

Cognitive Development

The University of Texas at Dallas
PSY/CLDP 3362 (002), Fall 2020
M/W 2:30 - 3:45 PM in the Teams virtual classroom

Contact Information

Instructor	Email	Office Phone	Virtual Office Hour Times
Candice Mills, Ph.D.	candice.mills@utdallas.edu	972-883-4475; messages only, I receive a voice-to-text email	Immediately following virtual class sessions or by appointment
Graduate TA	Email	Virtual Office Hour Times	
Kieth Gryder	kieth.gryder@utdallas.edu	Mondays 1-2:15 PM or via Calendly: https://calendly.com/kieth-gryder	

Course Modality and Expectations

Instructional Mode	Remote Learning. This course will meet through a virtual (i.e., online) lecture and discussion on dates indicated on the syllabus, but all material will be available asynchronously. For more information on the options, see here: https://www.utdallas.edu/fall-2020/fall-2020-registration-information/
Course Platform	Microsoft Teams. The link will be listed on the eLearning Course Homepage.
Expectations for Learning	I hope that you can attend the virtual class sessions in the course schedule and engage in class discussion and breakout groups live, but live attendance is not connected to your grade and all material will be available asynchronous viewing. Assignments and exams must be completed online before the due dates on the course schedule.
Asynchronous Learning Guidelines	You can choose to take the course asynchronously at any time without needing to contact Dr. Mills or to provide a justification for your choice. Asynchronous access means that a student will still complete the same standards as other students but will not log in for virtual class meetings. For more information, see here: https://www.utdallas.edu/fall-2020/asynchronous-access-for-fall-2020/
COVID-19 Guidelines & Resources	The information contained in the following link lists the University's COVID-19 resources for students and instructors of record. Please see http://go.utdallas.edu/syllabus-policies .

General Information

Course Pre-requisites, Co-requisites, and/or Other Restrictions

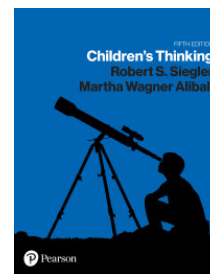
Pre/co-requisite: PSY 4334 (Lifespan Development) or PSY 3310 (Child Development). This course is an elective for psychology majors and does not count as Cognitive Psychology.

Description

This course focuses on the development of children's thinking from birth through adolescence. What tools are babies born with that help them learn and think about the world? How do infants go from that initial state to mature cognition? How does the social world influence cognitive development? What individual differences might we see in how preschoolers and children think about the world? Beyond these questions, we will also cover such specific topics as: theories of cognitive development, language development, the nature and development of categories and concepts, intelligence, memory, and social cognition.

Required Textbooks and Materials

1. To be successful in this course, it is **mandatory** that you purchase the textbook through **Perusall**. Payment goes towards the textbook, not the Perusall software.
- On the main eLearning page for our course, click on “Perusall Registration”. Follow the instructions there.
- Purchase access to the textbook within that account: Siegler, R. S. & Alibali, M. (2020) *Children’s Thinking* (5th ed.). Pearson. ISBN 9780135717929



2. Additional **mandatory** readings and media will be assigned and posted in eLearning.

3. We will use Microsoft teams for virtual class sessions that will all be recorded and posted for asynchronous viewing with captioning. Attendance during virtual class sessions is encouraged but not mandatory and in no way connected to your grade. However, you are responsible for material covered during those sessions and, therefore, viewing the lectures is **strongly encouraged**.

Learning Objectives, Assessments, and Your Grade

Learning Objectives

The main learning goals for this course include (1) introducing foundations from cognitive development to support further exploration of latest scientific findings about children’s thinking and (2) engaging the community in critical thought. Critical thinking means all of the following things and more: creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information.

