

PSY/CLDP 3362.001 Room: [HH 2.502](#)
 Monday/Wednesday 10 am - 11:15 am



Instructor	Kristin Kuhlman Atchison, Ph.D.	Graduate Teaching Assistant	Erin Prince
Email	KristinJ.Atchison@UTDallas.edu	Visiting hours	Erin.Prince@UTDallas.edu Thursdays 2:30 - 3:30 PM
Office	JO 3.206		Teams Link
In-Person Visiting Hours	Monday/Wednesdays 2:30 -3:30 PM	Undergraduate Teaching Intern	Serene Haroon
	*if you need to meet on Teams, please email me	Visiting Hours	Serene.Haroon@UTDallas.edu Monday 11:30 AM - 12:30 PM
MS Teams Voicemail	972-883-2371		Teams Link

If the above visiting hours do not work, please email any of us to schedule an appointment

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.

- My syllabi are longer than most, because it is also a **“Frequently Asked Questions”** document. Please refer back to this throughout the semester with questions you may have about course structure or policies.

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.

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 the development of children's thinking from birth through adolescence. Topics include theories of cognitive development, language development, memory, social cognition, and the implications of current research in the area of cognitive development.




Student Learning Objectives/Outcomes

The [“APA guidelines for the Undergraduate Psychology Major”](#) (2023) is a list of skills and knowledge recommended by American Psychological Association for psychology majors. Several of APA's outcomes and foundational indicators are listed below. All quotes in the outcome/objective table are from this document. Program Learning Outcomes (PLO) for Psychology and Child Learning and Development majors are also indicated.

<u>Course Outcomes</u>	<u>Learning Objectives</u>	<u>Measurements</u>
<p>Students will be able to:</p> <p>... identify and describe key theories cognitive development (CD). (APA 1.1. PSY/CLDP PLO 1; PSY PLO 4)</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. ... recognize different theories related to CD. 2. ... compare different theories related to CD. 3. ... interpret mental processes and behavior based different CD theories. 4. "1.1B Interpret behavioral phenomena at an appropriate level of complexity, recognizing interactions among psychological, biological, social, and cultural variables" 	<ul style="list-style-type: none"> • Participation Assignments • Quizzes • Essays • Infographic Project
<p>...recognize and describe cultural influences on scientific research of cognitive development (CD). (PSY PLO 4; CLDP PLO 2)</p>	<ol style="list-style-type: none"> 1. ...compare universals of development versus cultural differences 2. ...understand the interplay between "nature" and "nurture" in CD. 3. "1.1C Explain how research conclusions may be affected by sociocultural context" 4. "2.3D Incorporate international sources, including nonwestern researchers and samples, in research processes, where appropriate" 	<ul style="list-style-type: none"> • Participation Assignments • Quizzes • Essays • Infographic Project
<p>...differentiate research methods used by developmental psychologists. (APA 2.1; PSY & CLDP PLO 2)</p>	<ol style="list-style-type: none"> 1. "2.1A Distinguish psychological research concepts in a research study" as related to CD 	<ul style="list-style-type: none"> • Participation Assignments • Quizzes • Essays • Infographic Project

