**Cognitive Science 386:**

**Adolescent Cognition**

**Winter 2018**

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Office hours: W 2-3:30 and Thu 9-10:30 and by appointment

**The topic for this seminar is cognitive development during the adolescent years.** We will examine a number of realms in which adolescents are described as undergoing cognitive change, among them: becoming more cognitive adept, developing an ethical framework, developing an identity, and developing a world view. We’ll also explore how these large-scale cognitive developments impact specific realms of adolescence: setting goals, making plans, and making decisions, to list a few examples.

**We will also ground our discussions in observational experiences--these derived from weekly observations you will make at local schools and centers starting in Week 2, and continuing through Week 9.** You will be introduced to observation procedures the first week of class; and each student will be assigned to a weekly slot, during which observation and interaction with adolescents will take place.

**I have several goals for this course.** One is to have you develop the skills necessary to read and critique articles in the primary literature. I hope by course’s end you feel comfortable in the literature, and are able to evaluate the arguments and the empirical designs used by developmental psychologists. A second goal is for us to have lively discussions. This goal demands that all of us come to class (regularly!), having both completed the reading and having thought about the reading. Finally, I hope through the observations you will do that you will have the chance to apply theory to real-world occurrences.

**Course requirements are designed to implement the course goals.** First is weekly attendance at your observation sessions. I’ll ask you each class to report on your observations in a Moodle forum. A post on Moodle is due within 24 hours of an observation. Late posts *will* be penalized. An overall grade on Moodle posts will account for 25% of the course grade. A second course requirement is a final paper. More details on this later, but it may take the form of either: 1) a literature review on some topic relevant to the course; or 2) a research proposal for a study you would conduct if you had the time and other resources. The paper is worth 25% of your final grade.

Seminar participants will be responsible for leading two class discussions. Students will be assigned to specific class periods, and for those days, will prepare a written outline of the class period, bibliography of other sources consulted (besides the class readings), and a written class assessment (to be given at the start of the period to other students). These will be evaluated on your preparation, organization, and general quality of the presentation. Each presentation will count for 12.5% of your grade, for a total of 25%.

The remaining portion of your final grade will come from assessment of your attendance and participation in class, including evidence of thoughtful preparation for and contribution to class discussions. Student presenters will prepare some sort of quiz or other assessment, to be graded out of 10 points, and your overall average on these assessments, together with my assessment of the quality of your participation in class discussions, will comprise the final 25% of your grade in CGSC 386.

The texts for the course is Moshman, *Adolescent Rationality: Cognition, Morality and Identity (3rd edition*). It is availablein the bookstore. We will also read several chapters from Galotti, *Cognitive Development: Infancy Through Adolescence (2nd ed),* which is also in the bookstore but is a recommended text. One copy of each book is on closed reserve at the main libe. All other readings are or will be on the Moodle course site.

**A seminar depends vitally on the commitment, effort, and enthusiasm of all the participants.** In addition, seminar meetings are only as lively and interesting as all members make them. In general, lack of preparation makes for a long meeting. I therefore expect each seminar member to attend regularly, (absences only in extreme circumstances), to participate actively in discussions, and to complete reading assignments prior to the discussion. Finally, I assume each of you will have read and become familiar with the essay "Academic Honesty in the Writing of Essays and Other College Papers," available at http://go.carleton.edu/integrity.

**I'm excited about the seminar, and hope you will be, too.**

**Tentative Calendar *(i.e., there very well may be changes to this. Changes will be posted on Moodle).***

**Date Topic and Assignments**

**WEEK ONE**

Wed 1/3 Introduction, overview, organization and

Observations at the Middle SchoolNo reading

Fri 1/5 Film, *Adolescent cognition: Thinking in a New Key*

Read: Galotti chs. 1[closed reserve in library] [start reading; we’ll discuss on Monday]

**WEEK TWO**

**Observations And Moodle Forum Posts Begin**

Mon 1/8 Overview of cognitive development

Read: Galotti, chs. 2 and 3

Wed 1/10 Brain development in adolescence

Student-led Read: Galotti, ch. 11; Kuhn [Moodle]

Fri 1/12 Dual-process theories of cognitive development

Student-led Read: Klaczynski, 2001 [Moodle]

**WEEK THREE**

Mon 1/15 No class (instructor out of town; comp time for observations)

Wed 1/17 Development of reasoning and rationality

 Student-led Read: Moshman, ch. 2, 3, 4

Fri 1/19 Development of moral reasoning

Student-led Read Galotti ch. 12 (pp. 381-392 only); Moshman, ch. 5

**WEEK FOUR**

Mon 1/22 More on moral development

Student-led Read: Moshman chs 6, 7, 8

Wed 1/24 Construction of moral values

Student-led Read: Haidt, 2001 [Moodle]

Fri 1/26 Catch up day

**WEEK FIVE**

Mon 1/29 Developing an identity

Student-led Read: Moshman, chs. 9, 10; Marcia, 1980, [Moodle]

Wed 1/31 More on identity development

Student-led Read: Moshman, ch. 11,12 Galotti ch. 12 p. 398-401

Fri 2/2 No class (comp time for observations)

**WEEK SIX**

Mon 2/5 MID TERM BREAK—No class

Wed 2/7 Epistemological development

Student-led Read: Galotti, ch. 12 p. 392-398

Fri 2/9 More on epistemological development

Student-led Read: Clinchy, 1990 ; Galotti et al., (2018) [both on Moodle]

**WEEK SEVEN**

Mon 2/12 Writing decent final papers

 **Final paper proposals and preliminary bibliographies due**

Final paper topics: Presentations

Wed 2/14 Making risky decisions

Student-led Read: Quadrel, Fischhoff & Davis, 1993 [Moodle]

Fri 2/16 No class (comp time for observations)

**WEEK EIGHT**

Mon 2/19 Policy making pertaining to adolescent cognition

Student-led Read: Reyna & Farley, 2006 [Moodle]

Wed 2/21 Academic achievement motivation in adolescence

Student-led Read: Read: Paunesku, Walton, Romero, Smith, Yeager & Dweck (2015) [Moodle]

Fri 2/23 Making academic decisions

 Read: Galotti, Wiener & Tandler, (2014); Galotti, Tandler & Wiener (2014); Galotti & Clare (2014) [All on Moodle]

**WEEK NINE**

Mon 2/26 **Outlines of final papers due**

 Conferences/small groups on final paper

Wed 2/28 Topic: tba

 Read: tba

Fri 3/2 No class (comp time for observations)

**Observations And Moodle Forum Posts End**

**WEEK TEN**

Mon 3/5 Schooling as a context for adolescence

Student-led Read: Rosenbaum (1991) [Moodle]

Wed 3/7 The Influence of Educational Settings
Q & A with class visitors

Fri 3/9 Wrap up/presentations of final papers No reading.

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**Wed 3/14 Final papers due, 5 p.m.
Early submissions are WARMLY welcomed!**

**Course Bibliography**

 Clinchy, B. (1990). Issues of gender in teaching and learning. *Journal of Excellence in College Teaching, 1,* 52-67.

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 Klaczynski, P. A. (2001). Analytic and heuristic processing influences on adolescent reasoning and decision-making. *Child Development, 72,* 844-861.

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Rosenbaum, J. E. (1991). Are adolescent problems caused by school or society? *Journal of Research on Adolescence, 1,* 301-322.