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## Term Information

Effective Term Spring 2023

## General Information

Course Bulletin Listing/Subject Area Psychology  
Fiscal Unit/Academic Org Psychology - D0766  
College/Academic Group Arts and Sciences  
Level/Career Graduate  
Course Number/Catalog 6202.02  
Course Title Cognitive and Developmental Bases of Behavior  
Transcript Abbreviation COG DEVO BASES BX  
Course Description This course provides graduate students with core background in the theory, methods, and central topics of Cognitive and Developmental Psychology. Additionally, the course will cover the intersection of Cognitive and Developmental Psychology with an emphasis on synthesizing methods and findings across disciplines.  
Semester Credit Hours/Units Fixed: 2

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites Instructor permission required. Course is only open to doctoral students in the clinical psychology program.  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 42.2701  
Subsidy Level Doctoral Course  
Intended Rank Doctoral

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

## Course Details

### Course goals or learning objectives/outcomes

- Gain familiarity with cognitive and developmental bases of behavior
- Gain familiarity with common methodologies in cognitive and developmental psychology
- Integrate findings from cognitive and developmental psychology
- Use effective communication and interaction skills with people of diverse abilities, backgrounds, and cultural perspectives

### Content Topic List

- Perception
- Attention
- Memory
- Learning and early abilities
- Language and language development
- Attachment
- Social development

### Sought Concurrence

No

## Attachments

- Cog-Dev-Grad-Syllabus.docx: Syllabus  
*(Syllabus. Owner: Paulsen, Alisa Marie)*

## Comments

- Please suggest a more appropriate CIP code, if needed. *(by Paulsen, Alisa Marie on 01/30/2022 06:04 AM)*

## Workflow Information

| Status           | User(s)   | Date/Time           | Step                   |
|------------------|---|---------------------|------------------------|
| Submitted        | Paulsen, Alisa Marie  | 01/30/2022 06:05 AM | Submitted for Approval |
| Approved         | Paulsen, Alisa Marie  | 01/30/2022 06:05 AM | Unit Approval          |
| Approved         | Vankeerbergen, Bernadette Chantal   | 02/08/2022 02:57 PM | College Approval       |
| Pending Approval | Cody, Emily Kathryn<br>Jenkins, Mary Ellen Bigler<br>Hanlin, Deborah Kay<br>Hilty, Michael<br>Vankeerbergen, Bernadette Chantal<br>Steele, Rachel Lea | 02/08/2022 02:57 PM | ASCCAO Approval        |

**Cognitive & Developmental Bases of Behavior  
Psych 6202.02**

**3 credit hours**

**Tuesdays, 2- 4:45pm**

**Location TBA**

**Instructor Info:**

Laura Wagner  
Office: 241 Psychology  
Phone: 614-634-2648 (cell)  
Office hours: By appointment  
Email: [wagner.602@osu.edu](mailto:wagner.602@osu.edu)

**Course Objectives:**

This course provides graduate students with core background in the theory, methods, and central topics of Cognitive and Developmental Psychology.

**Course Materials:**

All materials will be made available on the course Carmen site. Each "Theory" week will consist of two review papers to read; the remaining classes will consist of one review/overview reading, one empirical article, and one "extra" article which may be of either type.

**Course Assignments:**

- *Weekly Reflection Questions (30% of your grade)*. Each week, students are expected to read all required readings before they attend class. To facilitate discussion in class, students will submit a weekly Carmen "quiz" consisting of (1) An open-ended question asking them to summarize the main finding of one of the papers assigned for that week and (2) An open-ended question asking them to identify one aspect of each reading that they found confusing or provocative. Note that students may be required to read their responses aloud during class and to expand upon them.

- *Spot Check Quizzes (20% of your grade)*. At unspecified points during the semester, students will be asked to take brief quizzes requiring them to demonstrate their understanding of the course material.

- *Integration paper (50% of your grade)*. At the end of the semester, students will write a paper that integrates their knowledge from the course with their own primary research interest. The format of the paper is that of an NIH Small R03 grant (<https://grants.nih.gov/grants/funding/r03.htm>). It is expected that the studies proposed in this grant will connect the students' research area to the literatures on both cognitive and developmental psychology. Students should note that this grant has a page limit of 6 pages for the content portion; additionally, students should include a reference section

containing at least 12 references (including at least 4 papers from the Cognitive and Developmental Psych literatures that were not used in this course.