<p>... demonstrate effective writing skills in various formats and for various purposes (APA 4.2 & 4.3; PSY PLO 3; CLDP PLO 4)</p>	<ol style="list-style-type: none"> 1. "4.2A Craft clear and concise communications to fulfill a purpose and address specific audiences" 2. "4.2B Construct arguments clearly and concisely from evidence-based psychological concepts and theories" 3. "4.2C Develop ideas in formats to fit a complex project's purpose and length" 4. "4.2H Offer constructive feedback on a communication project" 5. "4.2F Revise communication projects by incorporating constructive feedback" 6. "4.3A Accurately summarize complex ideas and conclusions from psychological sources and research" 7. "4.4d Use technology to create documents and presentations that professionally convey information" 	<ul style="list-style-type: none"> • Participation Assignments • Chapter Essays • Infographic Project
<p>... critically evaluate published research in Cognitive development (CD) (APA 4.4, PSY & CLDP PLO 2)</p>	<ol style="list-style-type: none"> 1. ...grasp important details in research findings 2. ...discuss the findings of a research article in context with other findings. 3. "4.4c Identify and navigate psychology databases and other legitimate sources of information to address psychological questions" 4. ...create infographic by synthesizing published peer-reviewed research in CD. 	<ul style="list-style-type: none"> • Participation Assignments • Quizzes • Chapter Essays • Infographic Project
<p>... extend major theories and/or concepts from cognitive development to clinical issues, social issues, and/or public policy related to cognitive development. (APA 1.4e, PSY PLO 1; CLDP PLO 3)</p>	<ol style="list-style-type: none"> 1. ...support the influence CD research plays in informing public policy. 2. ...describe the role of science for informing social issues. 3. ...create infographic by synthesizing published peer-reviewed research in CD to inform 	<ul style="list-style-type: none"> • Participation Assignments • Infographic Project
<p>"3.2 Develop and practice interpersonal and intercultural responsiveness" (APA, 2023; PSY PLO 4; CLDP PLO 5)</p>	<ol style="list-style-type: none"> 1. "3.2a Interact respectfully with people of diverse abilities, backgrounds, nationalities, and cultural perspectives" 	<ul style="list-style-type: none"> • Participation Assignments • Infographic Project

Required Textbooks and Materials

- **Reliable internet access :** You are expected to have reliable access to the internet to complete online assignments and participate in learning objectives.
- **Required Textbook:**
 - Bjorklund (2022). *Children's Thinking: Cognitive Development and individual differences (7th edition)*. Sage Publishing
 - ISBN-13: 9781544361338
 - DIGITAL ISBN-13: 9781544361352
 - e-books cannot be used on Chapter Quizzes.
- **4"X 6" index cards.** Bring one for each class period. These will be used for in-class assignments. Assignments turned in on other sizes will be graded at reduced credit.
 -  You will also need something to write with. 
- **Note Taking Materials:** You are expected to take notes in this class. How you take them is up to you, paper and pencil, tablet, or computer, doesn't matter to me. But come prepared each class to take notes! 
- **LockDown Browser:** This is free from UTD and is required for quizzes.
- **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).* **Additional REQUIRED readings and videos will be assigned and posted on the eLearning site for our class.**

Suggested Course Materials

- **Recommended Texts:** 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 <https://apastyle.apa.org/>
 - 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 Student Visiting Hours: My Visiting 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. Visiting hours create opportunities to ask questions and get faculty support in a one-on-one setting. Virtual visiting hours are available by joining on your computer or mobile app Join on your

computer, mobile app or room device [Click here to join the meeting](#) Meeting ID: 289 528 522
585 Passcode: AvFALF Or call in (audio only) [+1 469-297-6880,,185613648#](#) United States, Dallas
Phone Conference ID: 185 613 648# **Student Visiting 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 "Hi!" 🙌

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 (Comet Cupboard, Emergency Financial Assistance, First- Generation Students, Galerstein Community Center, Graduation Help Desk, Military and Veteran Center, and the Student Counseling Center) 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!

Grading Policy: *The course grade will be based on the following 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!).

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

If you are concerned about your grade, see me as early as possible.

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 is expected, but not graded. **Do NOT attend class if ill.**
 - The University’s attendance policy requirement is that individual faculty set their course attendance requirements. **Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty.**
- 2. eLearning 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. Generative AI Policy:** As technology continues to change and evolve, we have access to new and interesting tools to help us learn. With that in mind, this policy on generative AI (ex: Chat GPT, Bard, Claude, Dall-E, Grammarly, QuillBot etc.) is meant to outline the do’s and don’ts in this course. As a psychology course, I want students to leave this class with a better understanding of the field of psychology, part of that is how psychology views AI. Psychology recognizes generative AI as both a useful tool and an interesting research topic. (For an overview read: <https://www.apa.org/monitor/2023/07/psychology-embracing-ai>). As science, part of psychology requires the publication of research findings. Publishers agree that generative AI can’t take responsibility for its work, and thus can not be an author (For overview read: <https://publicationethics.org/cope-position-statements/ai-author>). Psychology views generative AI as a tool that can help students learn. (For an overview read: <https://www.apa.org/monitor/2023/06/chatgpt-learning-tool>) As your instructor for this course, the **process of learning** (rather than the product) is chiefly important to me and helped me create this do and don’t list.

