# EDPS 768
# Theories of Cognitive Development
## Fall 2025

| Days | Section | Time | Classroom Location |
|---|---|---|---|
| **Tuesdays** | **EDPS 768 –1**<br>**CRN 37149** | **2:00-4:40** | **TC 411**<br>**Teachers College Building** |

**Instructor Name**: Ligia Gómez, Ph.D. **Email**: legomezfranco@bsu.edu
**Office**: TC 537 **Office Phone**: 765-285-8503
**Department of Educational Psychology**
**Office Hours**: Thursdays 1:30-PM-3:00PM and via Zoom by appointment

## COURSE INFORMATION

**Course Description:** A doctoral seminar on the current theories of cognitive development, including constructivist, information processing, and socio-cultural perspectives. Emphasizes both historical writings and current research literature in cognitive development and their application in educational and psychological settings. Prerequisite: EDPS 603 or 627 or 628.

**Course Objectives:** Student Learning Objectives. Upon successful completion of this course:

1. Students will be able to describe major developmental changes in cognitive development across childhood and adolescence
2. Students will be able to identify key individual and contextual factors that impact changes in cognitive development
3. Students will be able to create a cognitive developmental profile for each age period (early childhood, middle childhood, and adolescence).

**Required Readings:** Provided on our Course Canvas

**Course Modality:** This is an in-person discussion seminar with high levels of participation expected in each class. We meet every Tuesday, and students are expected to come prepared to contribute to class discussions. The course schedule provided includes all due dates, assignments and tests.

**Discussion Seminar expectations:** As graduate students, you are expected to engage in the open and respectful exchange of diverse ideas and perspectives. A foundational principle of graduate education is that learning is enhanced through thoughtful dialogue, including both consensus and disagreement. While I may challenge your views as part of academic discourse, you will not be penalized for expressing disagreement with me or with your peers. If at any point you feel that this principle has been compromised, I invite you to arrange a meeting with me to discuss your concerns in a constructive and confidential manner. A shared goal of this course is to foster a classroom environment that is psychologically safe, where all students feel comfortable expressing ideas, asking questions, and participating in dialogue.
**Participation and Timeliness:** Your regular participation and timeliness are important to your academic success. You must be self-motivated and disciplined to meet all due dates. Developing a routine is essential. Each student is expected to attend each class session and participate in class discussions, and to submit

assignments on time. Assignments submitted late may be subject to a reduction in points or may be awarded no points at all.

Make Up and Late Work Policy: The schedule provided, while tentative, will allow you ample time to plan to complete the assignments, papers, and exams by the deadline. All assignments must be turned in on time. If an emergency or extenuating circumstance arises, please contact me as soon as possible before the assignment is due.

Regular attendance and active participation are essential components of this course. All students are expected to attend each class session fully prepared to engage in critical and constructive discussion of the assigned readings and topics. Participation should reflect thoughtful engagement with course materials and a willingness to contribute meaningfully to the academic dialogue.

The attendance/participation points must be earned through the semester by meeting the course expectations listed below. Each class students will earn cumulative points towards their attendance/participation points. Students may inquire about their attendance/participation performance with the instructor, as needed. The instructor has the following expectations for class participation:

- Prompt arrival to class
- Attendance to all class meetings.
- Completion of in-class work. Students will have the opportunity to earn participation/attendance points in class.
- Regular completion of assigned readings and active and reflective participation in class discussions.
- Professionalism and respect for other students and the instructor.
- Refraining from phone/device/internet use for anything other than the current course activity, unless a student has special permission from the instructor for a unique circumstance.

This course will adhere to the policy published in the BSU Code of Student Rights & Responsibilities. You are required to attend class on-time and stay for the duration of the class. Not attending class may affect student financial aid. Absences should be discussed with the instructor as soon as possible. Missed classes may result in loss of class participation scores or missed assessments. Any make-ups are at the discretion of the instructor and on presentation of a documented excuse satisfactory to the course instructor. No assignments will be accepted past the designated due date without documentation of extenuating circumstances.