**Grading:**

The following grade pattern will be used:

|    |         |   |          |    |         |
|----|---------|---|----------|----|---------|
|    |         | A | 93 – 100 | A- | 90 - 92 |
| B+ | 87 – 89 | B | 83 – 86  | B- | 80 – 82 |
| C+ | 77 – 79 | C | 73 – 76  | C- | 70 – 72 |
|    |         | D | 60 - 69  |    |         |
|    |         | E | below 60 |    |         |

**Technology:**

This course requires computer use and internet access. I will post all relevant course material for the class on Carmen. Periodic announcements will be sent via EMAIL, and I will be using the email address linked to your Carmen account (this is almost always your OSU email address). **I expect you to check this email address once a day and to respond promptly to any email requests you receive.**

**ODS Statement:**

Any student who feels s/he may need and accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the ODS at 614-292-3307 (V) or 614-292-0901 (TDD), located in room 150 Pomerene Hall and on the web at <http://www.ods.ohio-state.edu/>, to coordinate reasonable accommodations for students with documented disabilities.

**Academic Misconduct:**

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying work of another student, possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered and “excuse” for academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct, the sanctions for the misconduct could included a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

**Grievances and Solving Problems:**

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, you should seek to resolve a grievance concerning a grade or academic practice by speaking first with the professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.

**Statement on Diversity:**

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based on protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Sample Course Schedule

[dates reflect a possible schedule for Spring 2023]

| Week                        | Topic                              | Readings  |
|-----------------------------|------------------------------------|---|
| <b>Cognitive Psychology</b> |                                    |   |
| 1<br>Jan 10                 | Theoretical Overview               | <ul style="list-style-type: none"> <li>• Sternberg et al. (2012) Chapter 1 (Introduction to Cognitive Psychology)</li> <li>• Chater et al. (2010). Bayesian models of cognition</li> <li>• MacLean (2016). Unraveling the evolution of uniquely human cognition.</li> </ul>   |
| 2<br>Jan 17                 | Perception in the domain of Vision | <ul style="list-style-type: none"> <li>• Sternberg et al. (2012) Chapter 3 (Visual Perception)</li> <li>• Dowd &amp; Golomb (2019). Object-feature binding survives dynamic shifts of spatial attention</li> <li>• Kosslyn et al. (1978). Visual images preserve metric spatial information</li> </ul>                    |
| 3<br>Jan 24                 | Attention                          | <ul style="list-style-type: none"> <li>• Jensen et al. (2011). Change blindness and Inattention blindness</li> <li>• Gomez et al. (2019). Graspable objects grab attention more than images do.</li> <li>• Hayhoe &amp; Rothkopf (2011). Vision in the natural world</li> </ul>   |
| 4<br>Jan 31                 | Memory                             | <ul style="list-style-type: none"> <li>• Ricker et al. (2010). Working Memory</li> <li>• Himmer et al. (2017). Sleep mediated memory consolidation depends on the level of integration at encoding.</li> <li>• Miller (1956): The magic number 7 +/-2</li> </ul>  |
| 5<br>Feb 7                  | Representing and Using Knowledge   | <ul style="list-style-type: none"> <li>• Fischhoff (2010). Judgment &amp; Decision making</li> <li>• Tiedens (2001). The effect of anger on the hostile inferences of aggressive and nonaggressive people</li> <li>• Armstrong et al. (1983). On what some concepts might not be.</li> </ul>                              |
| 6<br>Feb 14                 | Learning and Expertise             | <ul style="list-style-type: none"> <li>• Ericsson &amp; Towne (2010). Expertise.</li> <li>• Solomon (1990). Psychology of novice and expert wine talk.</li> <li>• Biederman &amp; Shiffrar (1987). Sexing day-old chicks.</li> </ul>  |
| 7<br>Feb 21                 | Language                           | <ul style="list-style-type: none"> <li>• Brentari and Coppola (2013). What sign language creation teaches us about language.</li> <li>• Nappa &amp; Arnold (2014). The road to understanding is paved with the speaker's intentions.</li> <li>• Casserly &amp; Pisoni (2010). Speech perception and perception</li> </ul> |