Generative AI Use in this course:	
Do	Don’t
Use it as a study partner: create study guides, evaluate your own ideas, think through a problem, evaluate different perspectives.	Use it to generate, edit or create materials to be turned in as your own (this is cheating!)
Include a disclosure statement of any generative AI use, including why you used it.	AI can’t take responsibility for its output, so it can’t be an author - that is YOU!

Generative AI Use in this course:

Do	Don't
Be aware that it can be used to cheat, plagiarize and fabricate. Please see: https://policy.utdallas.edu/utdsp5003	Don't use it cheat, plagiarize or fabricate materials. Please see: https://policy.utdallas.edu/utdsp5003
Do use a spell or grammar checker (within Word, GoogleDocs, or Pages) for any type written work. These typically underline your mistakes so YOU can correct them.	Don't run your work through generative AI to edit. (Ex: Grammarly, QuillBot, etc). These are sometimes called "Paraphrasing Tools". But you should paraphrasing and editing your work, NOT AI! Note: Predictive text, is also AI generated
If you aren't sure if it is an appropriate use, ASK!	Use it to generate an answer and cite as generative AI - I am interested in the learning process and that has to come from you!

Note: This policy applies to ALL assignments and assessments in this class. Any suspected misuse of generative AI will be submitted to the Office of Community Standards and Conduct for suspected academic dishonesty.

4. 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.
 - (a) 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.
 - (b) **There will be NO additional makeups or grace periods for missed participation assignment opportunities.**
- 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% of 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 Teams Presentation (20 points).
 - (a) **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.
 - (b) **Generative AI:** Group Infographic project fall under the ethical rules discussed in the Generative AI policy. There is an exception that Generative AI may be used to create images, but appropriate citations should be included.
- C. **Chapter Essays.** For each chapter you will be offered a choice of essay to complete. These will be completed in a worksheet like form. 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 are 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) **Essay templates** are provided for you. These break down the question into a “worksheet” format that is more assessable to students and more efficient for grading. These templates are **REQUIRED** for your essay. Your written answers should be at minimum **300 words**, though successful essays are generally more.
- (b) **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.
- (c) All essays go through TurnItIn via eLearning. You see the same originality report that we do. You have access to this information so you can check for unintentional plagiarism and make corrections prior to grading! There are step-by-step instructions for viewing your originality scores [here](#). Note: You will not see an breakdown of Generative AI use, only we can see that. Please do not use AI, and follow the [Generative AI Policy](#) so you have no concerns about that report.
- (d) **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
 - i. 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.

(e)**Assessment Contract & Generative AI:** Chapter essays fall under the ethical rules discussed in the Assessment Contract, and the Generative AI policy.

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. LockDown Browser is required for quizzes. **NO QUIZ SUBMISSIONS WILL BE ACCEPTED LATE.**

(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 & Generative AI:** Chapter quizzes fall under the ethical rules discussed in the Assessment Contract, and the Generative AI policy.

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.*

5. **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.
6. **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/ CLDP 3362** in the subject line. Please do not use the email function through eLearning. I teach 4 courses, so it speeds up my response to your question, if I know what class we are discussing.
7. **eLearning Functions.** 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 remain dropped. Conversely, if lower grades come in (like not completing an assignment/assessment) 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 could be your lowest grade, and a previously dropped grade will now be calculated in your course grade. Because what is dropped in each category changes as grades come in, eLearning does NOT mark grades as "Dropped" in the grade book at ANY POINT. Grades are not "dropped" from eLearning, they are "dropped" from calculation. 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: Dr. Atchison will go in at the end of the semester and drop my lowest grades.*
 - **FALSE**
 - eLearning has been dropping grades per syllabus policies from the moment you get your first grade. It will continuously update what is being dropped all semester based on what grades are the lowest in a given category. But eLearning does not mark them as "dropped."
- *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.

