PSY 475/575  COGNITIVE DEVELOPMENT
Class meets M/W 2:00-3:20 PM (PST) in McKenzie 240C

INSTRUCTOR
Dr. Caitlin Fausey
Email: fausey@uoregon.edu
Office: Straub 465
*Student Hours: Monday/Wednesday 4-5 PM (PST)

GRADUATE EXPERT
Leah Peterson
Email: lpeter10@uoregon.edu
Office: Straub 364
*Student Hours: Tuesday 2-4 PM (PST)

*You can attend student hours in-person or via zoom. Zoom links are also posted on Canvas.
Dr. Fausey student hours: https://uoregon.zoom.us/j/98728516922?pwd=Yk8xWXNXazVl6cTZ1eXdkTGluaVQ4dz09
GE Peterson student hours: https://uoregon.zoom.us/j/98373086356?pwd=bno0T3c2MTZuSmFqZ1RtMksvNmVGdz09

*If you attend Dr. Fausey’s student hours in-person, you must wear a high-quality mask (N95 or KN95) in her office because she is immunocompromised.

COURSE OVERVIEW
How do we get so smart? How do we go from being babbling babies held in the arms of others to walking talking toddlers (and beyond)? How do we learn to perceive the world around us and what to pay attention to? How do we learn to talk, remember the past, or predict the future? How do experiences in infancy and childhood matter for building knowledge? These are the questions we will attempt to answer as we survey the major topics in cognitive development.

COURSE MATERIALS
There will be no textbook in PSY 475/575. All readings and other materials will be provided electronically as PDF files on our Canvas site.

INSTRUCTION PHILOSOPHY
This is not your first course in psychology and I expect that you look forward to delving deeper. You come to this course with more skills than you may realize -- you have learned about many psychological phenomena, you have tackled foundational psychology methods and statistics, and you may have worked in a psychology research lab. Even if not all of these are true of your particular experience, I can guarantee that you know more than you think you do.

If your goal is to successfully read a Cognitive Development textbook, you don't need this course. If you want to understand how real discoveries about human development are made, then you do need this course. Original research articles are your best way into understanding how scientists develop questions, go about testing hypotheses, and share discoveries with the world. Reading and discussing original research articles is a challenge that you are ready to tackle, with appropriate support. That is what we are here for, and that is what we'll work on throughout this course. Welcome.

LEARNING GOALS FOR THIS COURSE
You will develop many skills in this course. Your efforts will help you learn to:

(1) Identify major theories, research findings, and methodological approaches in cognitive development and apply research findings to human behavior in everyday life.

(2) Identify key research questions and hypotheses in primary scientific articles and critically evaluate the evidence presented.
EXPECTATIONS & GRADING
Your job is to come to class, do the readings, get involved in the material, work through study guides, and ask lots of questions. Class grades are based on quizzes, thought assignments, and a final exam.

Readings. Expect to dedicate considerable time outside of class to the readings -- it will be both demanding and rewarding. You are expected to complete the assigned readings before the class and to take an active role in the class. Material from the readings will be on quizzes and the final exam. You will also apply principles from the readings to thought assignments.

Quizzes. Four quizzes will become available over the course of the term. These quizzes are designed to help you use knowledge throughout the course. Quizzes will cover material presented in lectures and in the readings. You can prepare for these quizzes by coming to class, doing the reading, and working through study guides that will be provided.

During quiz weeks (see schedule, below), the quiz will become available after class on Monday and will close the immediately following Tuesday at 5:00 PM (PST). Thus, you will have approximately a 24-hour window in which to complete each quiz on Canvas. Quizzes are designed to take about 40 minutes; you will have 60 minutes to complete your quiz in one sitting. You are expected to complete your quiz alone; working with peers or non-class online resources is academic misconduct and will be reported as such. Please put quiz dates in your calendar, and block off one hour to complete each quiz within its relevant 24-hour period, so that you are sure to complete them.