Learning Objective	Evaluation(s)
Foundation knowledge: Describe major theoretical perspectives and overarching themes of cognitive development and their historical development.	Exams Annotated Readings
Empirical skills: Identify and different research methods used by developmental psychologists.	Exams Learning Activities
Critical thinking: Employ critical thinking to evaluate scientific literature, popular media, and empirical reports in child and adolescent development in order to construct an argument.	Annotated Readings Learning Activities
Social responsibility: Apply major theories and/or concepts from cognitive development to explain and inform clinical issues, social issues, and/or public policy related to child and adolescent development.	Learning Activities

Assessments

Assessment Description

Exams Exams are designed to support learning important content connected to cognitive development, including theories, research findings, research paradigms, and more. There will be 4 exams offered during the semester worth 50 points each, for a total of 200 points towards your final grade. Exams are not comprehensive, and will focus on the material covered immediately prior to that exam, including all assigned materials (such as the textbook, supplemental videos, information provided in recorded class sessions, activities).

All exams will be administered online through eLearning. You will have 1 hour and 15 minutes to complete the multiple-choice and short answer exams within a 24-hour window of time. Although students can use lecture notes and the textbook during the test, it is recommended that you prepare as if you cannot use these resources. Collaboration between students is considered to be an act of academic dishonesty. To minimize the possibility of academic dishonesty, anticipate that test questions will appear one at a time, in a random order generated by the eLearning system, and (possibly) with variations in the questions presented for each student view. You will not be able to backtrack during the exam.

Make-Up Exam



Exam “get out of jail free” policy

You have one opportunity to retake an exam this semester, regardless of the reason. During the final week of the semester you may elect to retake Exam 1, 2, 3, or 4 to replace the grade you earned on that exam, including a grade of “0”. The format of the exam will be consistent with the format of exams during the semester, though the specific questions may differ. No other make-up exam options are available.

Annotated Readings

Perusall is a tool to help you master the course material, interact with your classmates, and learn more from being in our class. You will collaboratively annotate the textbook and other reading assignments in collaboration with a smaller group of students in the class. You help and receive help from your classmates, which can assist in resolving confusion and developing a deeper understanding of the ideas and research that central to cognitive development. In addition, engaging in annotated note taking as you move through the material helps you to learn and retain the information (making last minute, massed study sessions unnecessary), as consistent empirical evidence supports the reading technique as a best practice for learning and retaining information from text. As an added bonus, the system also helps me make the most use of virtual class sessions by highlighting general areas of uncertainty among students.

Your goals in annotating each assignment are to stimulate discussion by posting good questions/comments and to help others by answering their questions. Each annotated reading assignment will be graded within Perusall for the quality of your top few (3 to 5) posts.

There will be 9 annotated readings offered during the semester worth 10 points each, and the top 7 reading grades will contribute to your final annotated readings score in the class. Therefore, a total of 70 points are available from annotated readings. To be graded, your readings must be completed in the Perusall platform on time, according to the due dates listed in the syllabus.

Learning Activities

Learning activities are designed to help you reflect on supplemental materials connected to class topics, such as empirical articles and other forms of media. Written instructions for each activity and other learning materials will be posted in eLearning. There will be 4 learning activities offered during semester worth 25 points each, and the your top 3 grades will contribute to your final score in the class. Therefore, a total of 75 points are available from activities. To be graded, activities must be submitted by the due date listed on the syllabus to the appropriate folder on eLearning.

Pre-Class Qualtrics Survey

Reading the syllabus and completing the pre-class Qualtrics survey earns you an easy 5 points. The link is here: <https://tinyurl.com/cogdevsurvey2020>

Your Grade

If you'd like, you can keep track of the points you have earned in class in these tables.

	Exam 1	Exam 2	Exam 3	Exam 4	Make-Up Exam	TOP 4 EXAM SCORES (MAX = 200)
Exams						

	LA 1	LA2	LA 3	LA 4	TOP 3 LA SCORES (MAX = 75)
Learning Activities					

	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 11	Ch 9	TOP 7 ANNOTATED READINGS (MAX = 70)
Perusall Annotated Readings										

	5 POINTS FOR COMPLETION
Completed Pre-Class Qualtrics Survey	



A note about grade-related concerns: You can be successful in this class with diligent and thoughtful work from the beginning of the semester. Final grades are *final* unless there is a mistake in the calculation of that grade. Please do not request that I “bump” your grade. It is both unethical and unfair to other students in the class for me to consider engaging in such practices as adding points to your score or making other individualized exceptions to the course grading policy.

