Cognitive Development
PSC 141 & HDE 101
Departments of Psychology and Human Ecology
University of California, Davis
Summer Session 1 2019

Instructor

**Course Instructor:** Nicole Hollis, PhD ([ndhollis@ucdavis.edu](mailto:ndhollis@ucdavis.edu))

**Office Hours:** Wednesdays, 12:05-1:55 pm in 1320 Hart Hall

Teaching Assistant

**TA:** Ryan Hodge ([rthodge@ucdavis.edu](mailto:rthodge@ucdavis.edu)), **Office Hours:** TBA

Meeting Times

**Lecture:** Tuesdays, Wednesdays, and Thursdays; 10:00-11:40 am in 176 Chemistry

**Dates:** June 25 through August 1, 2019

Prerequisites

To take this course, students must have completed PSC 140, HDE 100A, or HDE 100B.
Course Resources

Website

The syllabus, schedule, required supplemental reading material, gradebook, and assignment information will be available to you on Canvas.

Live chat and phone support for Canvas is available 24 hours a day, 7 days a week for students. To access, click on the “Help” link in the lower left corner of any page, or call UC Davis’ Canvas hotline: 844-303-8285. You can also contact IT Express (http://itexpress.ucdavis.edu/, 530-754-4357) for assistance.

Please check the website and your e-mail regularly and ask any questions you have about the course schedule, expectations, and due dates during the first two weeks of the quarter.

Required Text


You are welcome to use the electronic text or a hard copy text book. Exams will be based on material from the 6th edition of this text, so I strongly recommend using the 6th edition and not an earlier edition.

Schedule

The course schedule is available on Canvas. Please familiarize yourself with all coursework and due dates available in this schedule.

Course Goals and Keys to Success

Course Goals

This course is designed to enable students to:

- consider and evaluate theoretical perspectives that seek to explain cognitive development
- consider the appropriate use of certain research methods to study cognitive development
- learn about developmental phenomena that researchers have observed
- consider future studies to investigate unanswered questions
- consider application of learned material
- focus on the interaction between biological and social factors
- write a research paper on a topic in cognitive development using the scientific process and APA style

Areas of specific focus will include biological foundations, social construction of knowledge, perception, representation, folk knowledge, executive function, strategies, problem-solving, memory, language, social cognition, and culture.

Keys to Success

I encourage active learning. Please attend class, think critically, and participate in and make valuable contributions to class discussions and activities.

Please contribute to a respectful class environment. Please choose not to talk with classmates during lecture or use electronic devices for purposes other than class participation and note taking.

Lectures are designed to complement course readings, and may not necessarily overlap with them. Reading assigned materials before the class for which it was assigned and participation during activities and class discussions is imperative for success.

If you must miss a class, I recommend asking a classmate for notes regarding any lecture material you miss.

Tests will cover information presented in the text book and not lecture, presented in lecture and not the text, and material that is presented in both settings.
Graded Course Components

Exams (600 points possible)

You will be required to complete three non-cumulative exams. To expedite grading during this accelerated course, exams will include only true/false and multiple choice questions and will not include short answer questions. Please bring a UCD 2000 Scantron form (red or blue) and a #2 pencil to every exam. You must use #2 pencil on your Scantron regardless of whether your form is red or blue.

In-Class Assignments (60 points possible)

Six unannounced in-class assignments will be given during class time. To have the opportunity to complete an in-class assignment, students must be present when in-class assignments are distributed and when they are collected. No late or make-up in-class assignments will be accepted. Please do not e-mail your instructor or TAs to report that you have been/will be absent from lecture or to ask to make up an in-class assignment.

Paper (375 points possible)

You will be required to submit one paper. Paper instructions will be available on Canvas. You will have the option to submit an outline of your paper on Canvas before the paper is due. The outline will not result in course credit and is an opportunity to receive feedback before submitting the final draft of the paper. Students will not be penalized for not submitting the outline. No late outlines will be reviewed.

