NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Canvas site for enrolled students and may be more current than this sample syllabus.

**Syllabus - PSY454 - Cognitive Development**

**Instructor:** Rebecca Brown, M.S., Ph.D.  **Office:** None on Campus  
**E-mail:** brownr6@onid.orst.edu  **Telephone:** 541-318-7341

**Instructor's Office Hours:** Geography and the nature of online education preclude my having regularly scheduled office hours; however, you may contact me by telephone or by e-mail whenever the need arises.

**Course Description:** PSY454 discusses intellectual development from infancy to adulthood. Topics include the origin of thinking, the development of perception, attention, memory, problem solving, language, academic skills, and social cognition. Piaget, Vygotsky, and information processing approaches will be considered. This course combines approximately 120 hours of instruction, reading, online activities, and assignments for 4 credits.

**Prerequisites:** PSY 350 Human Lifespan Development

**Course Objectives:** The successful learner will expand own view of how human infants develop into thinking adults, and will be able to:

- Discuss the major theories of cognitive development
- Demonstrate an understanding of the differences between the major developmental theories
- Describe key research supporting current frameworks for understanding cognitive development
- Use key terminology, historical and contemporary figures' names, and events to discuss human cognitive development


**Note to prospective students:** Please check with the OSU Bookstore for up-to-date information for the term you enroll (OSU Bookstore Website or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

**REQUIREMENTS**

Students must have access to and ability to use computers, the internet, and email. For more information related to necessary technology and skill, go to http://ecampus.oregonstate.edu/forms/browsercheck/

**Internet:** Students will use e-mail and the Blackboard Course Web Site at http://my.oregonstate.edu/ to communicate with the instructor and with other students. Students should check the Announcements page on the PSY454 web site daily. Discussion Board Forums will be used for weekly assignment discussions with the instructor and with other students. Reading assignment schedules, study questions and learning exercises will be found each week on the Canvas PSY 454 web site in the Module for that week.
Please explore the PSY454 Web site before beginning the course work. Please become familiar with the information in the "Communication Processes", "Tips for Success", "Discussion Board Participation" and "Exam Proctoring" folders in Start Here: Course Information on the PSY454 Canvas web site.

This is not a self-paced course. Students are expected to follow the weekly schedule in this syllabus and to finish all course work during the quarter in which registered. Late assignments may result in reduced grades. Students who have emergencies interfering with getting work completed on time should contact me before the work is due.

**Examinations:** There will be two proctored exams worth 300 points each. The midterm exam will cover material presented in Weeks 1-5. The final exam will cover material presented in Weeks 7-10 and selected issues from the first half of the course. I will inform you of any material from Lessons 1-5 included in the final exam.

Exams will contain multiple choice and matching type questions. Exams will be based on the reading, learning exercises, and Discussion Board forums.

Exams will be proctored (administered by a pre-arranged proctoring agent) online. Arrangements must be made with OSU Ecampus staff and a proctoring agent local to you for administering the test. The proctor must have access to the internet to administer the test electronically. You should begin the process for designating a proctor during the first week of the term. Instructions for designating a proctor may be viewed on the Ecampus web site at [http://ecampus.oregonstate.edu/services/](http://ecampus.oregonstate.edu/services/).

In addition to sending your proctor information to the OSU e-campus, please send me your proctor's name, organization and email in case I need to contact her/him. If you are using Ecampus Testing or ProctorU, just tell me. I don't need contact information for Ecampus or ProctorU.

**Cognitive Issues Paper:** The purpose of this project is for you to organize and reflect on what you have learned in PSY454. You will accomplish this by writing an essay discussing three questions from a list of questions posed by you and your classmates. Guidelines are in Course Information on the PSY454 web site. The paper is due in Week 9.

**Participation:** Students are expected to read text assignments, complete learning exercises and participate in online written discussions with the instructor and other students. All discussion board activities are asynchronous; however, students are expected to participate in discussion board activities a minimum of three times each week, spaced throughout the week. Online discussions consist of writing informal essays on assigned topics, and replying to others' discussion board contributions. The discussion board is a vital part of your learning experience in this class. Participation on the discussion board accounts for 200 of the 1000 points comprising your grade.

Students are encouraged to post each weekly informal discussion board essay as early in the week it is assigned as possible; however, to receive full credit, it must be posted by Sunday midnight of the assignment week. Students may reply to classmates' posts during the assignment week and throughout the week following the assignment week.

