Cognitive Development

PSYC 163│Winter 2021

Course Description:

How do we learn about the world around us? How does our thinking change as we age? In this course, we will discuss our thinking develops and changes from conception through adulthood. In the process, we will discuss how research is conducted with young infants, children, and adults. We will analyze how popular media depicts cognitive development and ways that sociocultural factors influence our development.

Contact Information:

Dr. Amanda Woodward│Pronouns: She/Her/Hers│Email: amanda.woodward@ucr.edu

Office Hours: Wednesday 9:30am- 10:30am, or by appointment

Office Location: https://ucr.zoom.us/my/amandamaewoodward

Hea Jung Lee│ Pronouns: She/Her/Hers	Brianna McGee│ Pronouns: She/Her/Hers
Sections 021, 022, 023	Sections: 024, 025, 026
Email: hlee409@ucr.edu	Email: brianna.mcgee@email.ucr.edu
Office Hours: Fridays 10am-11am	Office Hours: Mondays 11am-12pm
Office: https://ucr.zoom.us/j/9186774553	Office: https://ucr.zoom.us/my/briannamcgee

Note: I am excited to meet you all and am looking forward to seeing you in office hours! These hours are dedicated solely for meeting with PSYC 163 students. However, I know that these times may conflict with other obligations (work, classes, life). If that happens, I am happy to schedule individual meetings at a mutually convenient time. To schedule an alternate time, or to guarantee an individual meeting during office hours, please contact me via email.

Course Information:

Lecture Information:

Dr. Amanda Woodward   Monday/Wednesday 8:00 - 9:20 PST
  https://ucr.zoom.us/j/93240728107?pwd=eGpDVEUzQ2oxY0lGWHBlWTJQMTlVUT09

Discussion Section Information:

Hea Jung Lee
Section 021 Tuesday 8 - 8:50 | Section 022 Tuesday 9 - 9:50 | Section 023 Tuesday 10 - 10:50
                    Zoom: https://ucr.zoom.us/j/9186774553
Brianna McGee
Section 024 Tuesday 11 – 11:50 |Section 025 Tuesday 12 – 12:50 | Section 026 Tuesday 1 – 1:50
                    Zoom: https://ucr.zoom.us/j/95731126777

Course Objectives:

By the end of this course, you should be able to:

- Identify cognitive processes and describe their developmental trajectories
- Explain the methods and relevant findings from cognitive development research
- Evaluate the use of cognitive development research in the real world and in policies
- Communicate principles of cognitive development to the community

Course Materials:

Required Course Materials:

PackBack. The PackBack Questions platform will be used for online discussion about course topics. Packback Questions is an online community where you can be curious and ask open-ended questions to build on top of what we are covering in class and relate topics to the real world.

To join our PackBack community, you can use any of the following options:

- Following the links in the help@packback.co email you will receive on the first day of class
- Creating an account on https://questions.packback.co/ and clicking "Sign Up" and using the Community Look Up Key: 96207831-1e11-4580-b450-74f79a39714b

Packback can be purchased online and costs $25 for a first-time, student user. If you cannot afford this course material, contact help@packback.co for information about a payment plan or for a waiver to access the Community for free.

Cognitive Development Articles. I will post articles relevant to our lecture and discussion sections on our course website.

Textbook. Children's Thinking: Children's Thinking: Cognitive Development and Individual Difference, 6th edition by David F. Bjorklund & Kayla B. Causey (ISBN-13: 978-1506334356). You can buy a copy of the book at the bookstore or another website. I will be basing our course on this textbook and recommend obtaining a copy of it.

The table to the left displays the letter grade associated with the grade you *EARN* in this class. I do *NOT* round grades – a 79.9% is a C+, not a B-.
Your earned grade will be based on the following categories:

A+	98 – 100 %
A	94 – 97.9 %
A-	90 – 93.9 %
B+	87 – 89.9 %
B	84- 86.9 %
B-	80 – 83.9 %
C+	77 – 79.9 %
C	74 – 76.9 %
C-	70 – 73.9 %
D+	67 – 69.9 %
D	64 – 66.9 %
D-	60 – 63.9 %
F	0 – 59.9 %

PackBack Discussion:	27%		Quizzes	20%
Article Summaries	10%		Final Project	38%
Summary 1	5%		Group Selection	1.75%
Summary 2	5%		Work Plan	1.75%
			Project Idea	5.25%
			Project Outline	5.25%
			Rough Draft	4%
			Final Draft	8.75%
			Final Presentation	5.25%
			Critiques	6%
			Participation	5%

Course Requirements:

The following are the activities and assignments you will complete in this course. Further descriptions of each assignment are available on Canvas/ELMS.

