

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

Arts & Sciences (Social and Behavioral Sciences)

Academic Unit _____

Psychology

842.10

Book 3 Listing (e.g., Portuguese)

Course Number

Summer Autumn Winter X Spring 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 instructions in the OAA curriculum manual. Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/OffCampus/Workshop Request form.

COMPLETE ALL ITEMS THIS COLUMN

Present Course

1. Book 3 Listing: PSYCH _____
2. Number: 842.10 _____
3. Full Title: Seminar in Developmental Psychology, Cognitive Development: Issues in Cognitive Development _____
4. 18-Char. Transcript Title: SEM DVLPMENTL PSYCH _____
5. Level and Credit Hours GRAD, 3 HOURS _____
6. Description:
(25 words or less)

7. Qtrs. Offered : Spring _____
8. Distribution of Contact Time: 1 3-hr seminar
(e.g., 3 cl, 1 3-hr lab) _____
9. Prerequisite(s): none _____
10. Exclusion:
(Not open to....) _____
11. Repeatable to a maximum of 30 credits. _____
12. Off-Campus Field Experience: n/a _____
13. Cross-listed with: n/a _____
14. Is this a GEC course? n/a _____
15. Grade option (circle): Ltr S/U X P
If P graded, what is the last course in the series? _____
16. Is an honors version of this course available? no _____
17. Other general course information:

COMPLETE ONLY THOSE ITEMS THAT CHANGE
Changes Requested

1. _____
2. 846 _____
3. Current Issues in Cognitive Development _____
4. SEM COG DVLPMENT _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

B. General Information

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)?
no

2. Does this course currently satisfy any GEC requirement, if so indicate which category?
no

3. What other units require this course? Have these changes been discussed with those units?
none

4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter? Attach relevant letters.
n/a

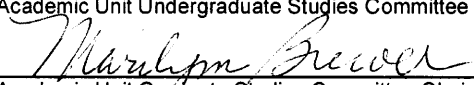

5. Is the request contingent upon other requests, if so, list the requests?
no

6. **Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to asccurrofc@osu.edu.)**
Part of general re-alignment of course numbers and curriculum changes in graduate program in developmental psychology; course content is unaffected

7. Please list Majors/Minors affected by the proposed change. 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:
n/a

8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change or if the proposed change involves budgetary adjustments, describe the method of funding:
n/a

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 | |
| 2. Academic Unit Graduate Studies Committee Chair | Printed Name | Date |
|  | Gifford Weary | 5-30-06 |
| 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 Affairs (study tours only) | Printed Name | Date |
| 10. ACADEMIC AFFAIRS | Printed Name | Date |

Cognitive Development: Issues in Cognitive Development

Tuesdays 10-11:48a, DB 0047

John Opfer (opfer.7@osu.edu)
214 Townshend Hall
<http://homepage.mac.com/jopfer/842K/>

This seminar will review research on the development of core cognitive abilities: how humans come to represent and reason about events in terms of who, what, where, when, why, and how many. The goal of the class is to identify important theoretical and experimental questions about these topics and to learn what current research questions are animating today's developmental cognitive psychologists.

The fact that this is a relatively small seminar, 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 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 (20%), a paper (20%), a take-home midterm (20%), and a take-home final (40%).

Class participation. Each of you will lead one or two weekly discussions of articles. Additionally, each of you should send discussion questions for each class to me and to the discussion leader(s). 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.

Paper assignment. The paper should focus on some aspect of conceptual development that has been examined during the course (e.g., categorization, induction, learning, etc.). Each paper will involve your discussing what you see as the main developmental issue, what theories speak to that issue, and how you might test the implications of those theories over a series of three related experiments. A thoughtful, well-written paper does not need to take much more than a dozen double-spaced pages. It is due June 7 at 5:00p.

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 April 30; the final is due on June 4.

