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. 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. Discussions that wander off into personal anecdote, or otherwise make only passing reference to the articles, are a waste of everyone’s time. Conversely, a discussion where everyone is prepared to discuss can be quite invigorating. Let’s all aim for the latter! 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. 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; 2) a research proposal for a study you would conduct if you had the time and other resources; 3) an empirical report of an observational study you design and carry out. I hesitate to encourage the third option, because research with legal minors almost always requires parental permission, always requires approval from our human subjects committee, and can take awhile to set up. The paper is worth 30% of your final grade.

Seminar participants will be responsible for leading two class discussions. Ad hoc teams of 2-3 students will be assigned to specific class periods. Teams will prepare a written outline of the class period, bibliography of other sources consulted (besides the class readings), and written thoughts/reflections/reactions. This paper will count 15% of
the grade, and the presentation itself, 10%. These will be evaluated on your preparation, organization, ability to confine the discussion to the time allotted and general quality of the presentation. So note that each presentation will count for 25% of your grade, and will be a group grade.

The remaining 20% of your final grade will come from assessment of your attendance and participation (both class and observation sessions); evidence of thoughtful preparation for and contribution to class discussions.

The texts for the course are Galotti, *Cognitive Development: Infancy Through Adolescence*, and Moshman, *Adolescent Rationality: Cognition, Morality and Identity (3rd edition)* available in the bookstore. All other readings are on electronic reserve [ER]—password for course is CGSC.

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](http://go.carleton.edu/integrity).

I'm excited about the seminar, and hope you will be, too.
<table>
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<tr>
<th>Date</th>
<th>Topic and Assignments</th>
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| Tue 9/17 | Introduction, overview, organization and film, *Adolescent cognition: Thinking in a New Key*  
No reading |
| Thu 9/19 | Overview of cognitive development  
Read: Galotti, chs. 1, 2, 12 |
| Tue 9/24 | Brain development in adolescence  
Student Led  
Read: Kuhn [ER]  
Observations Begin |
| Thu 9/26 | Dual-process theories of cognitive development  
Student Led  
Read: Klaczynski, 2001 [ER] |
| Tue 10/1 | Development of rationality  
Student Led  
Read: Moshman, ch. 2, 3, 4 |
| Thu 10/3 | No class (instructor out of town; comp time for observations) |
| Tue 10/8 | Development of moral reasoning  
Student Led  
Read: Galotti, ch. 13 (pages 424-434 only); Moshman, ch. 5 |
| Thu 10/10 | Gender differences in moral development?  
Student Led  
Read: Moshman, chs. 6, 7 |
| Tue 10/15 | Construction of morality and ethical values  
Student Led  
Read: Moshman, ch. 8; Haidt, 2001, [ER] |
| Thu 10/17 | Developing an identity  
Student Led  
Read: Moshman, chs. 9, 10; Marcia, 1980, [ER] |
Tue 10/22   No class (comp time for observations)

Thu 10/24   More on identity development
Student Led Read: Moshman, ch. 11,12 Galotti ch. 13 p. 440-443.

Tue 10/29   Epistemological development
Discussion of Final Paper topics
Read: Galotti, ch. 13 p. 434-440; Clinchy, 1990 [ER]

Thu 31     Setting goals, making decisions
Student Led Read: Quadrel, Fischhoff & Davis, 1993 [ER];
            Reyna & Farley, 2006 [ER]

Tue 11/5    Achievement motivation
Student Led Read: Wigfield & Cambria, 2010 [ER]

Thu 11/7    No class (comp time for observations)

Tue 11/12   The Influence of Educational Settings
            Q & A with class visitors
            Read: Moshman, ch. 15; Rosenbaum, 1991, [ER]

Thu 11/14   Catch Up/Make-Up Day

Tue 11/19   Wrap up/presentations of final papers
            No reading.

Mon 11/25   Final papers due, 5 p.m.
            Early submissions are WARMLY welcomed!


