

PSYC 445 – Cognitive Development SPRING 2018

Class Location: CASE216

Class Hours: Tuesday -Thursday 13:00 – 14:15

Instructor: Tilbe Göksun

Office Hours: by appointment

Office Location: SOS Z17B

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Course Assistants:

Hazal Kartalkanat (hkartalkanat@ku.edu.tr) Office Hours: Wednesdays 12:00 – 13:00

Seda Akbıyık (sakbiyik16@ku.edu.tr) Office Hours: Wednesdays 11:00 – 12:00

Prerequisites: PSYC 206

Course Description and Objectives

How do infants and young children acquire knowledge about the world? In this course, we will examine developmental change across several major areas of cognitive functioning during infancy and childhood. After examining main developmental theories on cognitive development, we will focus on five major topics in cognitive development (attention, memory, language, spatial cognition, conceptual development). During this course, we will also examine methods related to each topic as well as the brain-behavior relationship. The implications for education and social issues will also be discussed.

Learning Objectives

At the end of this course, students will be able to:

- Understand the fundamentals, major concepts, theoretical perspectives, and empirical findings in major areas of cognitive development
- Gain an understanding on the factors that affect these developmental processes
- Be able to compare, discuss, criticize research findings and theories in cognitive development

Readings

There is no textbook. Students are expected to read and comment on both empirical and theoretical articles that are assigned weekly (~ 2-3 articles per week), to participate in weekly discussions, and complete a set of writing assignments.

Course Assessment and Grading

1. Questions and Participation

The course will be divided into 5 major topics. Before each topic, students will post 2 discussion questions to the Blackboard that they are curious about the major topic (**Feb 20, Mar 13, Mar 27, Apr 24, and May 08 by 10 am**). I would like you to think about the topics regarding your previous knowledge in these areas. These questions need to reflect your critical thinking processes. These questions will count in total **15%** of your grade. This course will partially be in a seminar format so participation is required. Your participation to class discussion will make up **10%** of your final grade. I will not take any other type of attendance.

2. Assignments

There will be **four** out-of-class reaction papers at the end of each major topic (**Mar 22, Apr 19, May 03, and May 17**). These short reaction papers will be a maximum of 2 single-spaced pages long. In these papers, you are supposed to discuss your reactions, thoughts about the major topic. You may also pick up some points that are interesting for you and expand on that topic with your thoughts-positions. I can also provide you some additional articles. I'll give more details about these papers in class. You have a chance to miss one of them. If you write all 4 papers, I will take the highest 3 points. In total, these assignments will count **24%** of your grade (each paper will be **8 pts**). You will bring the paper by the class time of the assigned date. I will not accept any late papers.

3. Exam

There will be 1 short exam during class time about the theory part of the class on **Feb 27**. I will give more details about the exam in class. It will make up **15%** of your final grade.

4. Final Paper

As your final project, you are required to write **a review paper with a short study proposal** on a relevant topic of cognitive development. I will ask you to discuss your topic with me or your TA by **Apr 24**. You can email about your topic. The paper should be based on reading articles in-depth on a chosen topic (at least 10-12 articles) and critical analysis of them. I prefer you to pick up one of the topics we discussed, focusing on a specific area. The review paper should be 12-13 double-spaced pages long and in APA format. The paper will count **36%** of your grade. The review paper is due **June 09, 10:00 am**. You will upload the paper onto the Blackboard.

Grading Summary:

Questions	15%
Participation	10%
Assignments	24%
Exam	15%
Final Paper	36%
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Total	100%

TENTATIVE WEEKLY CLASS SCHEDULE

Week	Date	Topics	Assignments
1	Feb 6-8	Introduction – Syllabus Theories of Cognitive Development	
2	Feb 13-15	Theories of Cognitive Development <ul style="list-style-type: none"> • Neoconstructivism • Core knowledge • Information Processing • Dynamic Systems 	
3	Feb 20-22	Perception and Attention <ul style="list-style-type: none"> • Visual & Audio 	Question 1 (Feb 20)
4	Feb 27-Mar 01	Perception and Attention <ul style="list-style-type: none"> • Music 	Exam (Feb 27)
5	Mar 6-8	Language (Precursors) <ul style="list-style-type: none"> • Statistical Learning • Naming Objects, Actions, Gesture 	
6	Mar 13-15	Language <ul style="list-style-type: none"> • Social and pragmatics • Theory of Mind 	Question 2 (Mar 13)
7	Mar 20-22	Language <ul style="list-style-type: none"> • Bilingualism • Atypical 	Assignment 1 (Mar 22)
8	Mar 27-29	Memory <ul style="list-style-type: none"> • Source Memory • Episodic Memory 	Question 3 (Mar 27)
9	Apr 03-05	Memory <ul style="list-style-type: none"> • Autobiographical Memory • Event memory 	
10	Spring Break		
11	Apr 17-19	Concepts <ul style="list-style-type: none"> • Symbols, Analogy 	Assignment 2 (Apr 19)
12	Apr 24-26	Spatial Cognition <ul style="list-style-type: none"> • Geometry and Orientation • Navigation, Maps 	Question 4 (Apr 24) Discussion of Paper Topics
13	May 03	Numerical Cognition	No class on May 01 Assignment 3 (May 03)
14	May 08-10	Social Cognition	Question 5 (May 08)
15	May 15-17	Imagination & Play	Assignment 4 (May 17)
		FINAL PAPER	June 09