Course Grade Calculation

To reward effort and reward student assets, the course is built on a point system instead of a percentage-based system. A student who earns 1000 points in this course will be considered to have earned full credit. However, it is possible to earn a total of 1025 points.

A student who earns full credit on every test (3 exams x 200 points/exam = 600 points), full credit on the Paper (350 points) and full credit on five In-Class Assignments (5 x 10 points/assignment) would have a course total of 1000 points. However, if that student also submitted an outline (15 points) and the sixth In-Class Assignment (10 points), this student would have a course total of 1025 points.

This means that a student does not need a perfect score on every course component to earn 1000 points total. One student may miss 10 points on one exam but earn all 60 possible In-Class Assignment points. Being present for all six In-Class Assignments could make up for the 10 missed points on an exam. Another student may earn 335 points on the Paper but also get full credit on the Outline. The 15 points from the Outline could make up for the 15 missed points on the Outline.
### Grading Scale

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<th>Letter Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>930 through 1000+</td>
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<tr>
<td>A-</td>
<td>900 through &lt; 930</td>
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<td>870 through &lt; 900</td>
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<td>B</td>
<td>830 through &lt; 870</td>
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Policies

**e-mail**

Please e-mail us directly at our UC Davis e-mail addresses (ndhollis@ucdavis.edu and rhodge@ucdavis.edu) instead of sending messages through Canvas. The Canvas messaging tool causes some difficulties that make communication inefficient. If you send us messages through Canvas, we will not receive them. We will respond only to messages sent to our e-mail addresses directly.

Please include **HDE 101** or **PSC 141** in the subject line of your e-mail to decrease the chance that it gets filtered into junk mail.

We will make every effort to respond to each e-mail within two weekdays. In order to maintain a quick response time, e-mails should be brief. When e-mails exceed 6 lines or require long responses, we may request that you attend office hours to discuss the topic.

**Assignment Submission**

In-class assignments must be submitted during class according to the instructions given.

Please submit all other assignments (including your Paper) according to assignment instructions. All other assignments will be submitted on Canvas. It is your responsibility to confirm that each assignment submitted on Canvas has been submitted correctly and is available in the Canvas system.

Unsuccessful attempts to submit assignments on Canvas do not count as submissions, and if an assignment is not submitted correctly, points will be deducted according to course policy. If your assignment is not visible to us on Canvas, you will receive point deductions according to course policy.

If you have questions about successful assignment submission, please contact Canvas or IT Express.

If your assignment is not submitted on time or is not submitted correctly, you will have the opportunity to submit it for partial credit. Assignments submitted within the first 24 hours after the due date and time will be eligible for a maximum of 90% of full credit. Ten percent (10%) of the total possible points for the assignment will be deducted for every 24 hour period past the due date and time. When five 24-hour periods have passed, or when graded assignments are returned to students (whichever occurs first), late assignments will no longer be accepted. Out of fairness to the class as a whole, there will be no exceptions to this policy.

**Exams**

On exam days, please turn billed hats backwards and remove earbuds; turn off and put away all cell phones and other electronic devices; put all written materials, books, notebooks, binders, and folders out of sight. Please put all electronic devices in bags under chairs instead of having them in pockets—this prevents suspicion of cheating.

Exams cover material that is presented in lecture and in course reading material. Material covered in lectures and not the readings, material that is covered in readings and not the lectures, as well as material that is covered in both the lectures and the readings may appear on the tests.

Please arrive on time for exams. Following university policy, if you arrive after at least one student has completed the exam, you will not be allowed to take the exam and will receive a zero.

Students are responsible for knowing the dates and times of exams (found in the course schedule). Unless you experience a documented emergency at the time of the exam, you must obtain prior permission from the instructor to take a make-up exam. In the absence of such permission, the exam grade will be 0.

No make-up exams will be scheduled or accepted without a certified medical or documented family emergency excuse. Special arrangements will be made only to the extent that these arrangements are justifiable given the documentation. The instructor will decide what arrangements are justifiable.

