
<td>Durston encyclopedia entry; Stiles (2008)</td>
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<td>Week 7 (Th)</td>
<td>Executive Function, Dev</td>
<td>Ch. 7</td>
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<td>Week 8 (Th)</td>
<td>Executive Function, Applied</td>
<td>Diamond &amp; Lee (2011); Extra credit due</td>
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<td>Week 9 (T)</td>
<td>EXAM #2</td>
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<td>Week 9 (Th)</td>
<td>Folk Knowledge</td>
<td>Ch. 6</td>
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<td>Week 10 (T)</td>
<td>Folk Knowledge</td>
<td>Astington &amp; Edwards (2010) online</td>
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<td>Week 10 (Th)</td>
<td>Memory</td>
<td>Ch. 8</td>
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<td>Week 11 (T)</td>
<td>Social Cognition</td>
<td>Ch. 10; Somerville (2010) online</td>
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<td>Week 11 (Th)</td>
<td>Social Cognition</td>
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<td>Week 12 (T)</td>
<td>Practicum Day #2</td>
<td>Extra credit due</td>
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<td>Week 12 (Th)</td>
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<td>Week 13 (T, Th)</td>
<td>Thanksgiving HOLIDAY (no class)</td>
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<td>Week 14 (T)</td>
<td>Culture</td>
<td>Callaghan et al. (2005)</td>
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<td>Week 14 (Th)</td>
<td>Culture</td>
<td>Ch. 11; Marcovitch et al. (2008)</td>
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<td>Week 15 (T)</td>
<td>Schooling, Intelligence</td>
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<td>Week 15 (Th)</td>
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<td>Extra credit due</td>
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<td>Week 16 (Tu)</td>
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<td>Week 16 (Tu)</td>
<td>EXAM #4</td>
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