*The key to being successful in this class is staying on schedule*

***Feedback Policy***

- I will strive to respond to email from your **official Ball State email** address within 24 hours during week days (Monday-Friday) and within 48 hours on the weekend.
- I will make every effort to grade your quizzes, assignments, and discussions no later than a week of submission.
- Please feel free to email me before that time if you have any questions or concerns about your performance in class.

***Assignment Submission Policy***

- All assignments should be submitted as either Word documents with extensions of .doc or .docx, or PDF unless otherwise indicated in the assignment description.
- If you are using any other extension (Google docs, etc). Please first save your document as Word or PDF on your desktop and then upload that saved document to Canvas.
- Assignments, unless otherwise indicated should be submitted using the assignment link in the module**.**

***Communication:*** Course communications will occur via **BSU email** and/or **Canvas announcements**. Students are expected to log in to Canvas and check their BSU email regularly, as well as ensure their Canvas notification settings are enabled to receive notifications and announcements for EDPS768. To contact the instructor, please use legomezfranco@bsu.edu. The instructor will typically respond to messages within 48 hours. Students who use other email accounts as primary should connect the account(s) to their BSU email in order to receive the most up-to-date information for the course.

***Course Materials and Content:*** As the course instructor, I retain the rights to all course content, including this syllabus. **Students may not reproduce, distribute, or publicly post course materials without permission.** Students also may not record classes without explicit permission to do so. Selling or distributing course materials may violate Ball State Code of Contact and/or The Information Technology Users' Privileges and Responsibilities Policy. Any violations will be referred to the Office of Student Conduct.

## Course Grading

Grades will be assigned according to the following scale:

| | | |
|---|---|---|
| A = 94 – 100% | B- = 80 – 83% | D+ = 67 – 69% |
| A- = 90 – 93% | C+ = 77 – 79% | D = 64 – 66% |
| B+ = 87 – 89% | C = 74 – 76% | D- = 60 – 63% |
| B = 84 – 86% | C- = 70 – 73% | F = below 60% |

## UNIVERSITY POLICIES AND STATEMENTS

**University Statement:** We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse. If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's Disability Services Office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

**Freedom of Expression:** In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's Statement on Freedom of Expression, the resources on Ball State's Freedom of Expression webpage, and Ball State's Beneficence Pledge.

**Attendance Policies:** Course attendance policies will be consistent with University policies regarding student absences. Absences will be excused for the following: funeral and bereavement leave, jury duty, late course addition, military absences, observance of religious holidays, pregnancy leave, student-athletes participating in University- or department-approved activities, and university advisories.
Students may encounter other circumstances (e.g. car accidents, job interviews) that result in course absences. Only faculty members can excuse these absences and adjustments are at the discretion of the instructor.
In general, students are expected to notify all their instructors once they anticipate being absent for any reason (e.g., funeral) or as soon as possible after the absence begins (e.g., unexpected injury or illness). The student may need to provide documentation (with confidential information redacted when appropriate) to each instructor if requested.
We will take attendance in all classes. To pass this class, students cannot miss more than 25% of the semester.

**High-Impact Practices:** Ball State University seeks to provide each undergraduate student a premier educational experience. As such, a strategic imperative, as defined by our strategic plan, is that every student will complete at least one course that includes one of the following high-impact practices: Undergraduate Research; Immersive Learning; Study Abroad or Away; Societal Issues or Global Challenge

**Title IX:** Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment—including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit bsu.edu/titleix or contact the Title IX Coordinator at 765-285-1545 or at titleix@bsu.edu. **As your instructor, I am a mandatory reporter under the Title IX policy and required to report any information I receive about possible sexual harassment.** This includes information shared in class discussions, assignments, or private conversations.
**What happens after I report?** The Title IX Coordinator will email the person who experienced sexual harassment (complainant) and invite them to schedule a meeting. If the complainant **chooses** to meet with the Title IX Coordinator, Title IX Coordinator will offer supportive measures (e.g., counseling, extensions on deadlines, course-related adjustments, changes to work or class schedules, and/or referrals to campus offices), review the policy, and discuss options to move forward. If a complaint is filed by the complainant or the University, an investigation will begin following University policy.

**University Grade Appeal Policy:** If you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within 5 school days after final grades are posted by the Office of the Registrar. Review the University Grade Appeal Policy and Process.]