Academic Integrity

Students are expected to follow Koç University policy for academic conduct. Please review the information provided on the University main homepage from the following links:

Rules and Regulations: <http://dos.ku.edu.tr/regulations>

Classroom Code of Conduct: <http://vpaa.ku.edu.tr/academic/classroom-code-of-conduct>

Student Code of Conduct: <http://vpaa.ku.edu.tr/academic/student-code-of-conduct>

Academic Dishonesty

Koç University Statement on Academic Honesty with Emphasis on Plagiarism

Koç University expects all its students to perform course-related activities in accordance with the rules set forth in the Student Code of Conduct (<http://vpaa.ku.edu.tr/academic/student-code-of-conduct>). Actions considered as academic dishonesty at Koç University include but are not limited to cheating, plagiarism, collusion, and impersonating. This statement's goal is to draw attention to cheating and plagiarism related actions deemed unacceptable within the context of Student Code of Conduct:

All individual assignments must be completed by the student himself/herself, and all team assignments must be completed by the members of the team, without the aid of other individuals. If a team member does not contribute to the written documents or participate in the activities of the team, his/her name should not appear on the work submitted for evaluation.

Plagiarism is defined as 'borrowing or using someone else's written statements or ideas without giving written acknowledgement to the author'. Students are encouraged to conduct research beyond the course material, but they must not use any documents prepared by current or previous students, or notes prepared by instructors at Koç University or other universities without properly citing the source. Furthermore, students are expected to adhere to the Classroom Code of Conduct (<http://vpaa.ku.edu.tr/academic/classroom-code-of-conduct>) and to refrain from all forms of unacceptable behavior during lectures. Failure to adhere to expected behavior may result in disciplinary action.

There are two kinds of plagiarism: Intentional and accidental. Intentional plagiarism (Example: Using a classmate's homework as one's own because the student does not want to spend time working on that homework) is considered intellectual theft, and there is no need to emphasize the wrongfulness of this act. Accidental plagiarism, on the other hand, may be considered as a 'more acceptable' form of plagiarism by some students, which is certainly not how it is perceived by the University administration and faculty. The student is responsible from properly citing a source if he/she is making use of another person's work. For an example on accidental plagiarism, please refer to the document titled "An Example on Accidental Plagiarism".

If you are unsure whether the action you will take would be a violation of Koç University's Student Code of Conduct, please consult with your instructor before taking that action.

An Example on Accidental Plagiarism

This example is taken from a document prepared by the City University of New York. The following text is taken from Elaine Tyler May's *Myths and Realities of the American Family*:

“Because women's wages often continue to reflect the fiction that men earn the family wage, single mothers rarely earn enough to support themselves and their children adequately. And because work is still organized around the assumption that mothers stay home with children, even though few mothers can afford to do so, child-care facilities in the United States remain woefully inadequate.”

Below, there is an excerpt from a student's homework, who made use of May's original text:

“As Elaine Tyler May points out, “women's wages often continue to reflect the fiction that men earn the family wage” (588). Thus many single mothers cannot support themselves and their children adequately. Furthermore, since work is based on the assumption that mothers stay home with children, facilities for day care in this country are still “woefully inadequate” (May 589)”.

You may think that there is no plagiarism here since the student is citing the original author. However, this is an instance of accidental plagiarism. Although the student cites May and uses quotation marks occasionally, the rest of the sentences, more specifically the following section: “Thus many single mothers cannot support themselves and their children adequately. Furthermore, since work is based on the assumption that mothers stay home with children, facilities for day care in this country are still “woefully inadequate.” (May 589)” almost exactly duplicates May's original language. So, in order to avoid plagiarism, the student either had to use quotation marks for the rest of the sentences as well, or he/she had to paraphrase May's ideas by using not only his/her own words, but his/her own original ideas as well. You should keep in mind that accidental plagiarism often occurs when the student does not really understand the original text but still tries to make use of it. Understanding the original text and understanding why you agree or disagree with the ideas proposed in that text is crucial both for avoiding plagiarism and for your intellectual development.

Reference(s):

Avoiding and Detecting Plagiarism: A Guide for Graduate Students and Faculty. The Graduate Center. City University of New York, 2012. Web. <http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Publications/AvoidingPlagiarism.pdf>