PSY /CLDP 3362: Cognitive Development   Fall 2022

	PSY/CLDP 3362.001	Room: GR 4.301
	Monday/Wednesday	11:30 am- 12:45 pm

			Graduate TA	Neha Gholap
	Instructor	Kristin Kuhlman Atchison, Ph.D.		
	Office Email	KristinJ.Atchison@UTDallas.edu		Neha.Gholap@UTDallas.edu
	Office	JO 3.206		TBA
	In-Person Office Hours	Wednesdays 1-2 PM or by appointment		Mondays 2-3 PM or by appointment
	Virtual Office Hours	Mondays 1-2 PM on TEAMS LINK	**Undergraduate Teaching Intern**	Sarah Pfrenger Sarah.Pfrenger@UTDallas.edu
	MS Teams Voicemail	972-883-2371		Tuesdays 1-2 pm on TEAMS LINK

The course syllabus provides a general plan for the course; deviations may be necessary. Unanticipated circumstances including discovery of the need to spend more time mastering particular content may require changes to the syllabus. In such situations, I will discuss the need for changes with the class prior to making them both in class and on our eLearning site.

Discrimination Policy
I am committed to equal opportunity for all students. No one shall be treated differently, separately, on the basis of race, religion, national origin, marital status, sex, sexual orientation, gender identity or expression, age, or disability. Discipline will be imposed where appropriate for any act of discrimination.

Classroom Conduct Requirements Related to Public Health Measures
UT Dallas will follow the public health and safety guidelines put forth by the Centers for Disease Control and Prevention (CDC), the Texas Department of State Health Services (DSHS), and local public health agencies that are in effect at that time during the semester. As your instructor, I personally will follow guidance as put forward by the CDC and encourage students to do the same to keep our community and each other safe.

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

Prerequisite: (CLDP 2314 or PSY 2314) or (CLDP 3310 or PSY 3310) or (CLDP 3339 or PSY 3339) or equivalent.

Course Description: Cognitive Development (3 semester credit hours) Examines Piagetian, information-processing, and social learning approaches to the development of cognitive processes throughout childhood. Also focuses on the implications of current research in the area of cognitive development.

Student Learning Objectives/Outcomes

Foundation knowledge: Describe major theoretical perspectives and overarching themes of cognitive development and their historical development.	Quizzes and Essays Participation Assignments Infographic
Empirical skills: Identify and different research methods used by developmental psychologists.	Quizzes and Essays Participation Assignments
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.	Chapter Essays Participation Assignments Infographic
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.	Participation Assignments Infographic

Required Textbooks and Materials

- <u>**Reliable internet access :**</u> You are expected to have reliable access to the internet to complete online assignments and participate in learning objectives. "Hotspots" are available on campus.
- <u>**Required Textbook:**</u>
    > Bjorklund & Causey (2018). *Children's Thinking: Cognitive Development and individual differences (6th edition)*. Sage Publishing
    >   - ISBN-13: 9781506334356
    >   - DIGITAL ISBN-13: 9781506334363
    >   - ISBN-10: 1506334350
    >   - e-books cannot be used on Chapter Quizzes.
- <u>**4"X 6" index cards.**</u> Bring one for each class period. These will be used for in-class assignments (provided we are able to all attend class in-person). Assignments turned in on other sizes will be graded at reduced credit.
- **Course Website:** *New assignments, articles, videos , revisions to the syllabus, announcements, and your grades will be posted on eLearning. You are then responsible for checking this site frequently (at least twice weekly).* <u>**Additional REQUIRED readings and videos will be assigned and posted on the eLearning site for our class.**</u>
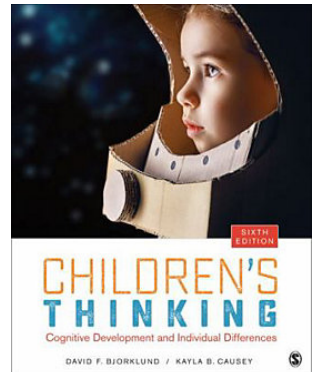
Suggested Course Materials

- <u>**Recommended Texts:**</u> Unless otherwise specified, all writing assignments in this course are **REQUIRED** to conform to writing guidelines for APA style (7th edition), including formatting, grammar, spelling, and word usage. This information is available to one degree or another from the following materials. Additional information is available at http://apastyle.org/
    - o Free Online Guide: https://owl.english.purdue.edu/owl/resource/560/01/

Textbooks and some other bookstore materials can be ordered online or purchased at the [UT Dallas Bookstore](#).