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

9. **Required Syllabus Information:**

- A. **Class Conduct, Norms and Citizenship:** The university-wide policies are available in the [Student Code of Conduct](#), 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.
- B. **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 AccessAbility Resource Center accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct
- C. **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.
- D. Texas Senate Bill 17, the recent law that prohibits diversity, equity, and inclusion programs and activities at public universities in Texas, does not in any way apply to academic course instruction. Students should not feel the need to self-censor or limit their participation in academic courses pertaining to topics of race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion, and related topics.
- E. **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.
 - (a)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
- F. **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."*
- G. **Accommodations for Students with Disabilities:** Please review [the section](#) within the UT Dallas Syllabus Policies and Procedures webpage.
- H. **UT Dallas Syllabus Policies and Procedures:** Please visit the [Syllabus Policies](#) page to view the University's policies and procedures segment of the course syllabus. Please review the catalog sections regarding the [credit/no credit](#) or [pass/fail](#) grading option and withdrawal from class.

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 TIME

Week 1: January 21 - 26	
Lecture Topics: Course Intro	
Preparation	Read: Syllabus, Note Taking 101 (Perusal) Watch: "How to Get the Most Out of Studying: Part 1 & 2"
Learn	Monday: NO CLASS - Martin Luther King Jr. Day/ National Day of Service https://www.doi.gov/pmb/eeo/mlk-day-service
	Wednesday: Course Intro and Children's Thinking
Your Learning Products (Due 1/27 @11:59 PM CST)	Online Homework Assignments: Assessment Contract & Metacognitive Inventory

Week 2: January 27 - February 2	
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, "The Spoon"
	Wednesday: Intro to Cognitive Development "Research Methods: EEG vs MRI" and "Violation of Expectation"
Your Learning Products (Due 2/3 @11:59 PM CST)	Online Homework Assignment: Plagiarism Certificate, Lock-Down Browser "Quiz"

Week 3: Feb 3 -9	
Lecture Topics: Biological Basis of Cognitive Development	
Preparation	Read: Chapter 2, "How People Make their Own Environments"
Learn Gene-Environment Interactions Worksheet	Monday: Evolution and Gene-Environment Interaction, "NOVA: Epigenetics"
	Wednesday: Brain Development, "Unfolding of the Brain" "Miracle of the Human Brain"
Your Learning Products (Due 2/10 @11:59 PM CST)	Ch 1 Quiz, Chapter 1 Essay <i>Possible Online Homework Assignment</i>

Week 4: Feb 10 - 16	
Lecture Topics: Social Construction of the Mind	
Preparation	Read: Chapter 3, "Psychology's WEIRD Problem" "Scrimsher & 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 2/17 @11:59 PM CST)	Ch 2 Quiz, Chapter 2 Essay <i>Scrimsher & Tudge "Classroom Activity" Assignment</i>

Week 5: Feb 17 - 23	
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 2/24 @11:59 PM CST)	Ch 3 Quiz, Chapter 3 Essay

Week 6: Feb 24 - March 2	
Lecture Topics: Infant Perception and Cognition	
Preparation	Read: Chapter 4, Purugganan & Hewitt (2004) Watch: Core Knowledge Videos: "Contact" "Reciprocity"& "Gaze Direction"
Learn Participation Assignment(s)	Monday: Group Infographic Work Time (no formal class - Dr. Atchison will be in the classroom to answer questions) Wednesday: Infant Perception and Cognition; Piaget; "Object Properties" "Addition and Subtraction" "Statistical Probabilities"
Your Learning Products (Due 3/3 @11:59 PM CST)	Infographic Outline Assignment

Week 7: March 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 3/10 @11:59 PM CST)	Ch 4 Quiz, Chapter 4 Essay

Week 8: March 10 -16	
Lecture Topics: Learning to Think on Your Own	
Preparation	Read: Chapter 6
Learn Participation Assignment(s)	Monday: Information Processing; Strategies Wednesday: Strategies
Your Learning Products (Due 3/24 @11:59 PM CST)	Ch 5 Quiz, Chapter 5 Essay,

