The seminar topic for this year is cognitive development during the middle childhood years—roughly ages 5 to 11. We will examine a number of realms in which school-aged children are described as undergoing cognitive change, among them: perception, attention, memory, categorization, reasoning, planning, and decision-making. We will also review children’s academic learning and their own understanding of their cognitive processes.

We will ground our discussions in observational experiences—these derived from weekly observations you will make at the Sibley Elementary School. You will be introduced to observation guidelines the first week of class. Each student will be assigned to a weekly observation period, during which observation and interaction with children will take place. You’ll note on the syllabus that I have cancelled some class meetings in order to give you “comp time” for these weekly observations.

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. Many of the readings for the course are journal articles or book chapters, designed for an audience of developmental psychologists. 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 carefully 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 to report on your observations at the beginning of each class. A second course requirement is a final paper, taking 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. More details on this assignment will be available at a later date. The paper is worth 30% of your final grade.

Seminar participants will be grouped into teams, and teams will lead discussions for three-four class meetings. Each team will be responsible for doing background reading and leading discussion of the assigned articles. For each presentation, the team will prepare a written outline of the class period, bibliography of other sources consulted (beside the class readings), and a paragraph or two of written thoughts/reflections/reactions. A joint grade will be given, and will count 15-20% of the course grade for each presentation (60% total for the presentations).
There are no midterm or final examinations in this seminar. To recap, final grades will be given according to the following weights: Final papers, 30%, Class presentations, 60%, Attendance and thoughtful participation in class discussions as well as observations, 10%.

The textbook for the course is one I wrote (Cognitive Development: Infancy Through Adolescence) and it is one I wrote specifically with Carleton students in mind. I really welcome feedback on what parts of the book worked well or didn’t work well for you (at any time, though I’ll specifically invite such feedback on the end-of-term course evaluation). On most days, we’ll also read a target empirical or theoretical article that will focus the discussion. Team presenters may supplement with background readings they’ve discovered as well.

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. Discussions that wander off into personal anecdote, or otherwise make only passing reference to the articles, make for a long, boring class session and waste everyone’s time. Conversely, a discussion where everyone is prepared to discuss can be quite invigorating. Let’s all aim for the latter! I 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 booklet "Academic Honesty in the Writing of College Papers," available from the Associate Dean of the College.

I’m excited about the seminar, and hope you will be, too. Office hours will be announced shortly, and I invite you to make use of them to discuss course material, or other topics of mutual interest.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assignments</th>
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<tbody>
<tr>
<td>Wed 9/13</td>
<td>Overview and Organizational Issues</td>
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<td>Film: Childhood: Life Lessons</td>
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<td>Thurs 9/15</td>
<td>Making Observations—Discussion of Guidelines</td>
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<td></td>
<td>Read: Galotti, ch. 1</td>
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<td>Lidz (2003)</td>
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<td>Guidelines from School (handed out)</td>
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<td>Film: Among Equals</td>
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<td>Wed 9/20</td>
<td>Theories of Cognitive Development</td>
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<tr>
<td>Wed 9/22</td>
<td>More on Theories of Cognitive Development</td>
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<td>No new reading</td>
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**********Student-Led Discussions Start Here**********

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<thead>
<tr>
<th>Week 3</th>
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<tbody>
<tr>
<td>Tues 9/27</td>
<td>Perception</td>
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<tr>
<td></td>
<td>Read: Galotti, ch. 9, to page 287.</td>
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<td></td>
<td>Pozzulo, Dempse, House &amp; Girardi (2008)</td>
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<tr>
<td>Thurs 9/29</td>
<td>Attention and Executive Function</td>
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<td></td>
<td>Read: Galotti, ch. 9, p. 287 to end</td>
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<td>Scope, Empson, &amp; McHale (2010)</td>
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<th>Week 4</th>
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<tr>
<td>Tues 10/4</td>
<td>Comp Day 1 (no class meeting)</td>
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<tr>
<td>Thurs 10/6</td>
<td>Memory</td>
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<tr>
<td></td>
<td>Read: Galotti, ch. 10, to p. 325</td>
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<td>Van Abbema &amp; Bauer (2005)</td>
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Week 5
Tues 10/11  Conceptual Change and the Knowledge Base
Read:  Galotti, ch. 10 p. 325 to end
Carey (2000)
Waxman, Medin & Ross (2007)

Thu 10/13  Reasoning and Problem-Solving
Read  Galotti, ch. 11, to p. 353
Gauffroy & Barouillet (2011)

Week 6
Tues 10/18  Literacy:  Reading and Writing
Read:  Galotti, ch. 11, 353-365
Read:  Pressley (1994)

Thurs 10/20  Schools as a Context for Cognitive Development
Guest Speakers:  Diane Kinneberg, Consultant, Northfield Public
Schools and Former Principal, Bridgewater Elementary School;
Adjunct Professor, Concordia University
(and,  Kelley Johnson, Hope Langston Scott Sannes?)
Read:  Pressley, Mohan, Raphael, & Fingeret (2007)

Week 7
Tue 10/25  Comp Day 2  (no class meeting)

Thu 10/27  Numeracy
Read:  Galotti, ch. 11, pl 365-end
Nunes, Bryant, Evans, Bell, Gardner, Garnder & Carraher (2007)
Siegler & Ramani (2009)

Week 8
Tues 11/1  Planning and Decision Making
Read:
Wieber, von Suchodoletz, Heikamp, Trommsdorf, & Gollwitzer (2011)
Jacobs & Narloch (2001)

***Thurs 11/3  Comp Day 3  (no class meeting)
     Kathie out of town at conference
Week 9
Tues 11/8  Individual Differences and Conceptions of Intelligence  
Read:  Dweck (2002)  
Marchand & Skinner (2007)

**********Student-Led Discussions End Here***********

Thurs 11/10  Cognitive and Learning Styles in Middle Childhood  
Read:  Rozencwajc & Corroyer (2005)  
Pashler, McDaniel, Roher, & Bjork (2009)

Week 10
Tues 11/15  Informal presentations on final projects  
Wrap up

Final papers due end of finals period Mon Nov 21


