

Class: MWF 11:00-11:50 am HH 105

Instructor: Elizabeth Hennon

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Office phone: 488-2511

Office hours: MWF 10-11 am, 12-1 pm, 2-3 pm; M 3-4 pm

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**Required Text:**

Bjorklund, D. F. (2005). *Children's Thinking: Cognitive Development and Individual Differences* (4<sup>th</sup> ed.). Belmont, CA: Wadsworth-Thompson.

**Course Description:** Examines the development of cognitive skills from birth through adolescence with emphasis on memory, attention, perception, language, and problem solving skills. Discusses major theories of cognitive development with a focus on experimental findings. The relationship between biological changes and cognitive abilities will be explored as will the influence of neurological and physiological impairments. The impact of cognitive skills on academic abilities and performance will also be discussed.

Prerequisites: Psyc 121, 226, and 366.

**Course Objectives:** Upon completion of the course, students should:

- have a general understanding of cognitive development in children
- understand how memory, attention, and thinking are influenced by social, biological, and personal factors and interact with our everyday lives
- have improved personal development in several areas
  - increased understanding of the behavior and emotions of others
  - enhanced understanding of how people's thinking and understanding is influenced by a variety of forces
  - improved critical thinking skills and communication skills in both speaking and writing

**COURSE REQUIREMENTS**

**Class Participation:** Given that a majority of the course will focus on group discussions of the topic of interest, attendance at every class is critical for your mastery of the material. Your presence in class, though, is not sufficient – you must contribute to the class discussions as well. Active participation in each discussion will aid you not only for your class participation grade (15% of the final grade) but also in your mastery of the course material.

**Semester Exams:** Three semester exams will cover lecture and reading material. Make-up exams are typically not permitted; they will only be permitted for a valid excused absence. Please speak with me *before* the exam, if possible, to discuss options if you will miss the scheduled time. Two exams will be taken during class time and each will be worth 15% of the course grade. The final exam is **comprehensive** and will be held during the scheduled time during finals week. The final exam will be worth 25% of the course grade.

**Term Paper:** Each student must choose one topic from the course to explore in greater detail. While the papers are not due until later in the semester, the paper topics must be given to me, ***in writing***, no later than February 25<sup>th</sup>. Once I approve

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your topic, you will be required to write one 8-10 page paper. The paper must be written using **APA formatting for all citations**. For this paper, you will need to go beyond what was covered in the textbook and class and find a minimum of **6 (six)** references for this paper. Three of the six references must be **primary academic sources**: this means primarily academic journal articles. If you would like to use something other than an academic journal article for one of these three references, I **strongly** recommend asking me first. The remaining three references must be academic references, but they can be primary, secondary, or even tertiary references. The paper will be due no later than **Monday, March 31<sup>st</sup>, at the end of class**. You must also upload a file copy to TurnItIn.com by the end of class. The paper will be worth 30% of the course grade.

**\*\*The class ID # for TurnItIn.com is 2124563 and the password is cogdevel.**

The papers will be returned no later than **April 18<sup>th</sup>**, in class, with feedback on how the paper could be strengthened. Any student who is interested can choose to re-write the paper, incorporating the feedback, for re-grading. (The second grade will be no lower than the original grade. However, you can add a maximum of 20% to your original grade. For example, if you earned an 78% on the first draft, the highest grade you can earn on the revision is a 98%.) When you turn in the revision, you must also turn in the original draft with my comments on it. If you fail to turn in the copy with my comments, you will automatically receive the same grade for the revision as you had earned on the first draft. The revised papers will be due no later than **Monday, April 28<sup>th</sup>, at the end of class**.

**Authorized aid on papers: Acknowledge as a footnote all aid and outside assistance you obtain in preparing written assignments.** You may freely obtain help from the **Writing Center** (located in the Excel Center in front of the Library). You may ask **other students** to read your paper and make *verbal* suggestions for improvement, **but they may not provide any written help**. Provide a footnote to the title of your paper acknowledging any aid received. You may (and should routinely) run your word-processor's "Spelling and Grammar" check without foot note acknowledgement.

### **Grade Calculation:**

Class participation (15%) + Exam #1 (15%) + Exam #2 (15%)  
+ Final exam (25%) + Paper (30%) = **Course Grade**

### **Course Grades:**

93–100 A    90-92.9 A-    87-89.9 B+    83 – 86 B    80-82.9 B-  
77-79.9 C+    73–76.9 C    70-72.9 C-    67-69.9 D+    60-66.9 D

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**WITHDRAWAL POLICIES** A course may be dropped without a designated grade during the first two weeks of a term of the regular academic year. From the third to the eleventh weeks, a grade of "W" is assigned. After the eleventh week, a grade of "F" is assigned. Discontinuance of attendance does not automatically constitute a withdrawal. Students failing to file a proper drop/add form by the appropriate deadline must complete classes for which they are registered or received a grade of "F". Withdrawal from a course after the deadline requires petition to and approval of the Admissions and Standards Committee and/or the Vice President of Academic Affairs.