**Student Academic Ethics Policy:** Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the VPAA's academic integrity website (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. To learn about BSU's academic integrity expectations and students' rights, please read the University Student Academic Ethics Policy.
Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. Unless otherwise indicated, you must work independently by yourself. Check with me if you are unsure whether something constitutes academic dishonesty. Examples of academic integrity violations include but are not limited to:

- Using resources not authorized by the faculty member (including devices, AI tools, hidden notes, and open books)
- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).
- Without the instructor's written permission, giving away, buying, or selling graded assignments class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).
- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (passing notes, texting, whispering, gesturing)
- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you.

**Generative AI Statement:** All work conducted and/or submitted in this course must be your own, completed in accordance with Ball State University's Student Academic Ethics Policy. During this class, we may use ChatGPT or other generative AI applications. You will be informed as to when, where, and how these tools are permitted to be used, along with guidance for attribution. You may choose to use AI tools to help brainstorm assignments or projects or to revise existing work you have written. However, you must cite any AI-generated material that informed your work. Using ChatGPT or any other AI tool is not allowed when taking tests, to answer reflections or when completing reading notes.

## STUDENT SUPPORT SERVICES

**The Learning Center:** The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit myballstate.bsu.edu and click on "Navigate" in the Academic Tools section, or just go directly to bsu.navigate.eab.com.
Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.
Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions. For more information about Learning Center programming, visit bsu.edu/learningcenter or call 765-285-1006. Follow us on Instagram: BallStateLC.

**The Writing Center:** All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295 during weekdays, Bracken Library First Floor West in the evenings, or online during any of our regularly scheduled hours) to get additional feedback on your writing.
The Writing Center offers free planning, feedback, and accountability sessions (in person and online) to all students composing essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. To schedule a free appointment to discuss your writing, go to bsu.edu/writingcenter. Online and in-person appointments are available; however, plan ahead because appointments book quickly!

**The Basic Needs Hub:** If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, and/or experiencing an emergency or crisis, help is available through the Basic Needs Hub. The Basic Needs Hub has information, resources, and provides individualized support to students. To talk with a supportive staff member about your experience, receive one on one assistance, or learn more about resources, you can submit a Basic Needs Assistance Form.

**The Counseling Center:** The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.
At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found **here**.
**The Speaking Center:** The Speaking Center is a free resource available to all members of the BSU community wanting to improve their public speaking abilities. We offer personalized coaching designed to help you become a more confident and effective speaker. Our trained coaches provide constructive feedback and support throughout the entire speech preparation process, whether you are in the early stages of brainstorming ideas and organizing your thoughts, or you need to practice your delivery and refine your message.
The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access us through your Navigate app or use this direct link to sign up for a time**.** Appointments are available both in person and on Zoom. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

## CANVAS AND STUDENT PRIVACY

**Canvas Accessibility:** Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010. Find more information by visiting the Canvas Voluntary Product Accessibility Template (VPAT).

**FERPA and Privacy:** As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading **Ball State's FERPA and Privacy and Protection.**

**Video Conferencing Recording:** In this class, software may be used to record live class discussions. As a student in this class, your participation in live class discussions may be recorded. These recordings typically will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Students who prefer to listen only must disable their audio capability and visual camera. If you have concerns, please discuss these options with me.

**Plagiarism Detection:** The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You may need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

## COURSE EXPECTATIONS AND POLICIES

**Course Participation Expectations**

- This course is designed with weekly activities, discussion, and other forms of regular collaboration and communication.
- It is recommended that you log into your Canvas course 3 to 4 times a week and check your official Ball State email account daily to view announcements and prepare for class.
- Complete all assignments, quizzes, tests, and any other activities by the stated due dates.

**Feedback Policy**

- I will respond to email from your official Ball State email address within 24 hours during weekdays (Monday-Friday) and within 48 hours on the weekend.
- I will grade your quizzes, assignments, and discussions no later than within one week of submission.
- Contact me directly if you have questions or concerns about your performance in class.