### Developmental Psychology

|             |  |   |
|-------------|--|---|
| 1<br>Feb 28 | Theoretical Overview                             | <ul style="list-style-type: none"> <li>• Newcombe (2013). Cognitive development: changing views of cognitive change.</li> <li>• Mather (2010). Aging and cognition</li> </ul>   |
| 2<br>Mar 7  | Early Abilities: 4 Case Studies                  | <ul style="list-style-type: none"> <li>• DeCasper et al. (1994). Fetal reaction to recurrent maternal speech</li> <li>• Saffran et al. (1996). Statistical learning by 8 month olds.</li> <li>• Meltzoff &amp; Moore (1977). Imitation of facial and manual gestures by human neonates.</li> <li>• Gibson &amp; Walk (1960). Visual Cliff</li> </ul>                    |
| 3<br>Mar 21 | Attachment (development of emotional connection) | <ul style="list-style-type: none"> <li>• Fraley (2019). Attachment in adulthood</li> <li>• Schoppe-Sullivan et al. (2007). Attachment and sensitivity in family context</li> <li>• Johnson et al. (2007) Evidence for infants' internal models of attachment</li> </ul>   |
| 4<br>Mar 28 | Language Development                             | <ul style="list-style-type: none"> <li>• Wagner &amp; Hoff (2012). Language Development.</li> <li>• Fisher et al. (2010). Syntactic bootstrapping</li> <li>• Quam &amp; Creel (2020). Impacts of acoustic-phonetic variability on perceptual development for spoken language.</li> </ul>  |
| 5<br>Apr 4  | Concept Development                              | <ul style="list-style-type: none"> <li>• Hespos &amp; Van Marle (2012). Physics for Infants.</li> <li>• Shtulman et al. (2019). When Allah meets Ganesha: Developing supernatural concepts in a diverse society.</li> <li>• Tardiff et al. (2017) Some consequences of normal aging for generating conceptual explanations: A case study of vitalist biology</li> </ul> |
| 6<br>Apr 11 | Social development                               | <ul style="list-style-type: none"> <li>• Meltzoff (2007). "Like me": a foundation for social cognition</li> <li>• Kelly et al. (2007). The other-race effect develops during infancy.</li> <li>• Rakoczy et al. (2018). Theory of mind and wisdom: The development of different forms of perspective-taking in late adulthood</li> </ul>                                |
| 7<br>Apr 18 | Gender development                               | <ul style="list-style-type: none"> <li>• Martin &amp; Ruble (2009). Patterns of gender development</li> <li>• Bian et al. (2017). Gender stereotypes about intellectual ability emerge early and influence children's interests</li> <li>• Olson et al. (2015) Gender cognition in transgender children.</li> </ul>   |

## Paper References

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- Biederman, I., & Shiffrar, M. M. (1987). Sexing day-old chicks: a case study and expert systems analysis of a difficult perceptual-learning task. *Journal of Experimental Psychology: Learning, memory, and cognition*, 13(4), 640.
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- Cassery, E. D., & Pisoni, D. B. (2010). Speech perception and production. *Wiley Interdisciplinary Reviews: Cognitive Science*, 1(5), 629-647.
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- DeCasper, A. J., Lecanuet, J. P., Busnel, M. C., Granier-Deferre, C., & Maugeais, R. (1994). Fetal reactions to recurrent maternal speech. *Infant behavior and development*, 17(2), 159-164.
- Dowd, E. W., & Golomb, J. D. (2019). Object-feature binding survives dynamic shifts of spatial attention. *Psychological science*, 30(3), 343-361.
- Ericsson, K. A., & Towne, T. J. (2010). Expertise. *Wiley interdisciplinary reviews. Cognitive science*, 1(3), 404-416.
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- Gibson, E. J., & Walk, R. D. (1960). The "visual cliff". *Scientific American*, 202(4), 64-71.
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- Hayhoe, M. M., & Rothkopf, C. A. (2011). Vision in the natural world. *Wiley Interdisciplinary Reviews: Cognitive Science*, 2(2), 158-166.
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