

EDP 603 HUMAN COGNITIVE DEVELOPMENT  
FALL 1999

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Office Hours: By Appointment

- Readings:
1. Cognitive Development (1993) by Flavell, Miller, & Miller (3<sup>rd</sup> Edition)
  2. Intellectual Development (1992) by Sternberg & Berg
  3. Set of articles

Grading: Grades will be based upon evaluation of 4 written products – 3 short (approximately 5-page) papers based upon selected readings and 1 major paper on any topic in cognitive development. Each short paper will receive a maximum of 5 points and the major paper a maximum of 15 points. The grade distribution will be as follows:

<u>Points Earned</u>	<u>Grade</u>
25-30	A
20-24	B
15-19	C
10-14	D
<10	E

Course Outline

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Aug 26	Organizational Meeting	
Aug 31	General Overview	Flavell Ch 1 Sternberg Ch 1
Sept 2	“	Neisser et al Sternberg
Sept 7	Psychometric Perspective	Sternberg Ch 2

Sept 9	Piagetian Approach	Danner;
Sept 14	“	Flavell
Sept 16	“	Sternberg Ch 4
Sept 21	Neo-Piagetian Approaches	Sternberg Ch 6
Sept 23	Information-Processing	Sternberg Ch 8
Sept 28	Sociocultural/Contextual	Sternberg Ch 12 Rogoff/Chavajay Perkins/Salomon
Sept 30	Learning and Intellectual Development	Sternberg Ch 10
Oct 5	Synthesis	Sternberg Ch 14
Oct 7	Infancy and Early Experience	Flavell Ch 2
Oct 12	“	Elman; Sameroff Werner; Fagan Hart/Todd
Oct 14	Early Childhood	Flavell Ch 3
Oct 19	Middle Childhood and Adolescence	Flavell Ch 4
Oct 21	“	Kagan; Gibbons
Oct 26	“	Danner; Elkind
Oct 28	Assessment	Flavell Ch 8 (320-328)
Nov 2	“	Cole/Bruner Case; Scarr Charlesworth
Nov 5	Male-Female Differences?	Caplan/Caplan
Nov 9	“	Hyde/McKinley
Nov 11	Cognitive Development	Kamii; Roth; Sagan
Nov 16	And Education	Duckworth Elkind

Nov 18	Adulthood and Aging	Sternberg 5,7,9,13
Nov 23	“	Piaget; Shaklee
Nov 30	“	Danner; Langer
Dec 2	“	Kitchener/Brenner Meachum
Dec 7	Student Presentations	
Dec 9	“	

## EDP 603 PAPER TOPICS

(Select Any 3)

### 1. Analysis of One Approach to Cognitive Development      Sept ???

Select any of the 6 different approaches to cognitive development discussed in the first month of this course and answer the following three questions:

1. What develops?
2. What are the most important factors that promote this development?
3. What is the role of a parent and/or teacher in this development?

### 2. Infancy and Early Experience      Oct 7

To what extent do early experiences (before the age of 2) determine later intellectual outcomes?

### 3. Adolescence      Oct 21

Evaluate Gibbons' Walkabout proposal. To what extent does it match the cognitive level and needs of adolescents?

### 4. Assessment      Nov 2

Charlesworth argues that intelligence should be viewed as adaptation to environmentally posed problems.

- a. How does his position relate to the "contextualist" account of cognitive development?
- b. Do you buy Charlesworth's approach?

### 5. Male-Female Differences in Cognition      Nov 4

Based on the readings and your observations,

- a. Do sex-related differences in cognition exist?
- b. If so, what (if anything) should we do about it?

6. Cognitive Development and Education

Nov 11

Pick any age and subject matter – What would a “Piagetian” approach to instruction for this age and content look like?

OR

Why is it so difficult for so many people to learn science?

7. Adult Development

Nov 18

Describe some failures of adult thinking and their possible causes. If we’re so smart, why are we so screwed up?

8. Aging

Nov 30

What is “wisdom” and does it increase or decrease with age?

References

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3. Danner, F. (Unpublished). A developmental approach to learning.
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5. Rogoff, B., & Chavajay, P. (1995). What’s become of research on the cultural basis of cognitive development? American Psychologist, *50*, 859-877.
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