TOTAL POINTS

Letter Grade	Minimum Points	Maximum Points
A	315	350+
B	280	314
C	245	279
D	210	244
F	0	209

Course Schedule

Week	Date	Topic	Task	Due date
1	Mon, Aug 17	Welcome	Virtual class meeting at 2:30 PM Read the course syllabus Complete pre-class Qualtrics survey: https://tinyurl.com/cogdevsurvey2020 Purchase the course textbook by following the Perusall Registration link in eLearning	ASAP; definitely before Sun, Aug 23
	Wed, Aug 19	Resistance to Science	Virtual class meeting at 2:30 PM Perusall Chapter 1 Learning Activity 1	10 PM Sun, Aug 23
2	Mon, Aug 24	Key Questions in Cognitive Development	Virtual class meeting at 2:30 PM	
	Wed, Aug 26		Perusall Chapter 2	10 PM Sun, Aug 30
3	Mon, Aug 31	Piaget's Theory	Virtual class meeting at 2:30 PM	
	Wed, Sep 2		Prepare for exam	
4	Mon, Sep 7	Exam Week	Labor Day; Take Exam 1 between 8:00 AM Sep 7 and 12:00 noon Sep 9	
	Wed, Sep 9		Perusall Chapter 3	10 PM Sun, Sep 13
5	Mon, Sep 14	Sociocultural Theories	Virtual class meeting at 2:30 PM	
	Wed, Sep 16		Perusall Chapter 4 Learning Activity 2	10 PM Sun, Sep 20
6	Mon, Sep 21	Perceptual Development	Virtual class meeting at 2:30 PM	
	Wed, Sep 23		Perusall Chapter 5	10 PM Sun, Sep 27
7	Mon, Sep 28	Conceptual Development	Virtual class meeting at 2:30 PM	
	Wed, Sep 30		Prepare for exam	
8	Mon, Oct 5	Exam Week	Take Exam 2 between 8:00 AM Oct 5 and 12:00 noon Oct 6 Learning Activity 3	
	Wed, Oct 7		Perusall Chapter 6	10 PM Sun, Oct 11
9	Mon, Oct 12	Language Development	Virtual class meeting at 2:30 PM	
	Wed, Oct 14		Perusall Chapter 7	10 PM Sun, Oct 18
10	Mon, Oct 19	Memory Development	Virtual class meeting at 2:30 PM	
	Wed, Oct 21		Prepare for exam	

11	Mon, Oct 26	Exam Week	Take Exam 3 between 8:00 AM Oct 26 and 12:00 noon Oct 27
	Wed, Oct 28		Perusall Chapter 11 Learning Activity 4 10 PM Sun, Nov 1
12	Mon, Nov 2	 Academic Skills	Virtual class meeting at 2:30 PM
	Wed, Nov 4		Perusall Chapter 9 10 PM Sun, Nov 8
13	Mon, Nov 9	 Social Cognition and Closing Points	Virtual class meeting at 2:30 PM
	Wed, Nov 11		Prepare for exams 10 PM Sun, Nov 15
14	Mon, Nov 16	Exam Week	Take Exam 4 between 8:00 AM Nov 16 and 12:00 noon Nov 17
	Wed, Nov 18		Take "Get out of Jail Free" exam between 8:00 AM Nov 18 and 12:00 noon Nov 19

Note: The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor. Any changes to the course schedule will be announced on eLearning.

Additional Information and Resources

Graduation Help Desk

You may face many obstacles in completing your education, and you do not have to face them alone. A number of resources are available to assist you if anything arises that may interfere with your progress toward graduation. The Graduation Help Desk, <https://oue.utdallas.edu/specialprograms/graduation-help-desk>, connects you to the resources that will meet your specific needs. These resources can help you with study skills, organization, time management, counseling referrals, or general support with personal or academic issues. To reach a person who can help, write to graduationhelpdesk@utdallas.edu.