**Communication:** Students are responsible for maintaining communication with me. In general, I read my e-mail every day and will respond to your communications within 24 hours. I want to hear from you if you have questions about anything related to the coursework, (e.g.; If you don't understand something, if you are having trouble with an assignment, if your life causes disruptions in your school work, etc.) You may also call me on the telephone.
Incompletes
Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student completed most of the work (in other words, usually everything but the final exam or term paper). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.

SUMMARY OF GRADING
The relative contribution of requirements to total points is:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam (Week 6)</td>
<td>300</td>
</tr>
<tr>
<td>Final Exam (Week 11)</td>
<td>300</td>
</tr>
<tr>
<td>Term Paper (Week 9)</td>
<td>200</td>
</tr>
<tr>
<td>Discussion Board (Weeks 1-10)</td>
<td>200</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1000</td>
</tr>
</tbody>
</table>

Grade Assignments: Grades will be calculated by dividing the total number of points you have earned by 1000. Letter grades will be assigned on the following schedule:

- 93.5-100%  A
- 90-93.4%   A-
- 87.5-89.9% B+
- 83.5-87.4% B
- 80-83.4%   B-
- 77.5-79.9% C+
- 73.5-77.4% C
- 70-73.4%   C-
- 67.5-69.9% D+
- 63.5-67.4% D
- 60-63.4%   D-
- Below 60%  F

Grading and Feedback Policies. I will evaluate students’ Discussion Board performance for the first 3 weeks during Week 4, assigning a preliminary grade based on 67 points (1/3 total discussion board points possible) and making suggestions for improvement if fewer than 67 points are received. I will evaluate again during Week 11 and post a final discussion board grade based on 200 points. Improvement during the 2nd half of the course will improve your percentage Discussion Board grade overall. Exams will be graded automatically with scores available as soon as the exam is submitted. There will be one optional extra credit opportunity provided after all midterm exams have been completed. Term Papers will be graded and feedback provided by the end of Week 11. Students are welcome to email me if there are grading questions.

Links to supplemental reading and other material will be posted in the Canvas weekly module some weeks. Please study each week’s task List in Modules on the PSY454 web site before beginning that week’s work. It is important that you follow this schedule in order to be ready for exams during the weeks in which they are scheduled and that you complete the exercises and discussion board assignments in a timely fashion.
Reading Schedule in Galotti:

Week 1
Chapter 1 Introduction and Overview (pages 1-17)
Chapter 2 Major Theories of Cognitive Development (pages 18-45)

Week 2
Chapter 3 Other Frameworks Relevant to Cognitive Development (pages 46-78)

Week 3
Chapter 4 Perception, Attention, and Memory in Infancy (pages 79 -109)

Week 4
Chapter 5 Knowledge of Concepts and objects in Infancy (page 110-136)

Week 5
Chapter 6 Acquiring Language (pages 137 - 170)

Week 6 Midterm Exam - The midterm exam may be taken at any time during Week 6 from 1:00 a.m., Monday, to 11:59 p.m. Sunday,

Week 7
Chapter 7 Perception, Attention and Memory in Early Childhood (pages 171 -214)
Chapter 8 Conceptual and Representational Development in Early Childhood (pages 215-256)

Week 8
Chapter 9 Perception, Attention and Memory in Middle Childhood (pages 257 - 295)

Week 9 The Developmental Issues term paper is due on Monday of Week 9.
Chapter 10 Representation and Complex Cognitive Skills in Middle Childhood (pages 296 - 340)

Week 10
Chapter 11 Continuing Cognitive Development in Adolescence (pages 341 - 367)
Chapter 12 Broader Impacts of Cognitive Development (pages 367-403)

Week 11 Final Exam The final exam may be taken on Monday, Tuesday, Wednesday, Thursday, or, Friday.

OSU Student Conduct and Community Standards Policy: Students are expected to conduct themselves according to the OSU Student Conduct Code:
http://ecampus.oregonstate.edu/services/policies/conduct.htm or
http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_576/576_015.html

Academic Honesty: All of the work you turn in must be your own, in your own words (unless citations are used), and your exams must be completed without help from others. Deviating from these standards will be considered academic dishonesty, and may result in an “F” grade for the assignment or for the course. See OSU Student Conduct Code for further description of academic dishonesty. http://ecampus.oregonstate.edu/services/policies/conduct.htm or
http://studentlife.oregonstate.edu/studentconduct/offenses-0
**Students with Disabilities:** Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at [http://ds.oregonstate.edu](http://ds.oregonstate.edu). DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

All materials used in this course are accessible. If you require accommodations please contact Disability Access Services (DAS).

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](http://vendorstatement.com) certifying how the platform is accessible to students with disabilities.

**OSU Student Evaluation of Teaching**

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.