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.
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.

Instructor Support and Office Hours: My office hours are set up to allow students additional time for questions and help. Additional appointments may also be scheduled if needed. I understand college can be challenging and I want to provide you the support needed to succeed in this course. Office hours create opportunities to ask questions and get faculty support in a one-on-one setting. Virtual office hours are available by joining on your computer or mobile app Click here to join the meeting Or call in (audio only) +1 469-297-6880,,473417902# United States, Dallas Phone Conference ID: 473 417 902#. ***Office hours may also be used just to chat!*** Stop by and get a cup of hot tea or grab a piece of candy and say "Hey!"

Additional Student Support: As your instructor I recognize that you have a life outside of this class that may impact your success in this class. As the discrimination policy on page 1 indicates, I am committed to an equal opportunity for all students. To that end, I have compiled a list of campus and community resources to support students where they need it. In the **"Getting Started"** folder there is a folder titled **"Student Support Resources."** In there you will find links to services provided by UTD (First-Generation Students, Comet Cupboard, Emergency Financial Assistance, Galerstein Gender Center, Student Counseling Center, and the Graduation Help Desk) as well as links to community resources that are available to anyone in the community, not just UTD students. Please feel free to contact me if your class performance is being affected by outside life-circumstances. We have the same goal, YOUR SUCCESS in this course!

Grade Assignment Policy:

The course grade will be based on the above assignments.

Assignment/Category	% of Overall Grade
Participation Assignments (in-class or online)	15%
Group Infographic Project	15%
Chapter Quizzes	30%
Chapter Essays	40%

Grades for each assignment will also be posted on eLearning. Please check these regularly and notify me immediately if you notice any errors. No posted grade will be changed after the last full week of regular classes (i.e., Final Exam week is too late!).

If you are concerned about your grade, see me as _early as possible_.

Final Grades will be calculated as follows:			
96.50-100= A+	92.50-96.49 points = A	89.50-92.49 points = A-	
86.50-89.49 points = B+	82.50-86.49 points = B	79.50-82.49 points = B-	
76.50-79.49 points = C+	72.50-76.49 points = C	69.50-72.49 points = C-	
	59.50-69.49 points = D		0-59.49 points = F

Academic Support Resources
The information contained in the following link lists the University's academic support resources for **_all_** students. Please see http://go.utdallas.edu/academic-support-resources. For this class the writing center may be an excellent resource! _Note: This is not just for "struggling" students. This is for students who want to improve!_

Student Evaluation of Instructor: I grade you, its only fair you get to grade me! Your constructive assessment of this course plays an indispensable role in shaping education at UT Dallas. Upon completing the course, please take time to fill out the online course evaluation. You are also encouraged to provide me with feedback throughout the course I will also offer an opportunity for a midterm instructor evaluation.

Course Policies and Requirements
1. **Class Attendance:** Attendance (regardless of modality) is expected, but not graded. _Do NOT attend class if ill or with any symptoms of Covid-19._ Each student will be given a blank file folder on which to write their preferred name. You are expected to bring this to class each time you come, and hang it on the desk in front of you so I have access to your name.
2. _**Online Set Up:**_ eLearning is the primary means by which I will share information with students. All members of the class are expected to check the eLearning site associated with this class on a regular basis, at least twice a week. eLearning is organized by week. Each week's module is organized into 3 components . "Prepare," "Learn" and "Your Learning Products". _**PREPARE**_: Consists of assigned materials you should read/watch prior to class and completing assignments. **LEARN:** This is class time. On eLearning any external materials presented in lecture may be shared here for review. Lecture outlines will be posted here. Also optional additional online learning activities may be offered. **LEARNING PRODUCTS:** _(AKA Homework!)_ These are your **graded** assignments for the week, including Participation assignments, chapter quizzes and essays. Failure to complete these assignments will result in zeros. Additionally some topics may have "**Supplement**" folders. The materials posted here are NOT ASSIGNED, but are offered for students who need alternate explanations or more information on a topic. Materials posted on our eLearning site may be used on chapter essays and quizzes.