SPRING BREAK: March 17-23	
Lecture Topics: Free Time, Relaxation, Naps	
Spring Break - NO CLASSES	

Week 9: March 24 - 30	
Lecture Topics: Memory Development	
Learn Participation Assignment(s)	Monday: Infant Memory , "Meltzoff - Imitation" "Conjugate Reinforcement Procedures"
	Wednesday: Memory Development Continued
Your Learning Products (Due 3/31 @11:59 PM CST)	Ch 6 Quiz, Chapter 6 Essay,

Week 10: March 31 - April 6	
Lecture Topics: Problem Solving and Reasoning	
Preparation	Read: Ch 8, Blackwaton Bees"
Learn Participation Assignment(s)	Monday: Problem Solving, Learning to Use Tools
	Wednesday: Reasoning & Spatial Cognition
Your Learning Products (Due 4/7 @11:59 PM CST)	Ch 7 Quiz, Chapter 7 Essay,

Week 11: April 7 - 13	
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 4/14 @11:59 PM CST)	Ch 8 Quiz, Chapter 7 Essay,

Week 12: April 14 - 20	
Lecture Topics: Social Cognition	
Learn Participation Assignment(s)	Monday: Theory of Mind " Imitating Intended Actions" "Intentional/Accidental" "Broccoli/Cracker" "False-Belief Task" "More TOM Tasks""Implicit FBT" Wednesday: Social Learning & Cognitive Basis of Gender Identity
Your Learning Products (Due 4/21 @11:59 PM CST)	Ch 9 Quiz, Chapter 9 Essay

Week 13: April 21- 27	
Lecture Topics: Schooling and Cognitive Development	
Preparation	Read: Chapter 11, "Mindsets Change the Imagined and Actual Future" (Dweck & Yeager, 2018)
Learn Participation Assignment(s)	Monday: Reading and Math "Math Mystery" Wednesday: Schooling and Educational Psychology "Power of Believing You Can Improve" <u>MUST HAVE COMPLETED DRAFT OF INFOGRAPHIC TO SHARE</u>
Your Learning Products (Due 4/28 @11:59 PM CST)	Ch 10 quiz, Chapter 10 Essay <i>Infographic Peer Review Due</i>

Week 14: April 28 - May 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 5/5 @11:59 PM CST)	Ch 11 Quiz, Chapter 11 Essay

Week 15: May 5 - 9	
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: Top-Ten List Discussion Assignment (due at end of class)
Your Learning Products: Due LAST DAY OF CLASSES FRIDAY 5/9 @11:59 PM CST)	Ch 12/13 Quiz, Chapter 12/13 Essay
Finals Week: May 12-16	
Your Learning Products (Due 5/12 @11:59 PM CST)	<u>Group Infographic Project Due:</u> Group Final Infographic (one submission per group) Recorded Presentation posted to Teams Discussion Board(one submission per group)

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 graded according to the late policy after resubmission, 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.** All written assignments will also undergo a Generative AI check, but you will not see that report. *Please see the Generative AI policy in the syllabus.

Chapter Quizzes: all open-materials must be hard-copies, no devices can be used during your quiz. You must take the quiz with Lock-Down browser.

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 (2022)**
- **Lecture notes and videos. (Lecture outline provided online, and additional notes taken by the individual test-taker themselves, transcripts of videos)**
- **Materials posted on eLearning by Dr. Atchison**
- **Materials that have been approved by Dr. Atchison PRIOR to the assessment.**
 - **If you find something useful, or have something from another class/experience. Feel free to send it to Dr. Atchison for approval so it can be shared with the entire class.**
- **Teaching Team (Dr. Atchison, Graduate TA and Undergraduate TI)**
- **Use of ANY material or other internet source, or app is considered cheating.**

This means:

- I will not discuss, record or disseminate in any format, essay or quiz questions.
- Other than with members of the teaching team, 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 the teaching team.
- 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.**
- Use of Generative AI is considered **fabrication and 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.**