**Late Assignment Policy**

- All assignments are due by the time on the due dates indicated in the course schedule.
- Assignments posted after the indicated due dates will be subject to a decreased letter grade for each day late.
- Internet connectivity and technical issues may occur and impede you from turning in work on time. Turn in work early and often, and set up a back-up plan, such as visiting a local library or borrowing a peer's computer.
- You have one (1) permitted late assignment to allow for these issues, to which you can turn in one assignment 24 hours late.
- Canvas will not accept assignments for grading after 11:59 pm EST/EDT on the final day of class.

**Assignment Submission Policy**

- All assignments should be submitted as Word documents with extensions of .doc or .docx unless otherwise indicated in the assignment description.
- Assignments, unless otherwise indicated, should be submitted using the assignment link in the module.
- AI tool to generate content without proper attribution constitutes a violation of Ball State University's Student Academic Ethics Policy

**Grading Policy**

- It is my policy that appropriate evaluation of your academic performance is an integral part of your learning experience.

- In the absence of mistakes, fraud, bad faith or incompetence, I will be the key decision-maker on the assignment of grades.

**Engagement Expectations**

To support a respectful and engaging academic community that encourages the free exchange of ideas and civil discourse, we will follow these ground rules:

- **Respect different perspectives.** Share your ideas and let others share theirs.
- **Challenge ideas, not people.** Disagree respectfully. No personal attacks or put-downs. Focus on exploring ideas critically and constructively.
- **Listen to understand.** Stay curious, ask questions to understand, and give others space to speak.
- **Assume good intentions.** Approach discussions with curiosity and compassion.
- **Keep it private.** What is shared in class stays in class. Do not share others' words or work without permission.
- **Be respectful.** Avoid hurtful language, stereotypes, or content that may demean others. Keep feedback constructive.

## Course Schedule Fall 2025*

| EDPS 768 Theories of Cognitive Development<br>Course Schedule Fall 2025 | | |
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| **Week** | **Topic** | **Readings** |
| Week 1<br>August 19 | Course Introduction.<br>How do people know? | Kuhn, D. (2001). How do people know? *Psychological Science, 12*, 1-8. |
| Week 2<br>August 26 | **Piaget I – Constructivist Stage Theory**<br>Sensorimotor, preoperational, concrete operational stages<br>• Key ideas: stages (sensorimotor, preoperational, concrete operational, formal operational), assimilation/accommodation, schema theory. | **Required Reading:**<br>• Ginsburg & Opper (1988). *Piaget's Theory of Intellectual Development*, Ch. 2 & Ch. 4<br>Optional Reading:<br>• Piaget (1952). *The Origins of Intelligence in Children.* |
| Week 3<br>Sept.2 | **Piaget II – Cognitive Structures and Operations.**<br>• Formal operations<br>• Critique and theories expanding from Piaget | **Required Reading:**<br>• Ginsburg & Opper (1988). *Piaget's Theory of Intellectual Development*. Ch. 5(pages 200-207) & Chapter 6.<br>• Karmiloff-Smith, A. (2012). From constructivism to neuroconstructivism: The activity-dependent structuring of the human brain. In E. Marti & C. Rodriguez (Eds), *After Piaget* (pp. 1-14). New Brunswick: Transaction.<br>Optional reading:<br>• Piaget (1952). *The Origins of Intelligence in Children.* Ch. 4–6<br>• Carey, S. (1985). *Conceptual Change in Childhood* (Ch. 1) |
| Week 4<br>Sept.9 | **Vygotsky – Sociocultural Theory, Tools, Language, and Internalization**<br>Key ideas: zone of proximal development (ZPD), scaffolding, internalization, cultural tools, language as a cognitive mediator | **Required Reading:**<br>• Vygotsky (1978). *Mind in society.* Ch.4 & Ch. 6 & Chapter 7<br>• Rogoff, B., & Morelli, G. (1989). Perspectives on children's development from cultural psychology. *American Psychologist, 44*, 343-348. |

