

The Ohio State University Colleges of the Arts and Sciences New Course Request

PSYCHOLOGY

Academic Unit

PSYCHOLOGY

Book 3 Listing (e.g., Portuguese)

Cognitive Development

Number

Title

845

COG DEV

G

3

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn

Winter

Spring X

Year 2007

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (not to exceed 25 words):

Intensive survey of theory and research in cognitive development, including development of perception, language, memory, concepts, reasoning, academic skills, and social cognition.

Quarter offered: WINTER

Distribution of class time/contact hours: 1 class of 2 hr. 48 min

Quarter and contact/class time hours information should be omitted from Book 3 publication (no):

Prerequisite(s):

Exclusion or limiting clause:

N/A

Repeatable to a maximum of _N/A_ credit hours.

Cross-listed with: N/A

 Grade Option (Please check): Letter ☒ S/U ☐ Progress ☐ What is course is last in the series? _____

Honors Statement:

 Yes ☐ No ☒

GEC:

 Yes ☐ No ☒

Admission Condition

Off-Campus:

 Yes ☐ No ☒

EM:

 Yes ☐ No ☒

 Course: Yes ☐ No ☒

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

 Subject Code 42.0701 Subsidy Level (V, G, T, B, M, D, or P) D

 If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:

The course is being proposed as part of a general change to the developmental curriculum. It will be a core course required of all developmental area graduate students.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs.

 This course is (check one): ☐ Required on major(s)/minor(s) ☐ A choice on major(s)/minors(s)
☐ An elective within major(s)/minor(s) ☐ A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

The course will be a regular offering of a recently hired faculty member. No adjustments are necessary.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes ☐ No ☒ List:

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: _____

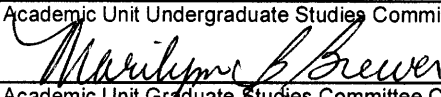

6. Expected section size: 15 Proposed number of sections per year: 1

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes ☐ No ☒

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (*List units and attach letters and/or forms*):
Not Applicable ☐

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to asccurrofc@osu.edu.

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1. Academic Unit Undergraduate Studies Committee Chair	Printed Name	Date
	Marilynn Brewer	5/23/06
2. Academic Unit Graduate Studies Committee Chair	Printed Name	Date
	Gifford Weary	5-24-06
3. ACADEMIC UNIT CHAIR/DIRECTOR	Printed Name	Date
4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17 th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to asccurrofc@osu.edu . The ASC Curriculum Office will forward the request to the appropriate committee.		
5. COLLEGE CURRICULUM COMMITTEE	Printed Name	Date
6. ARTS AND SCIENCES EXECUTIVE DEAN	Printed Name	Date
7. Graduate School (if appropriate)	Printed Name	Date
8. University Honors Center (if appropriate)	Printed Name	Date
9. Office of International Education (if appropriate)	Printed Name	Date
10. ACADEMIC AFFAIRS	Printed Name	Date

Psych 845: Cognitive Development

Call # nnnnn-n
3 Credit Hours
T 10a – 12:48p
PS 215
faculty.psy.ohio-state.edu/opfer/845/

John Opfer (opfer.7@osu.edu)
245 Psychology Building
614.292.9547
M 2 – 4p

This course will review research findings from the study of cognitive development, particularly the development of thinking in the first decade of life. The goal of the class is to further our understanding of what is known about cognition in children, how changes in children's thinking occurs, and how knowledge about changes in children's thinking can be applied to improve children's well-being.

The fact that this is a relatively small class, rather than a large lecture, presents us with some opportunities and some risks. The opportunities are for people to express themselves actively on a regular basis, rather than sitting back and just taking in what a lecturer tells them. The risk is that with no one giving a two-hour lecture, the quality of the class depends at least as much on what you do as on what I do.

For this reason, we need some ground rules to help us meet our goals. First, everyone should attend each class meeting. (If you experience a true emergency, let me know beforehand that you won't be attending class.) Second, everyone is expected to actively participate in the discussion. This is essential if the class is to be a true seminar, rather than degenerating into a rotating lectureship. Third, everyone is expected to be at class on time.

Grades in the course will be based on class participation (30%), a take-home midterm (30%), and a take-home final (40%).

Class participation. Each of you will lead one discussion of a group of focus articles on some aspect of cognitive development. Additionally, each of you should send discussion questions for each class to me and to the discussion leader *at least 24 hours prior to class*. The key criteria for my grading class participation will be high quality and reasonable quantity of contributions when you are not leading the discussion and posing important and stimulating questions and leading an interesting discussion when you are.

Midterm and final. The midterm and final will be based on the readings and the discussions. The midterm will include 5 short essay questions, each worth 20 points; the questions will be taken from the questions posed in the class, both by me and by you. The final exam will be similar to the midterm, but it will include 10 questions. Among these, 7 will be specific to the material after the midterm and 3 will be on material covered before the midterm. The midterm is due on Monday, May 8; the final is due on Monday, June 5.