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
30-Mar	Introduction	none
6-Apr	Theories of Cognitive Development	<p>Piaget, J. (1964). Development and learning. In R. E. Ripple & N. Rockcastle (Eds.), <i>Piaget Rediscovered</i> (pp. 7 – 20).</p> <p>Wellman, H. M., & Gelman, S. A. (1998). Knowledge acquisition in foundational domains. In D. Kuhn & R. S. Siegler (Eds.), <i>Handbook of Child Psychology</i>, 523 – 573.</p> <p>Klahr, D. & MacWhinney, B. (1998). Information processing. In D. Kuhn & R. S. Siegler (Eds.), <i>Handbook of Child Psychology</i></p>
13-Apr	Object Representation	<p>Spelke, E. S., Breinlinger, K., Macomber, J., & Jacobson, K. (1992). Origins of knowledge. <i>Psychological Review</i>, 99, 605-632.</p> <p>Diamond, A. (1991). Neuropsychological insights into the meaning of object concept development. In S. Carey & R. Gelman (Eds.), <i>The epigenesis of mind</i> (pp. 67-110).</p> <p>Johnson, S. P., Amso, D., & Slemmer, J. A. (2003). Development of object concepts in infancy: Evidence for early learning in an eye-tracking paradigm. <i>PNAS</i>, 100, 10568-10573.</p>
20-Apr	Number Representation	<p>Dehaene, S., Dehaene-Lambert, G., Cohen, L. (1998). Abstract representations of numbers in the animal and human brain. <i>Trends in Neuroscience</i>, 21, 355 – 361.</p> <p>Starkey, P. & Cooper, R. G. (1980). Perception of number by human infants. <i>Science</i>, 210, 1033 – 1035.</p> <p>Siegler, R. S., & Opfer, J.E. (2003). Development of numerical estimation: Evidence for multiple representations of number. <i>Psychological Science</i>, 14, 237 – 243.</p> <p>Wynn, K. (1990). Children's understanding of counting. <i>Cognition</i>, 36, 155 – 193.</p>
27-Apr	Category Representation	<p>Rosch, E., Mervis, C. B., Gray, W. D., Johnson, D. M., and Boyes-Braem, P. (1976). Basic objects in natural categories. <i>Cognitive Psychology</i>, 8, 382 - 439.</p> <p>Jones, S. S., Smith, L. B., & Landau, B. (1991). Object properties and knowledge in early lexical learning. <i>Child Development</i>, 62, 499 – 516.</p> <p>Ahn, W., Gelman, S. A., Amsterlaw, J.A., Hohenstein, J., and Kalish, C. W. (2000). Causal status effect in children's categorization. <i>Cognition</i>, 76, B35-B43.</p> <p>Gelman, S. A. (2003). <i>The essential child</i>. ("Theory theories and DAM theories", pp. 239-273)</p>
4-May	Intuitive Physics	<p>Carey, S. (1991). Knowledge acquisition: Enrichment or conceptual change? In S. Carey & R. Gelman (Eds.), <i>The epigenesis of mind</i> (pp. 257 – 291)</p> <p>Au, T. K. (1994). Developing an intuitive understanding of</p>

- substance kinds. *Cognitive Psychology*, 27, 71 – 111.
- Reiner, M., Slotta, J. D., Chi, M. T. H., & Resnick, L. B. (2000). Naïve physics reasoning: A commitment to substance-based conceptions. *Cognition and Instruction*, 18, 1 – 34.
- 11-May Intuitive Biology Carey, S. (1985). *Conceptual change in childhood*. (“What is alive?”, pp. 1 – 40)
- Opfer, J. E. (2002). Identifying living and sentient kinds from dynamic information: The role of goal-directed versus aimless autonomous movement in conceptual change. *Cognition*.
- Opfer, J. E., & Siegler, R. S. (in press). Revisiting preschoolers’ living things concept: A microgenetic analysis of conceptual change in basic biology. *Cognitive Psychology*.
- 18-May Intuitive Psychology Flavell, J. H. (1999). Children’s knowledge about the mind. *Annual Review of Psychology*, 50, 21-45.
- Bartsch, K., & Wellman, H. M. (1989). Young children’s attribution of action to beliefs and desires. *Child Development*, 60, 946-964.
- Amsterlaw, J. A., & Wellman, H. M. (in press). Theories of mind in transition: A microgenetic study of the development of false belief understanding. *Child Development*.
- 25-May Causal Reasoning Sobel, D. M., Tenenbaum, J., & Gopnik, A. (in press). Children’s causal inferences from indirect evidence: Backwards blocking and Bayesian reasoning in preschoolers.
- Koslowski, B. & Masnick, A. (2002). The development of causal reasoning. In U. Goswami, *Blackwell Handbook of Childhood Cognitive Development*. 257 – 281.
- 1-Jun Spatial Reasoning Newcombe, N. S., & Huttenlocher, J. (2000). *Making space: The development of spatial representation and reasoning*. (“Development of spatial thought”, p. 109 – 144)
- Landau, B., Gleitman, H., & Spelke, E. (1981). Spatial knowledge and geometric representation in a child blind from birth. *Science*, 213, 1275 – 78.
- Hermer, L., & Spelke, E. S. (1994). A geometric process for spatial reorientation in young children. *Nature*, 370, 57 – 59.