3. Assignments and Assessments:

    a. **Participation Assignments.** These include BOTH in-class participation assignments that will be completed during class AND homework assignments that are due online. The lowest (2) participation assignments will be dropped. Deadlines for online weekly assignments are **Mondays at 11:59 pm.** In-class assignments may not be announced and could occur during any class period, at any point in our scheduled class time.

        i. One extra opportunity will be provided at the end of the semester to replace a 3rd low/ missing assignment. This will be the ONLY makeup opportunity offered (outside of DOS involvement). More information will be posted the last weeks of class on eLearning.

        ii. **There will be NO additional makeups or grace periods for missed participation assignment opportunities.**

> **MYTHBUSTERS:**
> * *Myth: I can email Dr. Atchison for an extension/makeup on one of the above assignments if I am sick or have a conflict*
>   * **FALSE**
>   * Each of the assignments has a drop policy in place to protect you for when something comes up! The drop policy isn't there to drop low grades (but it can do that too). It is there to drop missing grades. Your life will intervene in this class, we just schedule it into the syllabus!!
>   * *NOTE: If you have extreme circumstance that is affecting all of your classes, please contact me or the Dean of Students Office.*

    b. **Group Infographic Project.** As a student of developmental psychology your job for this assignment is to create an infographic to inform others about cognitive development. This project will be created by citing and synthesizing peer-reviewed research. The grading rubric, along with further instructions will be posted on eLearning. The project is worth 15% your final course grade. The project consists of 4 parts: Group Outline (10 points), Individual Peer-Review (20 points), Final Infographic (100 points) and Group FlipGrid Presentation (20 points).

        i. **Late policy:.** The group infographic project will be accepted late for reduced points if received after the deadline: Less than 12 hours late, 10% off, 12-24 hours late, 25% off; 24-48 hours late, 50% off; 48-72 hours late, 75% off. No late assignments will be accepted after 72 hours.

    C. **Chapter Essays.** For each chapter you will be offered a choice of essay to complete. For each chapter you must submit one essay. Answers should be written in your own words, and demonstrate a clear understanding of the concepts, not an ability to copy from other sources. ONLY the sources listed in the "Assessment Contract" are permitted. Internet materials not provided by your instructor is considered cheating. Answer each question with enough detail so I know you understand the concept. For example, it would not be enough to include a citation for a research study, without discussing the research study itself. **There should be no quoting without prior permission from your instructor.** Your answers should include citations, but a reference page is not necessary (since you should only be using materials I provided)

      A. **Deadline:** You are encouraged to stay on top of the materials, and chapter essay questions will be released with each chapter. Essays will be accepted late for reduced points: Less than 12 hours late, 10% off, 12-24 hours late, 25% off; 24-48 hours late, 50% off; 48-72 hours late, 75% off. No late assignments will be accepted after 72 hours.

      B. **Grades.** Your essay grade will be posted on eLearning. The lowest 2 chapter essays will be

dropped. Your chapter essay average will be worth 40% of your final grade

A. Make-up assessment policy (outside of late policy above): The first 2 essays that you fail to take, **_regardless of the reason,_** will serve as the dropped grades.   If you miss a third essay, you may make up the essay only if the reason for missing the essay is due to an extreme and unforeseen circumstance (e.g., car accident, hospitalization, death of an immediate family member). In order to make up an assessment for these reasons, you must petition to make it up by thoroughly documenting the reason for your absence. This documentation includes a typewritten explanation of reason for your absence and copies of any supporting official materials which must have the date, the name of the issuing party (e.g., your physician), and a contact phone number. This must also clearly indicate that you were unable to turn in the essay on the assigned dates, according to some relevant authority. As an example, a bill from a physician's office showing that you were there around the time of an assessment is not enough to warrant the approval of your petition. You must have a signed note from the physician saying that you unable to submit your assignment because of your physical or mental condition. Elective medical or dental appointments are never excused.   All documentation relevant to your make-up petition must be submitted via   email ASAP after the missed assessment, but no later than when you return to classes (virtually or face-to-face.) If your documentation is late or incomplete, I will not accept it and your petition will not be considered. After assessing the evidence, I will notify you by e-mail as to whether your case warrants permitting a make-up. If it does not, you will receive a grade of 0 for the missed quiz. Falsification of materials related to makeup work is considered a violation of the Student Code of Conduct and will result in a minimum of a failing grade on the quiz for which the documentation was submitted.