**INCOMPLETE GRADE POLICY** All coursework is to be completed within the semester it is attempted. The grade report of "I" will be given only when justified by personal crisis or legitimate sickness; otherwise, the missing scores will be entered as zeroes. As outlined in the catalog, the following circumstances must exist as well for the receipt of an "I": (1) the student's other work in the course would earn a passing grade, and (2) the outstanding task can be completed without further class attendance. A request for an "I" must be presented in writing by either you or the Dean of Students. If granted, an "Incomplete Grade Contract" will then be drawn up and signed by both the instructor and the student. The catalog continues:

Outstanding course work normally should be completed within six weeks of the class ending, but the instructor may allow up to one year from the end of the term for which the "I" grade is granted. It is the student's responsibility to have this deficiency removed within the contractually agreed upon time or within one year, whichever is less. If no grade change has been submitted by the instructor after the maximum one-year grace period, the registrar is authorized to change all grades of "I" to "F".

**ACCOMODATIONS FOR STUDENTS WITH DISABILITIES** It is the policy of the University of Evansville to make reasonable accommodations for students with properly documented disabilities. Written notification to faculty from the Office of Counseling and Health Education is required for any academic accommodations. If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with me and allow two weeks notice. Otherwise, it is not guaranteed that the accommodation can be received on a timely basis. If you have questions about services for students with disabilities or procedures for requesting services, you may contact the Office of Counseling and Health Education at 488-2663.

**ACADEMIC HONOR CODE** University of Evansville Academic Honor Code. "I understand that any work which I submit for course credit will imply that I have adhered to the Academic Honor Code: I will neither give nor receive unauthorized aid nor will I tolerate an environment which condones the use of unauthorized aid." Failure to adhere to this code will result in receiving an "F" for the course.

**Tentative Course Calendar: Changes in this schedule may be necessary and you will be notified if such a situation should arise.**

<b>Date</b>	<b>Topic</b>	<b>Chapter</b>
1/9	Introduction to course	n/a
1/11	An introduction to children's thinking	Ch 1 (1-14)
1/14	Conceptions of change in cognition	Ch 1 (14-24)
1/16	Biological Bases of cognitive development	Ch 2 (27-32)
1/18	Theories and models of biological development	Ch 2 (33-42)
<b>1/21</b>	<b>Martin Luther King Jr Day – NO CLASS</b>	
1/23	Development of the Brain	Ch 2 (43-58)
1/25	Vygotsky	Ch 3 (61-67)
1/28	Culture and cognitive development	Ch 3 (67-76)
1/30	Piaget's broad theory	Ch 4 (79-83)
2/1	Piaget's stages	Ch 4 (83-103)
2/4	Piaget's stages (part 2)	Ch 4 (83-103)
2/6	Piaget and Neo-Piaget	Ch 4 (103-115)
2/8	Information Processing assumptions	Ch 5 (119-129)
2/11	Capacity and inhibition	Ch 5 (129-140)
2/13	Knowledge and traces	Ch 5 (140-149)
<b>2/15</b>	<b>First Exam – Broad theories</b>	
2/18	The development of strategies	Ch 6 (152-167)
2/20	Strategies, metacognition, and culture	Ch 6 (167-172)
2/22	Siegler and strategies	Ch 6 (172-181)
2/25	Research methods for infant perception <b>* paper topics due by end of class today</b>	Ch 7 (184-187)
2/27	Auditory and visual perception	Ch 7 (187-199)
2/29	Intermodal perception and categories	Ch 7 (199-207)
<b>3/1-3/9</b>	<b>SPRING BREAK</b>	
3/10	Spatial abilities of infants and toddlers	Ch 8 (209-220)
3/12	Spatial abilities of older children	Ch 8 (220-231)
3/14	Representations in infancy	Ch 9 (234-241)

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3/17	Symbols	Ch 9 (241-248)
3/19	Theory of Mind	Ch 9 (248-257)
<b>3/21</b>	<b>EASTER BREAK</b>	
<b>3/24</b>	<b>EASTER BREAK</b>	
3/26	Theory of Mind (con't) and classification	Ch 9 (257-263)
<b>3/28</b>	<b>Second Exam – Basic abilities</b>	
3/31	Memory in infants	Ch 10 (266-276)
	<b>* Papers due today by the end of class</b>	
4/2	Implicit and event memory	Ch 10 (276-282)
4/4	Eyewitness memory, stability, and forgetting	Ch 10 (282-298)
4/7	Language and language development	Ch 11 (300-307)
4/9	Semantic development and communication	Ch 11 (307-318)
4/11	Theories of language development	Ch 11 (318-327)
4/14	Theories of language development (con't)	Ch 11 (327-336)
4/16	Problem solving	Ch 12 (339-344)
4/18	Tool use and planning	Ch 12 (344-350)
4/21	Reasoning	Ch 12 (351-362)
4/23	Social and cultural learning	Ch 13 (365-377)
4/25	Self and gender identities	Ch 13 (377-389)
4/28	Cognitive development: What changes and how?	Epilogue (all)
	<b>* Paper revisions due today by the end of class</b>	
4/30	Reading/Study day	
<b>5/1</b>	<b>Final exam – 8:00-10:00 AM</b>	