Thought Assignments. You will complete two thought assignments that prompt you to integrate course material with current issues in education, business, public health, and/or the law. The goal is to encourage you to relate what you are learning to other things you care about. For each assignment, you will act as a "Cognitive Development Consultant": you will design an experiment to provide an empirical answer to the question posed and you will summarize your predictions. For each assignment, you will submit a one-page single-spaced report to Canvas. The readings and lectures in this course will be very good preparation for these assignments and for your future success as a "Cognitive Development" consultant in your chosen profession. Note: These assignments are referred to as "HW" -- for "Homework" -- on the syllabus. Due dates are Monday Jan 30, 2023 11:59 PM (PST) and Monday Feb 27, 2023 11:59 PM (PST).

Final Exam. The final exam will cover material presented in lectures and in the readings. The final exam will be a cumulative exam covering the full quarter of material. According to the Final Exam Schedule from the Office of the Registrar, the final exam for this course will be given on Monday March 20, 2023 at 2:45 PM (PST). No alternate date/times for this exam will be allowed.

FINAL LETTER GRADE
Final letter grades will be assigned according to the table on the right. “Points” is calculated by adding up all points earned across quizzes, assignments, and the final exam. You can earn up to a total of 200 points.

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<thead>
<tr>
<th>grade</th>
<th>points</th>
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<tbody>
<tr>
<td>A+</td>
<td>200</td>
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<tr>
<td>A</td>
<td>180</td>
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<td>B+</td>
<td>174</td>
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<td>160</td>
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<td>C+</td>
<td>154</td>
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<td>140</td>
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<td>D+</td>
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<td>D</td>
<td>120</td>
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<td>F</td>
<td>&lt;=119</td>
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</table>

Final letter grades will be summed like this:

Quizzes: 80 points (each quiz = 20 points)
Thought assignments: 40 points (each HW = 20 points)
Final exam: 80 points

GRADUATE STUDENTS ENROLLED IN 575
Students enrolled in 575 must complete roughly one-third more work than students enrolled in 475. Please make an appointment with Dr. Fausey during Week 1 or 2. We will discuss expectations for additional graduate-level effort. We will aim to align efforts with your graduate research goals.
ACADEMIC HONESTY
The short version: Don't cheat. Don't plagiarize. If you are unsure, please ask me.

As a member of the university community you are expected to be honest and forthright in all of your academic endeavors. To falsify the results of one's research, to present the words, ideas, data, or work of another as one's own, or to cheat on an examination corrupts the essential process by which knowledge is advanced.

All work submitted in this course must be your own and produced exclusively for this course. It is considered cheating if you obtain any kind of information about answers and solutions to the work in this course from any non-intended source (including your peers) or if you transfer such information to others. You may study with other students in preparation for quizzes, but your answers on a quiz or assignment must be your own. It is also considered cheating if you lie to Dr. Fausey or Ms. Peterson about any collaboration relating to an assignment, quiz, and/or exam.

Another form of academic misconduct is plagiarism, or using someone else’s ideas and words without appropriate citation on a written assignment. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. Do not copy from Wikipedia, other college students’ papers, scholarly articles, websites, chats, and a host of other sources. In this course, all submitted work will be checked by VeriCite. Do not attempt plagiarism because you will be caught. Plagiarism is academic misconduct and cases of plagiarism will be treated as such.

Please note that it is mandatory for instructors to report suspected academic misconduct to the Office of Student Conduct. Violations will be taken seriously and are noted on student disciplinary records. For more information about academic honesty, see the University Student Conduct Code at dos.uoregon.edu/conduct.

TITLE IX
I am a student-directed employee. For information about my reporting obligations as an employee, please see titleix.uoregon.edu. Students experiencing any form of prohibited discrimination or harassment, including sex or gender based violence, may seek information at: safe.uoregon.edu, respect.uoregon.edu, titleix.uoregon.edu, aaeo.uoregon.edu, contact the non-confidential Title IX office (541-346-8136), AAEO office (541-346-3123), Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help.

I am a mandatory reporter of child abuse. Please find more information at hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message.

ACCESSIBLE EDUCATION
If you have a documented disability and anticipate needing accommodations in this course, please notify Dr. Fausey as soon as possible. Also, please request that a counselor at the Accessible Education Center (uoae@uoregon.edu, 541-346-1155) send a letter verifying the type of accommodation that is appropriate. For a list of resources provided by the Accessible Education Center, please see aec.uoregon.edu.