PackBack Discussion (27%):

Discussion is an important component of learning new material. To accomplish this goal, I am asking each student to post an original question and two replies to course content each week. Questions and responses will be due Friday at 11:59 PM PST each week. In order to get full points, you will need to achieve a curiosity score of 50 for your discussion board post and for each response. You will receive partial credit for any posts that do not meet this threshold.

Why am I asking you to do this? It is HARD to ask good questions, but it is a really important skill to develop. This assignment is meant to help you develop critical question-asking skills and to foster online communication skills.

Quizzes (20%):

Each week, you will be asked to complete a short quiz on that week's material. All quizzes will be available on Sunday and are due at 11:59pm Friday of the week they are assigned. Quizzes will be based on readings for that week and will consist of multiple-choice answers and fill in the blank. They are designed to make sure that you are prepared for class for the week.

Class and Discussion Participation (5%):

You are expected to attend both lecture and discussion sections synchronously. Attendance will be marked by Zoom Attendance, answering PollEverywhere

questions, or other methods that will be announced.

If you miss a lecture or discussion, you have the ability to make up missed points by submitting one page (front and back) notes from the course. These should be submitted as a word document or pdf. You are allowed to submit hand written notes, provided that you scan them and they are legible. You will not receive partial credit for made up attendance, and you will not receive points for handing in annotated power points. These must be handed in within two weeks of the missed class.

Article Summaries (10%):

You will be asked to complete two article summaries in this class. Each summary should be approximately 1 page, double spaced, and written in APA format. These will be done to provide more in depth information about cognitive development research methods and to provide you with practice for your final project.

Final Project (38%):

For your final project, you will be asked to develop a way to communicate with the public about some aspect of cognitive development. You can choose any mode of communication you'd like (e.g. story book, board game, commercial, song). However, you may not use a public lecture.

Because this project is a large component of your grade, you will be asked to complete it in stages. I expect that these stages will be handed in on time, and that you will work as a group to complete your project. Your final project will consist of both a paper and a recorded presentation.

For complete information about due dates and a description of each step, see the final project packet.

Extra Credit:

Students will be able to earn up to 1% of their final grade in extra credit. Opportunities will be posted on the course website.

Assignment Policies:

Late Work and Extensions:

With the exception of attendance points, which can be handed in within two weeks of the missed class, all assignments are due on the assigned due date. Any extensions are at the discretion of the instructor. If you require an extension, you must email the professor 24 hours before the due date. Late emails will be considered on a case-by-case basis.

Tips for Success:

Come Prepared:

This course is designed to help you learn the material well and includes several components. Make sure to stay up to date on all assignments and on all readings. This will allow you to engage with the material better and ask questions. If you fall behind at any point, be sure to reach out to your TA and your professor.

Email:

Primary course communication will occur via email. Please check your UC Riverside email frequently and let us know if you have questions. When emailing me, you should include "PSYC 163" in the subject line. I will do my best to respond to email with 24 – 48 hours (and will often respond faster). Please note that I typically sign off around 7pm and emails sent late at night may not be answered until the following morning. For this reason, I recommend looking at assignments ahead of time.

Time Management:

This document contains every assignment that will be due in this course. Due dates are both in this syllabus and on the course website, and I expect you to manage your time appropriately. Quarters go by fast, so please do not wait until the end to submit your work. If you have any questions about ways to manage time or keep track of assignments, please see the following for some applicable strategies or feel free to come to office hours to discuss other strategies:

UCR Keep Learning Time Management

Managing Time More Effectively TED Talk

Free Time and Time Management TED Talk

Be curious:

Ask questions! Explore on your own and share. Make connections between your own life/ TV/ the real world in class. These techniques help solidify course concepts, and I hope that you share these thoughts with me, your TAs, on discussion boards, and with your peers.

Helpful Resources:

You may find the following helpful for this course:

LOAN2LEARN:

This program provides support for off-campus learning (including laptops and tablets). To apply, visit their website: keeplearning.ucr.edu/loan2learn

TUTORING:

YOU CAN RECEIVE TUTORING AND ADDITIONAL ACADEMIC SUPPORT (THINK STUDY SKILLS) THROUGH THE ACADEMIC RESOURCE CENTER (ARC). YOU CAN FIND MORE INFORMATION ON THEIR WEBSITE: arc.ucr.edu.

Policies and Expectations:

Attendance:

I expect that you will attend lectures and discussion sections when you are able. If you are unable to attend the class, I expect you to complete class activities and email your TA, your peers, or attend office hours if you have questions. You are ultimately responsible for the material you miss and completing any assignments.