C. **Assessment Contract:**   Chapter essays fall under the ethical rules discussed in the Assessment Contract.

> **MYTHBUSTERS:**
> * _Myth: I can quote a source in my essays if it is properly cited._
>   * **FALSE**
>   * I want to see your understanding of the content, which means it should be in **your own words** AND properly cited
> * _Myth: If I don't use quotes, it is not a quote._
>   * **FALSE**
>   * Worse, then it is an un-cited quote which is both a violation of your assessment contract and PLAGIARISM!

D. **Chapter Quizzes:**

A. **Timing:** Quizzes are offered in eLearning on Mondays (24-hour window). You have 15 mins to answer all 10 questions. Quizzes are open book/open note, but only hard-copy materials can be used. No devices will be permitted during quizzes.

B. **Grades.**   Your quiz grade will be posted on eLearning. The lowest 2 chapter quizzes will be dropped. Your quiz average will be worth 30% of your final grade.

A. Make-up assessment policy: The first 2 quizzes that you fail to take, regardless of the reason, will serve as the dropped quiz grades. If you miss a third quiz, you may make up the quiz only if the reason for missing the quiz is due to an extreme and unforeseen circumstance (e.g., car accident, hospitalization, death of an immediate family member). In

order to make up an assessment for these reasons, you must petition to make it up by thoroughly documenting the reason for your absence. This documentation includes a typewritten explanation of reason for your absence and copies of any supporting official materials which must have the date, the name of the issuing party (e.g., your physician), and a contact phone number. This must also clearly indicate that you were unable to take the assessment on the regular dates, according to some relevant authority. As an example, a bill from a physician's office showing that you were there around the time of an assessment is not enough to warrant the approval of your petition. You must have a signed note from the physician saying that you were hospitalized or ordered to stay home from school and work on the days of the assessment because of your physical or mental condition. Elective medical or dental appointments are never excused. All documentation relevant to your make-up petition must be submitted vial email ASAP after the missed assessment, but no later than when you return to classes (virtually or face-to-face.) If your documentation is late or incomplete, I will not accept it and your petition will not be considered. After assessing the evidence, I will notify you by e-mail as to whether your case warrants permitting a make-up. If it does not, you will receive a grade of 0 for the missed quiz. Falsification of materials related to makeup work is considered a violation of the Student Code of Conduct and will result in a minimum of a failing grade on the quiz for which the documentation was submitted.

    C. **Assessment Contract:**   Chapter quizzes fall under the ethical rules discussed in the Assessment Contract.

4. ***Slide Presentations and Outlines:*** Lecture outlines of the slide text are provided, but copies of the slides are not offered due to copyright laws on distributing images.

5. ***Email.*** For security reasons, email communications between instructors and students regarding this class will be conducted using a UTD email account. When sending email messages related to this course, please include PSY or CLDP 3362 in the subject line. Please do not use the email function through eLearning.

6. ***eLearning.*** eLearning is the primary means by which I will share information with students. All members of the class are expected to check the eLearning site associated with this class on a regular basis, at least twice a week.

    a. How eLearning calculates your grade: I have put the above grading and drop policies into eLearning "Weighted Total" category. At the beginning of the semester this means that eLearning will drop even high grades, because those are the only grades there. As you get more variety in grades other grades will drop. For example, if a higher grade comes in, previous lower grades will be dropped instead. Conversely, if lower grades come in (like not completing an assignment/essay/quiz) previous grades that were being dropped will be calculated into your course grade. What this means for the end of the semester if you decide not to complete any assignment or assessment your current grade could go down. The new zero will be the lowest grade, and a previously dropped grade will now be calculated in your course grade. Additionally, eLearning has slightly different breakdowns for +/- grades than I have above. When I go to submit final grades, I will make corrections to those in Orion (not eLearning) to properly apply those policies.

> **MYTHBUSTERS:**
> - *Myth: Calculations for the final course grade don't happen until the end of the semester.*
>   - **FALSE**
>   - eLearning is attempting to calculate your final course grade from day 1. Your course grade is visible at any point in the semester.

7. **Extra Credit:** There is no extra credit for the course.