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| | | Optional reading:<br>• Rogoff, B. (2003). *The Cultural Nature of Human Development* |
| Week 5<br>Sept.16 | **Information Processing Theory**<br>Key contributors: Robert Siegler, David Klahr, John Anderson<br>Key ideas: working memory, executive function, attention, processing speed, strategy development, automatization | **Required Reading:**<br>Siegler R. & Alibali, M. W. (2005) Children's Thinking (4th Edition, pp. 65-82). Upper Saddle River, NJ: Prentice Hall.<br>• Ceci, S. J. (1993). Contextual trends in intellectual development. *Developmental Review, 13,* 403-435. |
| Week 6<br>Sept.23 | **Biological bases of cognitive development** | **Required Reading:**<br>Bjorklund, D. (2012). *Children's thinking: Cognitive development and individual differences* (pp. 31 – 73). Belmont, CA: Wadsworth.<br><br>Ellis et al. (2011). Differential susceptibility to the environment: An evolutionary-neurodevelopmental theory. *Development and Psychopathology, 23*, 7-23 |
| Week 7<br>Sept. 30 | **Infancy: Origins of cognitive development** | **Required Reading:**<br><br>Spelke, E. S. & Kinsler, K. D. (2007). Core knowledge. *Developmental Science, 10(1),* 89-96.<br><br>Aslin, R. N., & Newport, E. L. Statistical learning: from acquiring specific items to forming general rules. *Current Directions in Psychological Science, 21*, 170-176.<br><br>Karmiloff-Smith, A. (2009). Preaching to the converted? From constructivism to neuroconstructivism. *Child Development Perspectives, 3*, 99-102<br><br>Fernald, A. (2010). Getting beyond the "convenience sample" in research on early cognitive development. *Behavior & Brain Science, 33*, 91-92. |
| Week 8<br>Tuesday<br>Oct.7 | *Fall Break* | |
| Week 9<br>Tuesday<br>Oct.14 | **Early childhood: Representation and memory** | **Required Reading:**<br>DeLoache, J. (2010). Early development of the understanding and use of symbolic artifacts. In U. Goswami (Eds.), *Blackwell handbook of childhood cognitive development* (pp. 206-226).<br><br>Bjorklund, D. (2012). Memory development. *Children's thinking: Cognitive development and individual differences* (pp. 320 - 344). |

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| | | Belmont, CA: Wadsworth. (Only sections - Development of event memory and Children as eyewitnesses). |
| Week 10<br>Tuesday<br>Oct.21 | **Early childhood: Language development**<br>**&**<br>**The bilingual brain** | **Required Reading:**<br>Brandone, A. C., Salkind, S. J., Golinkoff, R. M., & Hirsh-Pasek, K. (2006). Language development. In G.G. Bear & Minke, K.M. (Eds), *Children's needs III: Development, prevention, and intervention.* Washington, DC: National Association of School Psychologists.<br><br>Rowe, M. L. (2018). Understanding socioeconomic differences in parents' speech to children. *Child Development Perspectives, 12*(2), 122 – 127.<br><br>Byers-Heinlein, K., & Lew-Williams, C. (2013). Bilingualism in the early years: What does the science say. LEARNing Landscapes, 7, 95-111. |
| Week 11<br>Tuesday<br>Oct. 28 | **Reading and Mathematical Development** | **Required Reading:**<br>Goswami, U. (2020). Cognitive Development and Cognitive Neuroscience: The learning Brain. Routledge. (2nd Ed.) Ch. 10, pp. 459-520. |
| Week 12<br>Tuesday<br>Nov. 4 | **Early Childhood to Middle Childhood: Executive function and Theory of mind** | **Required Reading:**<br>Blakemore, S., & Choudhury, S. (2006). Development of the adolescent brain: implications for executive function and social cognition. Journal of Child Psychology and Psychiatry, 47, 296 – 312.<br><br>ByomL. J., & Mutlu, B. (2013). Theory of mind: Mechanisms, methods, and new directions. Frontiers in Human Neuroscience, 7, 1 – 12.<br><br>Carlson, S. M., Zelazo, P. D., & Faja, S. (2015). Executive function. The Oxford handbook of developmental psychology, Vol. 1. (pp. 706 – 743). New York, NY: Oxford University Press. |
| Week 13<br>Tuesday<br>Nov.11 | **Middle childhood to Adolescence: Reasoning and scientific thinking** | **Required Reading:**<br>Zimmerman, C. & Klahr, D. (2018). Development of scientific thinking. Steven's handbook of experimental psychology and cognitive neuroscience. J. Wixted, (Ed), 4th ed. John Wiley & Sons. |
| Week 14<br>Tuesday<br>Nov. 18 | **Embodied Cognition** | **Required Reading:**<br>Macrine, S.L., & Fugate, J.M.B. (2022). Movement Matters: How embodied cognition informs teaching and learning. (Chapters 1, & 2) |
| Week 15<br>Tuesday<br>Nov. 25 | *Thanksgiving week* | **Cognitive Profile Presentations** |

