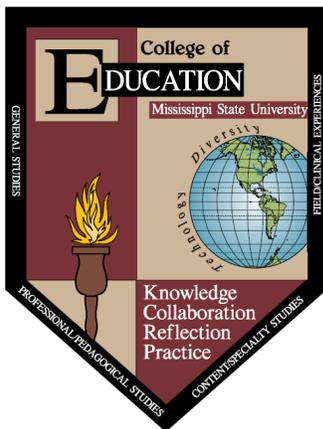


**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY
COURSE SYLLABUS**

Course Prefix & Number:	EPY 8293
Course Title:	Cognitive Development
Credit Hours:	Three (3) semester hours
Type of Course:	Lecture
Catalog Description:	The study of cognitive/intellectual development including the theories derived from the work of information-processing and Jean Piaget.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

1. Each student will be able to critically analyze each topic covered within the course. He/she should be able to identify examples/research of the work of psychologists discussed in class and in the texts. (CFPO#1, #8; NASP 2.1, 2.5; InTASC 3, 4)
2. Each student will be able to identify and describe how various research tasks support a particular area of cognitive development (CFPO #2, #8; NASP 2.1; InTASC 4)
3. Each student will be able to identify the conceptual foundation of cognitive development as described by Jean Piaget. (CFPO #6, #7, #9; NASP 2.4, 2.7; InTASC 3)
4. Each student will be able to describe how information processing theory describes cognitive development. (CFPO #6, #7, #9; NASP 2.4, 2.7; InTASC 4)
5. Each student will be able to critically analyze how various subtopics within information processing theory describe the development of children's thinking. (CFPO #6, #7, #9; NASP 2.4, 2.7; InTASC 3,4)
6. Each student will be able to describe how social and affective development, including moral development is complementary to cognitive development. (CFPO # 5 & #12; NASP 2.2 – 2.8; InTASC 3, 4).
7. Each student will make various short presentations on current research. (CFPO #8, #1, #2; NASP 2.2 – 2.8; InTASC 4)
8. Each student will work within a group to make a presentation on the current research in academic skills development. (all CFPOs, and NASP skills; InTASC 3,4)
9. Each student will be prepared to discuss the critical issues of the topics in the course (CFPO #8, #1; InTASC 3,4)

Topics to be Covered:

Orientation and Introduction to topic (3 hours)

Introduction to Piaget's theory of Cognitive and Affective Development (3 hours)

Piaget: Sensorimotor and Preoperational Stages (3 hours)

Child Development Center activity (3 hours)

Piaget: Concrete and Formal Operations; Affective Development (3 hours)

Infant Perception and Cognition (3 hours)

Learning to Think; Strategies (3 hours)

Learning to Think; Problem Solving (3hours)

Memory Development (3 hours)

Language (3 hours)

Social Cognition; Social Construction; Affective Development (3 hours)

Presentations on cognitive skill development and individual differences (3 hours)

- Team 1: Reading Skill Development*
- Team 2: Math Skill Development*
- Team 3: Gender and Sex Differences in Math and Reading*
- Team 4: Impact of Schooling and IQ on Development*
- Team 5: The Stability of Intelligence*

Textbooks:

Bjorklund, D. F. (2012). *Children's thinking: Cognitive development and individual differences* (5th ed). Belmont, CA: Wadsworth/Cengage.

Wadsworth, B. J. (2004). *Piaget's theory of cognitive and affective development* (5th ed.). Boston: Pearson/Allyn & Bacon.

Methods of Instruction:

This course will utilize lecture, discussion, activities, presentations, and course readings as methods of instruction.

Student Activities:

1. Read textbooks, and other readings as assigned (all objectives).
2. Successfully complete three tests given on the assigned dates (objectives 1-7).
3. Each person will be read the assignments in advance and be prepared to discuss each of the critical topics (objectives 1-6, 9).
4. Each student will bring lead a spotlight discussion on an assigned basis (objectives 7).
5. Each student will complete additional assignments of the observations or other activities as assigned by the instructor (objectives 1-6).
6. Each student should come to class prepared to discuss the topic and participate in the class activities and field trip (objectives 1-6, 9).
7. Each student will become a member of a team which will make a major presentation on academic skills development (objective 8).
8. Each student will take either a short quiz or write a reflections paper each week (objectives 1-6, 9).

Honor Code:

MSU has an approved Honor Code that applies to all students. The code is as follows:

As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept actions of those who do.

All MSU students are bound to this code, and the policy will be followed in this course.

Please also note that cheating on the exams or plagiarism will result in a course grade of F and referral to the appropriate university official.

Technology:

Instructional technology tools will be used in class for presentation of materials, and for exploring additional video clips, etc. Students will also use the Library's databases to development material for their project (i.e., team project).

Diversity:

The topic of cognitive development involves the discussion of individual differences and the diversity that is found in children as their cognition develops over time. We will explore diversity-related issues within the context of human development and how thinking develops.

Disability:

Students are encouraged to contact the Office of Student Support Services to discuss accommodations. They are located in 01 Montgomery Hall and can be reached at 662-325-3335.

Field Component:

None

Evaluation of Student Progress:

There will be three multiple choice/short essay tests give on the assigned days. These tests will count 60% of the total grade. The group project will count 10% and the short presentations/participation/quizzes/reflections will count 30% of the student's grade.

Each student will take ten short quizzes or answer a reflection question at the beginning of each class on the material that will be covered that day. Each student will lead a "spotlight discussion" from the special issues presented in the text.

Scores will be averaged using a 100 point scale, and final grades assigned using this scale:

- A = 90% and above
- B = 80 – 89.9%
- C = 70 – 79.9%
- D = 60 – 69.9%
- F = below 60%

Bibliography:

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- Check, E. (2005). Genetics: The factor. *Nature*, 434, 266-267.
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- Ericsson, K. A. & Charness, N. (1994). Expert performance: Its structure and acquisition. *American Psychologist*, 49, 724-747.
- Gentner, D., Loewenstein, J., & Thompson, L. (2003). Learning and transfer: A general role for analogical encoding. *Journal of Educational Psychology*, 95, 393-405.
- Mayer, R. E. (2002). *The promise of educational psychology, volume 2: Teaching for meaningful learning*. Upper Saddle River, NJ: Merrill Prentice Hall.
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