Primary Text:

Siegler, R. S., & Alibali, M. W. (2005). *Children's Thinking (4th Edition)*. Saddle River, NJ: Prentice-Hall

Disability Services: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and they should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Readings</i>
1	3/29	Overview of Course	Siegler, R. S., & Alibali, M. W. (2005). <i>Children's Thinking (4th Edition)</i> . Saddle River, NJ: Prentice-Hall, Chapters 1-4.
2	4/5	<i>Theories of Cognitive Development</i>	Siegler, R. S., & Alibali, M. W. (2005). <i>Children's Thinking (4th Edition)</i> . Saddle River, NJ: Prentice-Hall, Chapters 1-4
3	4/12	<i>Perceptual Development:</i> Beyond the blooming, buzzing confusion	<p>Siegler, R. S., & Alibali, M. W. (2005). <i>Children's Thinking (4th Edition)</i>. Saddle River, NJ: Prentice-Hall, Chapter 5.</p> <p>Slater, A., Mattock, A., & Brown, E. (1990). Size constancy at birth: Newborn infants' responses to retinal and real size. <i>Journal of Experimental Child Psychology</i>, 49, 314-322.</p> <p>Slater, A., & Morison, V. (1985). Shape constancy and slant perception at birth. <i>Perception</i>, 14, 337-344.</p> <p>Campos, J.J., Anderson, D. I., Barbu-Roth, M. A., Hubbard, E. M., Hertenstein, M. J., & Witherington, D. (2000). Travel broadens the mind. <i>Infancy</i>, 1, 149 – 219.</p>
4	4/19	<i>Language Development:</i> Mechanisms of language learning	<p>Siegler, R. S., & Alibali, M. W. (2005). <i>Children's Thinking (4th Edition)</i>. Saddle River, NJ: Prentice-Hall, Chapter 6.</p> <p>Pinker, S. & Bloom, P. (1990). Natural language and natural</p>

			selection. <i>Behavioral and Brain Sciences</i> , 13, 707-784.
			Saffran, J. R., Aslin, R. N., & Newport, E. L. (1996). Statistical learning by 8-month-old infants. <i>Science</i> , 274, 1926-1928.
			Marcus, G. F., Vijayan, S., Bandi Rao, S., and Vishton, P. M. (1999). Rule-learning in seven-month-old infants. <i>Science</i> , 283, 77-80
5	4/26	<i>Memory Development:</i> Changes in automatic versus effortful processes	<p>Siegler, R. S., & Alibali, M. W. (2005). <i>Children's Thinking (4th Edition)</i>. Saddle River, NJ: Prentice-Hall, Chapter 7.</p> <p>Chi, M. T. H. (1978). Knowledge structures and memory development. In R. S. Siegler (Ed.) <i>Children's thinking: What develops?</i> (pp. 73-96). Hillsdale, NJ: Lawrence Erlbaum Associates.</p> <p>Miller, P., & Seier, W. (1994). Strategy utilization deficiencies in children: When, where, and why. In H. Reese (Ed.), <i>Advances in child development and behavior</i> (vol. 25). New York: Academic Press.</p>
6	5/3	<i>Conceptual Development:</i> Changes in children's conceptual representations	<p>Siegler, R. S., & Alibali, M. W. (2005). <i>Children's Thinking (4th Edition)</i>. Saddle River, NJ: Prentice-Hall, Chapter 8.</p> <p>Wynn, K. (1992). Addition and subtraction by human infants. <i>Nature</i>, 358, 749-750.</p> <p>Clearfield, M. W., & Mix, K. S. (2001). Infants use continuous quantity—not number—to discriminate small visual sets. <i>Journal of Cognition and Development</i>, 2, 243-260.</p> <p>Clearfield, M.W., & Westfahl, S. M. C. (2006). Familiarization in infants' perception of addition problems. <i>Journal of Cognition and Development</i>, 7, 27-43.</p>
7	5/10	<i>Problem-Solving & Reasoning</i>	<p>Siegler, R. S., & Alibali, M. W. (2005). <i>Children's Thinking (4th Edition)</i>. Saddle River, NJ: Prentice-Hall, Chapter 10.</p> <p>Gentner, D. (1993). Structure-mapping: A theoretical framework for analogy. <i>Cognitive Science</i>, 7, 155-170.</p> <p>Siegler, R. S. (1976). Three aspects of cognitive development. <i>Cognitive Psychology</i>, 8, 481-520.</p>
8	5/17	<i>Development of Academic Skills</i>	<p>Siegler, R. S., & Alibali, M. W. (2005). <i>Children's Thinking (4th Edition)</i>. Saddle River, NJ: Prentice-Hall, Chapter 11.</p> <p>Griffin, S. A., Case, R., & Siegler, R. S. (1996). Rightstart: Providing the central conceptual prerequisites for first formal learning of arithmetic to students at risk for school failure. In K. McGilly (Ed.), <i>Classroom lessons: Integrating</i></p>

cognitive theory and classroom practice. Cambridge, MA: MIT Press.

Levin, I., Siegler, R. S., & Druyan, S. (1990). Misconception about motion: Development and training effects. *Child Development*, 61, 1544-1557.

Stigler, J. W., & Hiebert, J. (1999). *The Teaching Gap*. "Beyond reform: Japan's approach to the improvement of classroom teaching."

9 5/24 *Development of Social Cognition*

Siegler, R. S., & Alibali, M. W. (2005). *Children's Thinking (4th Edition)*. Saddle River, NJ: Prentice-Hall, Chapter 9.

Wellman, H. M., Cross, D., & Watson, J. (2001). Meta-analysis of theory-of-mind development: The truth about false belief.

10 5/31 *Cognitive Aging*

Daniels, K., Toth, J., & Jacoby, L. (2006). Aging of executive functions. In Bialystok, E., & Craik, F. I. M. (Eds.), *Lifespan cognition: Mechanisms of change*. New York: Oxford.

Kramer, A. F., & Kray, J. (2006). Aging and attention. In Bialystok, E., & Craik, F. I. M. (Eds.), *Lifespan cognition: Mechanisms of change*. New York: Oxford.

Park, D. C., & Payer, D. (2006). Working memory across the adult lifespan. In Bialystok, E., & Craik, F. I. M. (Eds.), *Lifespan cognition: Mechanisms of change*. New York: Oxford.

Salthouse, T. A. (2006). Mental exercise and mental aging: Evaluating the validity of the "use it or lose it" hypothesis. *Perspectives on psychological science*, 1, 68-87.
