

COGNITIVE AND LANGUAGE DEVELOPMENT

Psychology 352, Fall 2013

M: 11:30-13:00

Th: 13:00-14:30

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Introduction and Overview

Children perceive, consider, and explain the world in ways that are sometimes similar, and sometimes radically dissimilar to that of adults. Where there are similarities, particularly similarities can be seen in infants, we gain insight into how the human mind has evolved to understand the world. Dissimilarities, in contrast, flag the areas in which idiosyncratic experience, culture, and biological maturation play their roles in shaping how we come to think the way we do. The goal of this course is to provide an overview of the basic scientific enterprise of understanding the developmental origins of human cognition and language, and the mechanisms that cause change over the childhood period.

Structure of the Course

Following the structure of the textbook, we will first survey the field from a theoretical perspective that uses examples from research to illustrate how particular theoretical mechanisms might work. Following this, we will survey a number of broad domains research on cognitive and language development. Throughout these surveys

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9	Monday, November 4 Thursday, November 7	Conceptual Development Focus: Time travel	Chapter 8 McCormack T., & Hanley, M. (2012). temporal order of past and future events. Cognitive Development, 26, 299-314.
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