**Missing Class**

If you miss lecture for any reason, I recommend getting notes from a reliable classmate.

Videos shown in class are meant to illustrate social and personality development and are not available outside of class. If you miss a video, I recommend asking a reliable classmate for notes taken during the video.
Academic Honesty

I expect very student to display the highest level of academic honesty. It is your responsibility to know what the University considers academic honesty.

I expect all students to abide the UCD Code of Academic Conduct, i.e., the policies and procedures regarding academic honesty and integrity: “Existing policies forbid cheating on examinations, plagiarism and other forms of academic dishonesty (see below). Academic dishonesty is contrary to the purposes of the University and is not to be tolerated. A code of conduct for the campus community must exist in order to support high standards of behavior.” Any student who cheats on an assignment or exam will be referred to the Office for Student Judicial Affairs.

University Resources

Student Academic Success Center

http://sasc.ucdavis.edu

(530) 752-2013, 2205 Dutton Hall,

The center offers appointments and drop-in consultations on writing. Clear and correct writing as a requirement in this class, so please take advantage of the SASC resources if you need help with your basic writing skills.

The Mind Spa

https://shcs.ucdavis.edu/services/mindspa.html

Student Health and Wellness Center in the CAPS Clinic, 2nd floor

The Mind Spa offers the use of massaging recliners, biofeedback, insomnia programs, yoga classes, and mindful relaxation resources, free of charge. It also offers student advocacy services that are provided by trained listeners who have the skills to help students to process and understand their thoughts and feelings.

Student Health and Counseling Services

https://shcs.ucdavis.edu

(530) 752-2300, Locations at Student Health and Wellness Center and North Hall

SHCS provides mental health and wellness services to registered UC Davis students regardless of insurance coverage. If urgent issues are life-threatening or suicidal, please contact 911 instead of CAPS.

Student Disability Center

http://sdc.ucdavis.edu

(530) 752-3184 (voice) or (530) 752-6833 (TTY)

The staff at SDC ensure and arrange accommodations for students with disabilities.
Cognitive Development HDE 101/PSC 141 Resources and Schedule

Course Resources

Please read the syllabus, gain access to the text book, and review the resources available on Canvas.

Syllabus
Required Text Book
e-mail
Office Hours

Week 1
This week, we will discuss the course and the field of Cognitive Development. Then, we will discuss the keys to writing the course paper successfully.

6/25  Introduction to Course
6/26  Introduction to Cognitive Development (Read Ch. 1)
6/27  Preparation for Paper Assignment

Week 2
This week, we will consider how our thinking is underpinned by our biology, develops in the context of our social world, and is built using what we perceive.

7/2   Biological Bases of Cognitive Development (Read Ch. 2)
7/3   Social Construction of the Mind (Read Ch. 3)
7/4   Independence Day - No Class
Week 3

This week, you will demonstrate your knowledge on Exam 1. Then, we will discuss the development of representation and folk knowledge.

7/9  Exam 1

7/10  Perception and Cognition (Read Ch. 4); Submit Outline on Canvas by 11:59 pm

7/11  Representation (Read Ch. 5)

Week 4

This week, we will discuss how children grow to control their thinking, and how memory develops.

7/16  Folk Knowledge (Read Ch. 6)

7/17  Executive Function, Strategies, & Problem Solving (Read Ch. 7)

7/18  Memory Development (Read Ch. 8)

Week 5

This week, you will demonstrate your knowledge on Exam 2. Then, we will discuss language development and social condition. Finally, you will submit your Paper.

7/23  Exam 2

7/24  Language Development (Ch. 9)

7/25  Social Cognition (Ch. 10), Submit Paper on Canvas by 11:59 pm
This week, we will consider cognitive development across cultures. Then, you will demonstrate your knowledge on Exam 3.

7/30  Culture
7/31  Conclusion
8/1  Exam 3

Please note that the course schedule is subject to change.