If you face challenges securing food or housing and you believe this may affect your progress toward graduation, reach out to the Graduation Help Desk or the Dean of Students (972- 883-6391 or dos@utdallas.edu) for support. Please also feel free to contact me so that I can help support you in obtaining the assistance you need.

We want you to succeed in this class and at UTD.

Academic Honesty

This class is designed to support the development of a community of learners who are actively engaged in the process of learning facts about child development and the science behind that. The community model is built on trust, and I trust you to do the right thing. No form of academic dishonesty will be tolerated. This includes plagiarizing scholarly works, taking photos of exams or other course materials, re-using work you have written in another course, and copying text from internet sources without proper documentation of the author. Importantly, to be clear, even though this course is online, it is considered academic dishonesty to collaborate IN ANY WAY with other people or outside resources (like Google) during an exam. This includes texting, calling, participating in a GroupMe, or taking the exam with other students. The consequences of academic dishonesty can be severe, ranging from failing an assignment to failing the class to being on academic probation. Follow UTD standards for all written work in this class. If you are unclear about the line between paraphrasing other's work and plagiarism, see the official policy and examples of plagiarism at: <http://www.utdallas.edu/student/sliffe/scholastic.html>.

Remember the Comet Creed, voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by. It is expected that you uphold the Comet Creed during all tasks associated with the course.

Comet Creed: "As a Comet, I pledge honesty, integrity, and service in all that I do."

Late/Makeup Policy

It is very important that students keep up with course materials. All reading assignments, learning activities and exams must be completed and submitted by the due date. To meet this objective, plan to complete each assignment well in advance of the day it is due. Planning to complete assignments in advance provides an opportunity to adapt to unexpected circumstances. If there is a dire emergency (for example, a sudden diagnosis of prolonged illness), reach to the instructor *prior* to any due date to collaborate about any potential options there may be for your specific situation. Take advantage of the flexibility already built into the course grading policies and plan ahead!

Submissions to eLearning

Verify that every assignment, quiz, or discussion post you submit can be viewed in eLearning and/or Perusall. If you can't see it, I can't see it. If I can't see it, I cannot evaluate your hard work. Notify eLearning tech support by email at assist@utdallas.edu or call the UT Dallas Computer Help Desk at 972-883-2911 if you have technical problems.

If ever there are technology-related issues when a submission is due, email your work to both your professor and graduate teaching assistants prior to the due date as a “.doc” or “.pdf” file. Other forms of evidence (e.g., a timestamp from a google doc, verbal corroboration from a friend or family member) are not adequate for us to be able to accept a late submission. If ever there are technology-related issues when you are taking an exam, take pictures with your phone to document what is happening and email the images with a detailed explanation of the issue to the instructor.

Recordings

The instructor may record meetings of this course. Any recordings will be available to all students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Contacting the Instructor

The best way to reach me is by email to the address listed on the syllabus, not by phone or eLearning discussion board message. Please put the course name in the subject line and include your first and last name in the message. You should use a UTD email address for all email correspondence. Anticipate that it may take up to 24 hours to respond to emails, with more time outside of regular working hours. While I respond to email as promptly as I can, if you have not heard from me by email within 48 hours during the regular work week, feel free to send another email.

UTD Online Course Policies

Academic Support Resources

The information contained in the following link lists the University's academic support resources for all students. Please go to the [Academic Support Resources](#) webpage for these policies.

Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

Course Access and Navigation

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website.

Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information.

To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

You are responsible for frequently checking our course website on eLearning for information about new assignments, revisions to the syllabus, announcements and your grades.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Collaborative Sessions

We will use Microsoft teams to meet virtually with you for virtual classes. Live class sessions will be recorded and posted for asynchronous viewing with captioning. Attendance during virtual meetings is optional, but you are likely to be able to learn more if you come to class.

Distance Learning Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the [eLearning Current Students](#) webpage for more information.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to [UT Dallas Syllabus Policies](#) webpage for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.