NOTE: All written assignments (papers, exams, questions) are to be typed, double-spaced, 1" *margins, 12 point font, and include the student's name as it appears on the class roster, unless you* *have previously registered a preferred name with the instructor. <u>No quotes are permitted without</u>* *<u>prior instructor approval</u>*

Class Conduct and Norms

The university-wide policies are below, however we will work together to establish a code of class conduct and expected norms. These norms of conduct will address how we treat each other and the expectations we have of respect and professionalism as a community of learning on the first day of class. eLearning will be updated with this information once we have created it.

Class Participation

Regular class participation is expected. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](.).

Class Recordings

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.

The instructor **may** record meetings of this course. These recordings will be made available to all students registered for this class if the intent is to supplement the classroom experience. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Class Materials

The Instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in 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.

Social Media: YouTube, and Twitter serve as means to share additional supplemental materials that students may find helpful or interesting. Please see [https://www.youtube.com/channel/ UCHWccRUr_yd9rh0ZAfM8CyQ?view_as=subscriber](.) , or @DrKAtchison on Twitter. I can also be

connected with after the course via LinkedIn https://www.linkedin.com/in/kristin-kuhlman-atchison-5635602a

Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the Student eLearning Tutorials webpage for video demonstrations on eLearning tools.

Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

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.   Accommodations will only be considered with an incident number from the eLearning Help Desk.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

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

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 http://go.utdallas.edu/syllabus-policies for these policies.

PSY /CLDP 3362: Cognitive Development   Fall 2022

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

Assignments & Academic Calendar (Topics, Reading Assignments, Due Dates, Assessment Dates)

The course syllabus provides a general plan for the course; deviations may be necessary. Unanticipated circumstances including discovery of the need to spend more time mastering particular content may require changes to the syllabus. In such situations, I will discuss the need for changes with the class prior to making them both in class and on our eLearning site. **PLEASE NOTE ADDITIONAL ARTICLES/VIDEOS MAYBE ADDED. Check the "Preparation", "Learn" and "Learning Products" folders to make sure you have completed the materials assigned.**

All times are listed as US CENTRAL STANDARD TIME

Week 1: August 22-28	
Lecture Topics: Course Intro	
Preparation	**Read:** Syllabus, Note Taking 101 **Watch:** "How to Get the Most Out of Studying: Part 1 & 2"
Learn	**Monday: Course Intro and Children's Thinking**
	Wednesday: Intro to Cognitive Development, "The Spoon"
Your Learning Products (Due 8/29 @11:59 PM)	*Online Homework Assignments: Assessment Contract & Metacognitive Inventory*

Week 2: August 29 - September 4	
Lecture Topics: Intro to Cognitive Development	
Preparation	**Read** Ch 1 and "Research Methods in Developmental Psychology" Watch: "Elicited Imitation Paradigm"
Learn *Participation Assignment(s)*	**Monday: Intro to Cognitive Development** "Research Methods: EEG vs MRI" and "Violation of Expectation"
	Wednesday: Evolution and Gene-Environment Interaction, "NOVA: Epigenetics"
Your Learning Products (Due 9/5 @11:59 PM)	*Online Homework Assignment: Plagiarism Certificate*

Week 3: September 5-11	
Lecture Topics: Biological Basis of Cognitive Development	
Preparation	Read: Chapter 2, "How People Make their Own Environments"
Learn ***Gene-Environment Interactions Worksheet***	**Monday 9/5: NO CLASS - Labor Day**
	Wednesday: Brain Development, "Unfolding of the Brain" "Miracle of the Human Brain"
Your Learning Products (Due 9/12 @11:59 PM CST)	Ch 1 Quiz, Chapter 1 Essay *Possible Online Homework Assignment*

Week 4: September 12-18	
Lecture Topics: Social Construction of the Mind	
Preparation	Read: Chapter 3, "Psychology's WEIRD Problem" "Scrimshaw & Tudge, 2003"
Learn ***Participation Assignment(s)***	**Monday: Social Construction of the Mind,** "ZPD" "Tips on reading to children"
	Wednesday: Social Construction of the Mind "Free Play"
Your Learning Products (Due 9/19 @11:59 PM)	Ch 2 Quiz, Chapter 2 Essay *Scrimshar & Tudge "Classroom Activity" Assignment*