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| Week 16 Tuesday Dec. 2 | **Future directions of cognitive development** | Review, next steps and conclusions |
| Week 17 Dec. 9 | Final Exam due Dec. 9 | |

**Schedule subject to change. You will be notified when changes/updates are made to this document.*

## Course Grading

Grades will be assigned according to the following scale:

| | | |
|---|---|---|
| A = 94 – 100% | B- = 80 – 83% | D+ = 67 – 69% |
| A- = 90 – 93% | C+ = 77 – 79% | D = 64 – 66% |
| B+ = 87 – 89% | C = 74 – 76% | D- = 60 – 63% |
| B = 84 – 86% | C- = 70 – 73% | F = below 60% |

Here is a breakdown of the required course activities and their contribution to the course grade:

| Course Activity | Number of Points | % of your Grade |
|---|---|---|
| **Final Exam** (One comprehensive final exam) | 1 x 350 points | 35% |
| **Entry ticket:** Weekly Discussion Questions (Each class—at least 12 times in the semester—students will bring two questions with its corresponding answers to the class.) | 12 x 20 points= 240 points | 24% |
| **Discussion Leaders** (2 times in the semester students will prepare a more in-depth presentation of the topic and engage fellow students in discussion/critique of chosen articles) | 2 x 80 points = 160 points | 16% |
| **Cognitive Profile Presentation** (Students will have one oral presentation that highlights the cognitive developmental profile for their chosen age period) | 1 x 200 points | 20% |
| **Class points** (Decide on something to do as a class) | 50 points | 5% |
| **TOTAL** | **1,000** | **100%** |

## Further Optional Reading:


Aslin, R. N., & Newport, E. L. Statistical learning: from acquiring specific items to forming general rules. Current Directions in Psychological Science, 21, 170-176.

Bjorklund, D, & Causey, (2018). Learning to think on their own. Children's thinking: Cognitive development and individual differences. Belmont, CA: Wadsworth.

Bjorklund, D. (2012). Children's thinking: Cognitive development and individual differences (pp. 31 – 73). Belmont, CA: Wadsworth.

Bjorklund, D. (2012). Memory development. Children's thinking: Cognitive development and individual differences (pp. 320 - 344). Belmont, CA: Wadsworth. (Only sections - Development of event memory and Children as eyewitnesses).

Bjorklund, D. (2012). Schooling and cognition. Children's thinking: Cognitive development and individual differences. Belmont, CA: Wadsworth.

Blakemore, S., & Choudhury, S. (2006). Development of the adolescent brain: implications for executive function and social cognition. Journal of Child Psychology and Psychiatry, 47, 296 – 312.

Brandone, A. C., Salkind, S. J., Golinkoff, R. M., & Hirsh-Pasek, K. (2006). Language development. In G.G. Bear & Minke, K.M. (Eds), Children's needs III: Development, prevention, and intervention. Washington, DC: National Association of School Psychologists.

Byers-Heinlein, K., & Lew-Williams, C. (2013). Bilingualism in the early years: What does the science say. LEARNing Landscapes, 7, 95-111.

ByomL. J., & Mutlu, B. (2013). Theory of mind: Mechanisms, methods, and new directions. Frontiers in Human Neuroscience, 7, 1 – 12.

Cain, K (2015). Literacy development: The interdependent roles of oral language and reading comprehension. In R. H. Bahr & E. R. Silliman (Eds), Routledge handbook of communication disorders (pp. 204 – 214). New York: Taylor & Francis.

Carlson, S. M., Zelazo, P. D., & Faja, S. (2015). Executive function. The Oxford handbook of developmental psychology, Vol. 1. (pp. 706 – 743). New York, NY: Oxford University Press.

Case, R. (1992). *The Mind's Staircase* Exploring the Conceptual Underpinnings of Children's Thought and Knowledge

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