ACCOMMODATION FOR RELIGIOUS OBSERVANCES
The University of Oregon respects the right of all students to observe their religious holidays, and will make reasonable accommodations, upon request, for these observances. If you need to be absent from a class period this term because of a religious obligation or observance, please fill out the Student Religious Accommodation Request form (https://registrar.uoregon.edu/sites/ registrar2.uoregon.edu/files/pdf/form-religious-accommodation-request.pdf) and send it to Dr. Fausey by the end of Week 2 so we can make arrangements in advance.

LAND ACKNOWLEDGEMENT
We acknowledge that we are here on Kalapuya Ilʔi – the traditional Indigenous homeland of the Kalapuya people, who were here first and who will always be here. It is a place where Indigenous languages and multilingualism once thrived. We acknowledge and honor the traditional stewards of this land.
FAQ

What if I miss a quiz or exam? What if I turn in an assignment late?

With the exception of extreme and unforeseen circumstances (that will be addressed in concert with the Dean of Students Office), contacting Dr. Fausey about missing a quiz/exam on the day of (or after) the quiz/exam will result in a 0 on the quiz/exam. Your best strategy is to take quizzes and exams on their scheduled date/time.

If you submit an assignment after its due date, your grade on the assignment will be reduced by 50%. This is true whether you submit your assignment 1, 2, 3, 4, or 5 days late. After 5 days, late work will no longer be accepted. Your best strategy is to submit assignments on time.

*One-time-grace-period: Life happens. If for any reason (e.g., illness, family emergency, you slept through your alarm for 24-hours, etc.) you find yourself unable to complete a quiz or assignment on time, you may use a one-time-grace-period in the following way:

1. Email Dr. Fausey as soon as you are aware of the issue, and no later than one day past the original quiz/assignment due date.
2. Dr. Fausey will create an alternate quiz/assignment for you, that you must complete within the stated timeframe.
3. Dr. Fausey will also create an additional assignment for you (e.g., read a paper and write a two-page critical discussion of it), that you must complete within the stated timeframe.

Note: You must email Dr. Fausey in a timely fashion, and complete BOTH the alternate quiz/assignment AND the additional assignment in a timely fashion, in order to have the opportunity to earn up to the original number of points for your missed quiz/assignment. You may take advantage of this policy a maximum of one time during the entire course. This policy may not be applied to the final exam.

Do you grade on a curve? Offer extra credit?

No, I do not grade on a curve. No, I do not offer extra credit except for what is stated below. Your best strategy is to focus your energy on doing your best on all of your work.

Optional: psychology research extra credit

You may choose only one of the following extra credit options. You may choose one or the other, but cannot get credit for both, nor for any combination of the two. Extra credit work is due by Friday, March 17, 2023 at 5:00 PM (PST).

**Extra Credit Option 1**: Participate in Psychology Department research through the Psychology Department Human Subjects Pool. For each credit of participation assigned to Psych 475/575, you earn a 2-point improvement to your final grade, for up to 4 points. No more than 4 extra credit points are permitted. Please note: A Psychology Department policy states that students may earn no more than 60% of their course-related credit by completing online studies. Thus, for this course, a maximum of 1 hour of online studies will count. For more information, go to the HSP website at uopsych.sona-systems.com and/or contact the human subjects coordinator by email at hsoord@uoregon.edu.

**Extra Credit Option 2**: Find an empirical article relevant to the study of cognitive development in a major, peer-reviewed journal, summarize it, and evaluate its contribution to our understanding of cognitive development. You will earn up to 4 points of extra credit, depending on the quality of your critique. A terrific critique is approximately 3 double-spaced pages with a concise summary and insightful comments based on your knowledge developed throughout this course. You must seek approval of your article from Dr. Fausey before beginning your critique. To receive the extra credit, you will need to hand in a copy of the article and the critique.
Do you take attendance?
No, I do not take attendance. I expect you to make responsible decisions about managing your time. Please note that this course uses no textbook and so the majority of your learning will come through class lectures and the opportunity to ask questions during class. Each lecture is designed with you in mind. Your best strategy is to show up and reap the benefits.