Week 5: September 19-25	
Lecture Topics: Infant Perception and Cognition	
Preparation	Read: Chapter 4
Learn ***Participation Assignment(s)***	**Monday: Infant Perception** "Face Recognition" "Why is that baby staring at me?"
	Wednesday (9/21): Infant Perception Continued; "Native Language Preference" "Ba-Da & Mandarin Exposure" **Discussion of Infographic Project** ***MAKE SURE YOU ATTEND CLASS - GROUPS WILL BE ASSIGNED FOR INFOGRAPHIC PROJECT***
Your Learning Products (Due 9/26 @11:59 PM)	Ch 3 Quiz, Chapter 3 Essay *Possible Online Homework Assignment*

Week 6: September 26 - October 2	
Lecture Topics: Infant Perception and Cognition	
Learn ***Participation Assignment(s)***	**Monday (9/26): Group Infographic Work Time (no formal class)**
	Wednesday: Infant Perception and Cognition; Piaget "Object Properties" "Addition and Subtraction" "Statistical Probabilities"
Your Learning Products (Due 10/2 @11:59 PM)	Infographic Outline Assignment

Week 7: October 3 - 9	
Lecture Topics: Thinking in Symbols	
Preparation	Read: Chapter 5
Learn ***Participation Assignment(s)***	**Monday: Piaget**
	Wednesday: Thinking in Symbols, continued. "The Shrinking Room" "Scale Errors" "Real vs Make-Believe" "Kids Out-smart Grown-Ups"
Your Learning Products (Due 10/10 @11:59 PM CST)	Ch 4 Quiz, Chapter 4 Essay *Possible Online Homework Assignment*

Week 8: October 10 - 16	
Lecture Topics: Folk Knowledge	
Preparation	Read: Chapter 6
Learn ***Participation Assignment(s)***	**Monday: Theory of Mind** " Imitating Intended Actions" "Intentional/Accidental" "Broccoli/Cracker" "False-Belief Task" "More TOM Tasks""Implicit FBT"
	Wednesday: Folk Biology and Physics
Your Learning Products (Due 10/17 @11:59 PM)	Ch 5 Quiz, Chapter 5 Essay, *Possible Online Homework Assignment*

Week 9: October 17- 23	
Lecture Topics: Learning to Think on Your Own	
Preparation	Read: Chapter 7, "Blackwaton Bees" **- READ FOR IN-CLASS PARTICIPATION!!**
Learn ***Participation Assignment(s)***	**Monday: Executive Function** "Marshmallow Task"
	Wednesday: Strategies & Problem Solving "Card-Sorting" "Memory Rehearsal"
Your Learning Products (Due 10/24 @11:59 PM CST)	Ch 6 Quiz, Chapter 6 Essay, *Possible Online Homework Assignment*

Week 10: October 24 - 30	
Lecture Topics: Memory Development	
Preparation	Read: Ch 8 Watch: Elicited Imitation Paradigm (Previously assigned! Review or watch again!)
Learn ***Participation Assignment(s)***	**Monday: Infant Memory**, "Meltzoff - Imitation" "Conjugate Reinforcement Procedures"
	Wednesday: Memory Development Continued
Your Learning Products (Due 10/31 @11:59 PM CST)	Ch 7 Quiz, Chapter 7 Essay, Elicited Imitation Paradigm Assignment

Week 11: October 31 - November 6	
Lecture Topics: Language Development	
Preparation	Read: Chapter 9 Watch: "Why talking to kids matters"
Learn ***Participation Assignment(s)***	**Monday: Language Development - Part 1** "Mutual Exclusivity" "Jenny Saffran-Statistical Learning"
	Wednesday: Language Development - Part 1 "Noam Chomsky" #1 & #2 "Grammar Center in the Brain"
Your Learning Products (Due 11/7 @11:59 PM)	Ch 8 Quiz, Chapter 7 Essay, *Possible Online Homework Assignment*

Week 12: November 7 - 13	
Lecture Topics: Social Cognition	
Preparation	Read: Ch 10
Learn ***Participation Assignment(s)***	**Monday: Social Learning, Self-Concept**
	Wednesday: Gender Identity
Your Learning Products (Due 11/14 @11:59 PM)	Ch 9 Quiz, Chapter 9 Essay FlipGrid Discussion Post

