

## Cognitive and Language Development

Lectures will be twice a week, in [Chernoff Hall, Room 117](#)

Tuesdays 4:00-5:30 PM

Thursdays 2:30-4:00PM

When you have finished reading this syllabus, log onto the course website (OnQ) to check your understanding with a [short quiz](#)

to earn that credit.

### Teaching Team

#### Instructor

Tara Karasewich, MSc

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Office hours: Wednesdays 3:00-4:00 PM

I will be holding weekly office hours remotely ([over Teams](#)).

#### Teaching Assistants

Sylvia Pinheiro, MSc

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### Welcome to PSYC-352!

Because we are still facing the threat of COVID-19, the plans I have laid out in this syllabus may need to be adjusted later in the term. I will discuss any changes with you with as much advance notice as possible; to stay up-to-date, make sure you have [notifications for course announcements](#) turned on in OnQ! I intend to give you many opportunities to provide us with feedback (e.g., through anonymous surveys on OnQ), but I also encourage you to reach out to me over e-mail, at office hours, or even on Twitter with any questions or concerns you may have! I will do my best to get back to you within 48 hours of receiving your message.

## Course Information

### Description

Cognitive developmental psychologists study how we learn and think, and how these processes change over time.

In this course, we will identify important and learn about the different kinds of methods that researchers use to examine within these domains, across the major periods of life (infancy, preschool, etc.).

We will also examine the *mechanisms*

cultural

Research into such mechanisms can inform best practices for promoting cognitive development in everyday contexts (e.g., daycares, schools, etc.).

Language is an integral part of learning and allows us to express what we know. There will be a brief section of the lectures focused entirely on language development, but I think you will see that it is a critical component of the course as a whole.

### Learning Outcomes

By the end of this course, you will have demonstrated the ability to:

Distinguish between domain-general and domain-specific

thinking across development

List major milestones of cognitive development and the ages at which these milestones are typically met

Critically evaluate, compare, and contrast theoretical perspectives that provide the framework for research in cognitive and language development

Apply basic research and theory in cognitive and language development to inform best practices in formal education and other everyday contexts (e.g., the legal system, parenting, etc.)

## Student Resources

I have included a page on the course website dedicated to [resources](#) that may be helpful to students throughout the term. These resources are currently divided into two sections: 1) COVID-19 Tools and Protocols and 2) Learning Skills and Habits. I will add more helpful links whenever I find them, so you may want to check this page fairly regularly!

## **Required Readings**

There are two types of material that you will need to read independently for this class: textbook chapters and journal articles. The assigned chapters are quite a bit longer than

What conclusions can be drawn from their finding(s)

## **Lectures**

### **Content**

I intend to have in-class lectures be a mix between me presenting information to you

**Current COVID-19 Guidelines**

At the end of August, you should have received an e-mail about Queen's [Safe Return to Campus Protocols](#) for in-

## Assessments

Your performance in the course will be evaluated with four main assessments, which I briefly describe below.

Midterm	25%
Science Report	15%
Review Paper	
○ Writing Plan	5%
○ Final Paper	25%
Final Exam	30%

I will provide more detail on each of these assessments as we go through the course.

### Midterm

The midterm will be a mix of short answer questions (i.e., responses written in full sentences that are a couple paragraphs long) and multiple choice questions, on the material covered in Weeks 1-5. It will be written in-class on Thursday, October 21<sup>st</sup>. The multiple choice questions will *mostly* reference material from the textbook chapters and their corresponding lectures, while the short answer questions will *mostly* reference material from the assigned articles and their corresponding lectures.



Once the Exams Office has arranged dates for final exams (which should be around Reading Week Reading Week this term), they will be posted to SOLUS. You should delay finalizing any travel plans in December until after your exam schedules have been posted; the final exam will not be moved or deferred to accommodate conflicts due to employment, holiday plans, or travel arrangements. Students who cannot write a final exam due to Extenuating Cir





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## Weekly Schedule

For the most part, each week of the course will cover one topic in the area of cognitive and language development. Usually, I'll use the first lecture of the week to give you an overview of the topic and then we'll take a closer look at a particular question or controversy in that area in the following lecture, although there may be overlap between them. As you can see, the first lecture of every week will be supported by chapters in the textbook, while the second lectures (with the exception of the first week) will be supported by assigned articles. You should aim to read the assigned readings *prior* to class.

Weeks	Dates	Topics and Deadlines	Readings
1	Tu: Sept. 7	What is Cognitive Development?	Chapter 1
	Th: Sept. 9	Spotlight on Piaget	Chapter 5 (pp. 154-180)
2	Tu: Sept. 14	Biological Factors	Chapter 2
	Th: Sept. 16	The Biological Bases of Dyslexia	Gabrielli, 2009
	<b>Fr: Sept. 17</b>	<b>Science Report topic picks due</b>	
3	Mo: Sept. 20	<i>End of no-penalty drop period</i>	
	Tu: Sept. 21	Socio-cultural Factors	Chapter 3
	Th: Sept. 23	Reading Digitally vs. Print	Munzer et al., 2019
4	Tu: Sept. 28	Infant Perception & Cognition	
	Th: Sept. 30		

# PSYC-352 Syllabus

## Assigned Articles

I have included links to each article in its title, which should allow you to access them off-campus. If any link doesn't work, you should still be able to find the article by using Queen's library services (e.g., Google Scholar) while you are logged onto its server.

1. Gabrielli, J. D. E. (2009). [Dyslexia: A new synergy between cognitive neuroscience and education](#). *Science*, 325, 280-283.
2. Munzer, T. G., Miller, A. M., Weeks, H. M. Kaciroti, N. & Radesky, J. (2019). [Parent-toddler social reciprocity during reading from electronic tablets vs print books](#). *JAMA Pediatrics*, 173, 1076-1083.
3. Lew-Williams, C., Saffran, J. R. (2012). [All words are not created equal: Expectations about word length guide infant statistical learning](#). *Cognition*, 122, 241-246.
4. DeLoache, J. S., Uttal, D. H., & Rosengren, K. S. (2004). [Scale errors offer evidence of a perception-action dissociation early in life](#). *Science*, 304, 1027-1029.
5. Legare, C. H. (2014). [The contributions of explanation and exploration to children's scientific reasoning](#). *Child Development Perspectives*, 8, 101-106.
6. Sodian, B. (2011). [Theory of mind in infancy](#). *Child Development Perspectives*, 5, 39-43.
7. Kidd, C., Palmeri, H., & Aslin, R. N. (2013). [Rational snacking: Young children's decision-making on the marshmallow task is moderated by beliefs about environmental reliability](#). *Cognition*, 126, 109-114.
8. Otgaar, H., Howe, M. L., Merckelbach, H., & Muris, P. (2018). [Who is the better eyewitness? Sometimes adults but at other times children](#). *Current Directions in Psychological Science*, 27, 378-385.
9. Svirsky, M. A., Teoh, Su-Wooip, & Neville, H. (2004). [Development of](#)