DISCLAIMER
This syllabus is an outline of the course and its policies, which may be changed for reasonable purposes during the quarter at the instructor's discretion. You will be notified via Canvas if any changes are made to this syllabus and an updated syllabus will be provided on Canvas.
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Description</th>
<th>Reading</th>
<th>Quiz / HW</th>
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<tr>
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<td><strong>INTRODUCTION</strong></td>
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<tr>
<td>M</td>
<td>Jan 9</td>
<td>Developmental milestones</td>
<td>Smith &amp; Thelen</td>
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<tr>
<td>W</td>
<td>Jan 11</td>
<td>What is cognitive development? How to read an empirical paper</td>
<td>Siegler Roediger &amp; Gallo</td>
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<td>M</td>
<td>Jan 16</td>
<td>NO CLASS – MLK Jr. Day</td>
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<td><strong>MOVING</strong></td>
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<td>W</td>
<td>Jan 18</td>
<td>Crawling, cruising, walking</td>
<td>Adolph et al. Rachwani et al.</td>
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<td><strong>SEEING</strong></td>
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<tr>
<td>M</td>
<td>Jan 23</td>
<td>Visual attention: social</td>
<td>Frank et al.</td>
<td>QUIZ #1</td>
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<tr>
<td>W</td>
<td>Jan 25</td>
<td>Visual attention: objects</td>
<td>Smith et al.</td>
<td></td>
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<tr>
<td>M</td>
<td>Jan 30</td>
<td>Why moving matters for seeing</td>
<td>Kretch et al.</td>
<td>HW #1</td>
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<tr>
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<td><strong>TALKING</strong></td>
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<tr>
<td>W</td>
<td>Feb 1</td>
<td>Role of the environment</td>
<td>Weisleder &amp; Fernald Kuhl et al. Werker et al.</td>
<td>QUIZ #2</td>
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<tr>
<td>M</td>
<td>Feb 6</td>
<td>Sounds and words</td>
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<td>W</td>
<td>Feb 8</td>
<td>Learning language</td>
<td>Baldwin Deák et al. Yu &amp; Smith</td>
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<tr>
<td>M</td>
<td>Feb 13</td>
<td>Meaning</td>
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<td>W</td>
<td>Feb 15</td>
<td>Why moving &amp; seeing matter for talking</td>
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<td><strong>LEARNING, REMEMBERING, &amp; REASONING</strong></td>
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<tr>
<td>M</td>
<td>Feb 20</td>
<td>Learning patterns: language</td>
<td>Saffran et al.</td>
<td>QUIZ #3</td>
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<tr>
<td>W</td>
<td>Feb 22</td>
<td>Learning patterns: vision &amp; action</td>
<td>Fiser &amp; Aslin Baldwin et al.</td>
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<td>M</td>
<td>Feb 27</td>
<td>Learning categories</td>
<td>Madole &amp; Oakes</td>
<td>HW #2</td>
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<td>W</td>
<td>Mar 1</td>
<td>Attention, memory, &amp; learning</td>
<td>Fisher et al.</td>
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<td>M</td>
<td>Mar 6</td>
<td>Relational thinking</td>
<td>Kotovsky &amp; Gentner Christie &amp; Gentner</td>
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<tr>
<td>W</td>
<td>Mar 8</td>
<td>Why talking matters for learning, remembering, &amp; reasoning</td>
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<td><strong>DEVELOPMENTAL PATHWAYS</strong></td>
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<tr>
<td>M</td>
<td>Mar 13</td>
<td>Cog. Dev. real-world policy</td>
<td>Neville et al. Miller Cotto et al. Smith</td>
<td>Come with questions!</td>
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<tr>
<td>W</td>
<td>Mar 15</td>
<td>Putting it all together: Course Review</td>
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<td><strong>FINAL EXAM WEEK</strong></td>
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<tr>
<td>M</td>
<td>Mar 20</td>
<td>2:45 PM – 4:45 PM CUMULATIVE FINAL EXAM.</td>
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Reading List

Each reading is posted on Canvas and is assigned for a particular class session. Class sessions and study guides will help you identify and reinforce the key points from each reading. Your best bet is to read before class, come to class, and work through study guides. Note: There is a (Q*) after each reading to tell you which quiz the paper is associated with.

INTRODUCTION


MOVING


SEEING


TALKING


LEARNING, REMEMBERING, & REASONING


DEVELOPMENTAL PATHWAYS