

PSYCHOLOGY 305:
COGNITIVE AND LANGUAGE DEVELOPMENT

Tuesday and Thursday 10:10-11:30

Weiss Hall B032

Dr. Nora S. Newcombe
565 Weiss Hall
1-6944

newcombe@temple.edu

Office Hours: 9-10 and 1-2 T Th or by email appointment

Prerequisite: Psychology 60 and Psychology 200. This course is designed for psychology majors in their junior or senior years. If you are not a psychology major, you must receive special authorization.

Required Textbooks:

Elizabeth Bates & Michael Tomasello (Eds.), *Language development: The essential readings*. Blackwell.

Erika Hoff, *Language development* (3rd edition). Wadsworth.

Gopnik, A., Meltzoff, A.N. & Kuhl, P.K. (1999). *The scientist in the crib: What early learning tells us about the mind*. New York: HarperCollins.

Robert Siegler & Martha Alibali, *Children's thinking* (4th edition). Prentice Hall.

Course Description and Goals: This class will discuss theory and evidence concerning how children acquire adult competence in thinking and language. Development is covered from infancy to adolescence. We will consider a wide array of domains and processes in cognitive and language development. Educational and applied implications will be touched on, as well as neuroscience approaches.

Course Requirements: A total of 100 points will be available. There will be 35 points available for a paper (length = approximately 3000 words), 35 points available for a class presentation (10-minute talk plus 5 minutes for questions and discussion), and 30 points available for consistent, timely and thoughtful submission of questions and comments on the reading and lectures (due in written form each Tuesday by the end of class). Both paper and presentation should be based on a close reading and analysis of no fewer than 3 and no more than 5 papers in the primary literature.

If you do a paper on an aspect of cognitive development, it will be due the Thursday after you return from Spring Break. If you do a paper on language development, it will be due Thursday, May 5. Your presentation should be on some aspect of cognitive development (and completed before Spring Break) if you write on language development, and on language development (and completed after Spring Break) if you write on cognitive development. You must tell me in writing which plan you will choose by Feb. 1; this plan should also give a tentative topic for both paper and presentation.

There will be no tests or final exam.

Format and style of paper: All papers must be typed, using a standard type style in 12-pt font, and double-spaced with one-inch margins. Use APA referencing style in writing the paper (as opposed to footnotes). Refer to the APA Publication Manual, available at the library or bookstore, if necessary. Never turn in your only copy of your paper--always keep a backup copy. Also, if you work on a computer, save often and print out hard copies of your paper at various stages.

Policy on Attendance and Participation: No formal attendance records will be kept, but students are responsible for all material covered in class, as well as for any verbal announcements made during class. Especially on Thursday, active contributions are required for this class to be a success. Participation will be considered in assigning final grade, with a grade based on numerical scores adjusted upward or downward by one or more levels based on excellent or poor participation. That is, for example, a B might become either a B+ or a B-, or, in cases of either stellar or mediocre attendance and participation, a B might become an A- or a C+.

Policy on Plagiarism and Cheating. Papers must be submitted electronically so that they can be checked easily for plagiarism. Any instance of inappropriate use of other people's writing will result in a grade of F for the course.

Disability: Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Contact Disability resources and Services (215-204-1280, 100 Ritter Annex) to inquire about reasonable accommodations for students with documented disabilities.

University Withdrawal and Drop Policy: The last day to drop this course is Monday, January 31. The last day to withdraw is Monday, March 28.

Course Schedule and Readings

Readings should be COMPLETED by the day indicated. The general plan of the course is that I will lecture on the topic on Tuesday, and collect questions and comments at the end of the class. Most of these should be typed, because they were written based on your prior reading of the text, but you can add or amend questions in NEAT handwriting based on the lecture. On Thursdays, we will discuss the issues raised in the comments and questions. We will also, in the first weeks of the course, plan your papers and presentations, and, in most of the course, hear presentations.

Thursday, Jan. 20	Introductory chapters to both textbooks
Tuesday, Jan. 25	Piaget's Theory of Development (S&A, Ch.2)
Tuesday, Feb. 1	Alternative Theories of Development (S&A, Ch. 3 & 4)
Tuesday, Feb. 8	Perception and Memory (S&A, Ch. 5 & 7)

- Tuesday, Feb. 15 Conceptual Development. (S&A, Ch. 8)
- Tuesday, Feb. 22 Development of Social Cognition (S&A, Ch. 9)
- Tuesday, March 1 Development of Problem Solving and Academic Skills (S&A, Ch. 10 & 11)
- SPRING BREAK**
- Tuesday, March 15 Biological Bases of Language Development (Hoff, Ch. 2)
- Tuesday, March 22 Phonological Development: Learning the Sounds of Language (Hoff, Ch. 3)
- Tuesday, March 29 Lexical Development: Learning Words (Hoff, Ch. 4)
- Tuesday, April 5 The Development of Syntax and Morphology: Learning the Structure of Language (Hoff, Ch. 5)
- Tuesday, April 12 The Development of Communicative Competence: Learning to Use Language (Hoff, Ch. 6)
- Tuesday, April 19 Language Development in Special Populations (Hoff, Ch. 7)
- Tuesday, April 26 Childhood Bilingualism (Hoff, Ch. 8)