Week 13: November 14 - 20	
Lecture Topics: Schooling and Cognitive Development	
Learn *Participation Assignment(s)*	**Monday: Reading and Math** "Math Mystery"
	Wednesday (11/16): Schooling and Educational Psychology "Power of Believing You Can Improve" **MUST HAVE COMPLETED DRAFT OF INFOGRAPHIC TO SHARE** *Partners will be assigned in-class for peer-review*
Your Learning Products (Due 11/28 @11:59 PM)	Ch 10 quiz, Chapter 10 Essay *Infographic Peer Review Due*

FALL BREAK: November 21-27
Lecture Topics: Free Time, Food, Naps
🦃 🦃 🦃   Thanksgiving Break - NO CLASSES 🦃   🦃   🦃

Week 14: November 28 - December 4	
Lecture Topics: Intelligence	
Preparation	**Read for lecture:** Chapter 12 &13 (pg 550 - 565) "DHHS: History of Head Start"
Learn *Participation Assignment(s)*	**Monday: Approaches to the study of Intelligence**
	Wednesday: Intellectual Differences "Abecedarian Project"
Your Learning Products (Due 12/5 @11:59 PM CST)	Ch 11 Quiz, Chapter 11 Essay FlipGrid Discussion Post

Week 15: December 5 - 8	
Lecture Topic: Course Wrap-Up	
Preparation	Read: You are all caught up!
Learn	**Monday: Group Infographic Work Time (no formal class - Dr. Atchison is in the classroom to answer any questions)**
	Wednesday: Either in-person or virtual discussion **Top-Ten List Discussion Assignment (due at end of class)**
Your Learning Products: **Thursday 12/8** @11:59 PM CST)	Ch 12/13 Quiz, Chapter 12/13 Essay

Finals Week: December 10 -16	
Your Learning Products (Due 12/12 @11:59 PM CST)	**Group Infographic Project Due:** Group Final Infographic Group FlipGrid Presentation

Copy of Assessment Code of Ethics Contract:

Please read the following instructions. Your signature indicates notice and agreement to the terms of the assessment contract. Students who fail to complete and sign this contract will not be graded, and will result on zero points for any assessments. First violations will be given a warning and a reduced grade, subsequent violations of this agreement will be dealt with according to the University's Code of Conduct and the University policy on Academic Honesty. More information can be found here:https://www.utdallas.edu/conduct/dishonesty/ Please note: I have reported violations in the past and will continue to do so.

Rules for Essays and Quizzes.

Essay questions are set up to have many correct answers, and thus no two students answers should be the same. Only **approved** course materials may be used in answering essay or quiz questions.

Your essay answers will go through a plagiarism check. You have access to the same originality report I see. You are encouraged to submit your paper early enough to allow you to check your originality report and make needed changes. **There should be no direct quotes**.

For Chapter Quizzes, all materials must be hard-copies, no devices can be used during your quiz.

You must have a signed plagiarism certificate submitted to Dr. Atchison prior to the grading of your essay answers, or taking any quiz.

Please feel free to ask clarifications questions regarding any quiz or essay question.

CONTRACT:

Upon opening either essay questions OR online chapter quizzes, I _____ (Printed Name) will NOT discuss nor seek help from sources, animate or inanimate, other than:

- **Course Textbook:** *Bjorklund & Causey (2018)*
- **Lecture notes and videos. (Lecture outline provided online, and additional notes taken by the individual test-taker themselves)**
- **Materials posted on eLearning by Dr. Atchison**
- **Materials that have been approved by Dr. Atchison PRIOR to the assessment**
- *Use of ANY other internet source is considered cheating.*

This means:
- I will not discuss, record or disseminate in any format, essay or quiz questions.
- I will not discuss essay or quiz questions with others either in person, text, group text, email, gesture or any other creative way humans have found to communicate.
  - I will not even discuss WHICH question I plan to do.
- I will not discuss content or answers to any of the questions, either essay or quiz with anyone (in any way) other than Dr. Atchison or my Teaching Assistants.
- For essay answers, I will appropriately provide **in-text citation** information from the text, lecture and additional course materials to avoid plagiarism.
- Internet searches for materials related to any quiz or essay questions is *CHEATING*
- Use of any device on a quiz is considered *CHEATING*
- Only my textbook, lecture notes and eLearning materials can be referenced and used to answer questions on either the essays or quizzes. *Referencing any other non-approved materials is considered cheating.*