In keeping with our proposed program change, I am proposing a change to the course PSY 454. I believe that this change will benefit students and bring the substance and requirements of this course more in line with other quality university programs across the state and nation.

Please refer to the following table, which shows the planned changes for this course at both the undergraduate and graduate levels. The modified course, with additional class time, will allow a wider range of topics to be discussed in class (including recent developments within the field), a greater array of reading assignments, and more time for classroom discussion.

Students will also engage in significantly more writing in this 4-credit format than in the 3-credit format.
Overview
This course discusses intellectual development from infancy to adulthood. Topics include the origin of thinking, the development of perception, attention, memory, problem solving, language, academic skills, and social cognition. Piaget, Vygotsky, and information processing approaches will be discussed. May be offered in alternate years.

Textbook
Children's Thinking fourth edition by Robert S. Siegler & Martha Wagner Alibali.

Readings
There will be a set of articles on reserve in the library (at the circulation desk). The chapter numbers listed below refer to the Siegler & Alibali book. Complete references to the reserve articles are listed later in the syllabus.

Reserve Articles:
Article on Gibson’s Theory of Perceptual Development- Read for April 13-18

Articles on Attentional Development & Inhibition- Read for April 20-27

Article on Thought & Language- Read for May 2

Articles on Theory of Mind- Read for May 23-25
Student Learning Outcomes for PSY 454/554

PSY 454 students will be able to:
1. Describe the changes seen in cognitive development from early infancy to adolescence.
2. Explain the theories used in the study of cognitive development.
3. Identify, describe and evaluate common paradigms used in studying cognitive development.
4. Evaluate the theoretical explanations for cognitive development phenomena using existing empirical data.
5. Integrate of different approaches to a topic in cognitive development and write about it in your paper

PSY 554 Students will be able to: (All undergraduate outcomes also apply to graduate students)
1. Integrate diverse theoretical constructs in cognitive development.
2. Synthesize a large body of research literature to develop a research proposal that would make a unique contribution to the field of cognitive development.
3. Evaluate possible outcomes of your proposed research in light of both theories and existing research in the field.

In-class assignments
Several activities will be completed within class, and will be worth 12 points toward your final grade. Each completed in-class assignment will be worth 4 points. In-class assignment days will not be announced in advance and no make-up assignments will be allowed. However, you will have four chances to earn points, and only need to be present three times to earn full points.

Exams
Undergraduate course grades will be based on an essay midterm exam (100 points), an essay final exam (100 points)

Grading
2 short writing exercises (20 points), and a paper (100 points). The paper will be a literature review paper integrating 2 separate approaches to a single area of cognitive development. The paper is more completely described in a separate handout. The papers paper can be on any topic in cognitive development. Topic selections should be discussed with me. Descriptions of your topic are due April 27. These papers should be approximately 10 pages long and are due June 8. Late papers loose 10 points in possible value for each day that they are late.

Graduate student course grades will be based on an essay midterm exam (100 points), an essay final exam (100 points), 2 short writing exercises (20 points), and a research proposal (100 points and described on a separate handout). Graduate student's exams will be evaluated separately and are expected to show a greater level of depth. Research proposals can be on any topic in cognitive development. Topic selections should be discussed with me. Descriptions of your topic are due April 27. These papers should be approximately 10 pages long and are due June 8. Late papers loose 10 points in possible value for each day that they are late. Graduate students will also give half-hour class presentations on the topic of their research proposal near the end of the quarter. These presentations are worth 50 points.

Accommodations for Disabilities
"Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 737-4098."
**Academic Honesty**

If you have any doubts about the definitions of cheating or plagiarism, please review the OSU definitions at [http://www.oregonstate.edu/admin/stucon/achon.htm](http://www.oregonstate.edu/admin/stucon/achon.htm). At the very least, if you are caught cheating on a test you will receive an F for the work and will be reported to the Student Conduct and Mediation program. Under university policies, penalties for academic dishonesty can be as severe as failing the entire course.

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**Tentative Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>April 4</td>
<td>Introduction</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>April 6-11</td>
<td>Theoretical Overview</td>
<td>Chapters 2-4</td>
</tr>
<tr>
<td>April 13-18</td>
<td>Perceptual Development</td>
<td>Chapter 5 and Miller article on Gibson</td>
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<tr>
<td>April 20-27</td>
<td>Attentional Development &amp; Inhibition</td>
<td>Enns et al. article on attention &amp; Houde article on inhibition</td>
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<tr>
<td>April 27</td>
<td>Topics Due</td>
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<tr>
<td>May 2</td>
<td>Thought &amp; Language</td>
<td>pp. 271-283, &amp; Hespos &amp; Spelke article on cognitive precursors, &amp; Saxton &amp; Towse article on linguistic relativity</td>
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<tr>
<td>May 4</td>
<td>Midterm Exam</td>
<td></td>
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<tr>
<td>May 9-11</td>
<td>Memory Development</td>
<td>Chapter 7</td>
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<tr>
<td>May 11</td>
<td>Writing Assignment 1 Due</td>
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<tr>
<td>May 16-18</td>
<td>Conceptual Development &amp; Piagetian Concepts</td>
<td>Chapter 8 except pp. 292-297</td>
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<tr>
<td>May 23-25</td>
<td>Social Cognition</td>
<td>Chapter 9 and Slaughter et al. article on theory of mind &amp; Steele et al. article on autism &amp; theory of mind</td>
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<td>May 23</td>
<td>Writing Assignment 2 Due</td>
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<tr>
<td>May 30-June 1</td>
<td>Problem Solving</td>
<td>Chapter 10</td>
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<tr>
<td>June 6-8</td>
<td>Math Skills &amp; Grad. Presentations</td>
<td>pp. 292-297 &amp; pp. 381-400</td>
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<tr>
<td>June 8</td>
<td>Papers Due</td>
<td></td>
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</tbody>
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**Final Exam--Thursday, June 15 at 9:30-11:20 am**