Grade Disputes:

I will do my best to ensure that the gradebook is up to date. If you receive a grade that you believe does not reflect your work, you will have one week after the grade is released to request a formal regrade. To request a regrade, you must email me with 1) the assignment in question, 2) what you think is incorrect about the grade, and 3) any supporting evidence for your request. Please note that a regrade does not guarantee a higher grade and can result in a lower grade. The regrade is final, and I will not use the original grade, regardless of which is higher.

Self- Care:

Life happens. I expect you to prioritize your health and wellness and that of your loved ones. In these cases, I expect you to practice self-care and focus on taking care of yourself. If you require additional resources, please see the following:

https://casemanagement.ucr.edu

https://ucr.counseling.edu

Accommodations:

Please notify me if you have any special needs that you would like to be addressed in or out of the classroom. If you have a disability or require academic accommodations, you can receive support from the Student Disability Resource Center (SDRC) https://sdrc.ucr.edu.

Academic Honesty:

Academic misconduct will not be tolerated and University regulations on cheating and plagiarism will be strictly enforced. You may only collaborate with other students on assignments where explicitly indicated. I expect each person to hand in their own assignment. For more information regarding University policy on academic honesty and enforcement, see https://conduct.ucr.edu/.

Class Expectations:

During the first class, we will discuss expectations of our class and how to interact. Generally, I expect the classroom to be a place where you feel comfortable and safe. I expect you all to act civilly and professionally. If I ever do something that makes you feel excluded from the classroom, and you feel comfortable, please let me know so that I can improve.

Classroom Etiquette:

Lectures will be held on Zoom. Please remember to mute your mic when you are not speaking. While I enjoy seeing your faces (and it helps me learn who you are!), you are not required to keep your video on.

Have a Question?

- Check all course material
- Post your question on the class discussion board (others likely have the same question!)
- Email your TA or ask during discussion (they are a great resource!). Do not expect quick replies after 5pm or on weekends
- Email me and include "PSYC 163" in the subject line

This is a tentative course schedule. Any changes to this document will be emailed and posted on the course website. *IT IS YOUR RESPONSIBILITY TO CHECK THE MATERIALS POSTED ONLINE.*

Date	Day	Content	Resources	Class Assignments*	Final Project Assignments
1/4	Mon	Introduction			
1/5	Tues	*Final Project Overview*	*Project Packet*		
1/6	Wed	Basic Concepts in Child Development	Ch 1	Quiz #1	Group Preferences Due
1/11	Mon	Biological Bases of Development	Ch 2	Quiz #2	
1/12	Tues	*Article Summaries and APA format*			
1/13	Wed	Biological Bases of Development	Ch 2	Discussion #1	Work Plan Document Due 1/15
1/18	Mon	No Class		Quiz #3	
1/19	Tues	*Cultural Development*		*Article Summary #1*	
1/20	Wed	Social Construction of the Mind	Ch 3	Discussion #2	Project Idea Due
1/25	Mon	Infant Perception and Cognition	Ch 4	Quiz #4	
1/26	Tues	*Article Discussion*		*Article Summary #2*	
1/27	Wed	Infant Perception and Cognition	Ch 4	Discussion #3	
2/1	Mon	Folk Theories	Ch 6	Quiz #5	
2/2	Tues	*Folk Theories Lab*			
2/3	Wed	Folk Theories	Ch 6	Discussion #4	Project Outline Due
2/8	Mon	Social Cognition	Ch 10	Quiz #6	
2/9	Tues	*Social Cognition Lab*			
2/10	Wed	Social Cognition	Ch 10	Discussion #5	
2/15	Mon	No Class		Quiz #7	
2/16	Tues	*Fact and Fiction of Infant Cognition*			
2/17	Wed	Symbolic Thinking and Language	Ch 5, 9**	Discussion #6	Rough Draft Due
2/22	Mon	Thinking on Their Own	Ch 7	Quiz #8	

2/23	*Tues*	*Executive Function Methods*			
2/24	Wed	Thinking on Their Own	Ch 7	Discussion #7	
3/1	Mon	School and Cognitive Development	Ch 11	Quiz #9	
3/2	*Tues*	*Giving an Effective Presentation*	*Step G*		
3/3	Wed	School and Cognitive Development	Ch 11	Discussion #8	Final Paper Due 3/5
3/8	Mon	Memory	Ch 8	Quiz #10	
3/9	*Tues*	*Work on Presentation*	*Step G*		
3/10	Wed	Dementia, Healthy Aging, and Course Wrap Up		Discussion #9	Presentation Due 3/12
3/19	Fri	Presentation Critiques and Reflections Due by 10:00pm			

* The above days for class assignments are suggested and meant to help you manage time effectively. Unless Specified, these assignments are due Friday at 11:59pm

** Chapter 9 is optional (will not be on quiz, but we will discuss it in class)