Psychology 105: Children's Thinking
Summer 2016
M/W 9:00-12:30, Rm. 110, Social Sciences 1

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Description
How do children think about and learn about their physical, social and cultural world? In this course we will study developmental changes in perception, language, memory, problem solving, and conceptual and social understandings that mark cognitive changes in children from infancy through adolescence. We will examine current research, both basic and applied, that can help us further understand these processes and their implications. Through this course, you will gain a solid understanding of major theoretical perspectives such as Piaget's constructivist approach, information processing approach, and sociocultural approach. Prerequisites: Psychology 3/100 and 10.

Textbook: Siegler, R.S., & Alibali, M.W. (2005). Children's Thinking (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Plus 4 Empirical Journal Articles (available on ecommons):
Article 1: Correa-Chavez, M. & Rogoff, B. (2009). Children's attention to interactions directed to others: Guatemalan and European-American patterns. Developmental Psychology, 45(3), 630-641.

Article 2: Senghas, A. & Coppola, M. (2001). Children creating language: How Nicaraguan sign language acquired a spatial grammar. Psychological Science, 12(4), 323-328.

Article 3: Principe, G.F., Kanaya, T., Ceci, S.J., & Singh, M. (2006). Believing is seeing: How rumors can engender false memories in preschoolers. Psychological Science, 17(3), 243-248.

Article 4: Birnbaum, D., Deeb, I., Segall, G., Ben-Eliyahu, A., & Diesendruck, G. (2010). The development of social essentialism: The case of Israeli children's inferences about Jews and Arabs. Child Development, 81(3), 757-777.

Class organization
Class will consist of a combination of lectures, discussions, individual assignments, and group activities. You are expected to complete the required reading prior to coming to class. Lectures will not simply reiterate what is in the readings. Lectures will be used to clarify confusing material as well as present some new material not included in the text. The discussions, assignments, and activities will be used to help you understand concepts and apply them to something new.

Grading: Grades are based on pop quizzes, essays, exams, and section attendance/participation. **Due dates are non-negotiable. If you know you cannot make the dates of the exams then you should drop the class.** There are no make-up points for missed in-class pop quizzes. Late papers will be docked 10% for each day late.

Activity	Points	% of Grade
Pop Quizzes	20 (5 @ 4pts each)	6.67%
Research Essays (2)	100 (50 points each)	33.33%
Exams (2)	150 points (75 points each)	50%
In-class assignments	30 (10 pts each)	10%
Total Points	**300**	**100%**

Pop Quizzes: It is important that you read before coming to class. In order to encourage reading before class, there will be 5 pop quizzes through the quarter, based on the reading due for that day. All changes to reading due dates will be discussed in class.

Research Article Essays: All essays will be submitted via ecommons. It is your responsibility to learn how to upload documents to ecommons and to upload them by the due dates. We will use track changes to comment on your essays so they need to be submitted using **Microsoft word (**so if you don't have either of these programs on your computer then submit via the library)**.** Any assignments not submitted in **Word** will not be graded. Additionally, papers need to be saved using your name and the essay number. For example, if I were submitting the first essay I would name my paper "GracielaSolis_Essay1." Any essays submitted that are not named in this way (Student's name and Essay #) will not be graded.

Your essay will have these minimum components: **An introductory paragraph or two where you introduce the topic and discuss the purpose/thesis of the paper, 2-3 paragraphs where you summarize the research article (in a way that makes sense for your paper IN YOUR OWN WORDS), 2-3 paragraphs extending the study in some way (see below*), and a concluding paragraph.** These essays must be written in APA format. Max. length=3 pages. *extending the study: There are many ways to extend the study– you could: critique the study and think of a new study that would address those critiques in the paper, address remaining questions not addressed by the study and propose a new study to address one of those remaining questions, think of practical applications of the study and apply the study's findings to designing children's toys, media, games, etc. or think about how a teacher might use these findings. You could also connect the study to material you've learned in this or in other classes or discuss how the different theories we've learned in the class (Piaget, Information Processing, Sociocultural) would interpret the research in the article.

Exams (50% of grade). There will be two exams in the course. The exams will consist of a combination of multiple choice and short-essay questions, requiring you to critically think about the material in the course.

In class assignments. With the exception of the first class, you will be discussing research articles. Therefore, you must read the articles before attending class and **bring the articles with you**. You will receive 10 points per in class assignment – 3 point for bringing the article with you, and 7 points for participating in-group and class discussions about the article.

Research Participation (Extra Credit): **Students can earn up to nine extra credit points (3 per study) by completing research hours (or alternative assignments) by 4pm on the last day of instruction.**

Follow these easy steps to sign-up for research projects:
1) Go to the E-Link website at https://ucsc.sona-systems.com
2) If you are enrolled in the class at the start of the quarter, then an account should already be created for you. To log in for the first time, click "Forgot Password?" to retrieve the pre-set password. For those who added the class late, or for some reason the system won't let you log in, you may need to click "Request Account." Only request a new account if the "Forgot Password" link isn't working.

3) Always enter your UCSC email address. You will receive your password via email.
4) Log in and follow the instructions.

IMPORTANT: You can earn extra-credit points by either participating in studies (surveys or experiments) or writing papers (the alternative assignment). Studies are posted throughout the quarter. Plan ahead and complete them as soon as possible. Check online often for new studies. If you know you cannot make it, and if the time until the study is more than 24 hours, you can cancel on Elink. If you fail to show up for a study, or fail to cancel in time, you will be marked as having an "unexcused no-show." If you accumulate three unexcused no-shows you will be prevented from signing up for more experiments. All participation must be completed by 4pm on the last day of instruction. Do not wait until the last week to sign up.

What if you can't find studies? Although some studies may be available right at the start of the quarter, there may not be enough for everyone. Please be patient, researchers will post new studies throughout the quarter. There is usually a big spike in hours during the last couple weeks. If you are concerned about the availability of hours, please don't email your instructors or TAs, instead email the pool administrator so that they can try to address the issue directly (ucscresearchpool@gmail.com). This is also the best email to use if you have other troubles with getting credit for studies you've already participated in, or other pool related issues that arise during the quarter.

Alternative assignment: If you prefer to not participate in research projects (or if you are under the age of 18) you may substitute up to 3 two-page typed papers, each critically evaluating a psychology research article. If you are doing the alternative written assignments, they must be emailed directly to your TA or instructor by the last day of instruction. If you have any questions or concerns please contact the research pool administrator at ucscresearchpool@gmail.com.

> Each paper should be 2 pages (double spaced, 12-point, times new roman) and critically evaluate a psychology research article (addressing the questions shown below). You will need to find articles published in 2015 or 2016 in one of the following journals: (a) *Psychological Science*; (b) *Psychonomic Bulletin & Review*; (c) *Journal of Personality and Social Psychology*; (d) *Developmental Psychology.*
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> 1) What were the basic questions or hypotheses under investigation?
> 2) How did the researchers test their hypotheses?
> 3) What did the researchers find and how were these findings interpreted?
> 4) Are you convinced? Why or why not? Explain.

Classroom Etiquette & Expectations
Class will start on time and I expect everyone to show up on time. Tardiness disrupts everyone's learning so try your hardest to make it to class on time. Please do not use your cell phones during class and only use your laptops to take class notes.
Email is the best way to reach us and we will generally respond to your emails within 48 hours unless you email us on the weekend (in which case you might not get a response until 48 hours from Monday). Just as we will try our hardest to respond to your emails within 48 hours, we expect that you all check your UCSC email at least once a day. From time to time we will send out announcements via email so it is important to check it every day.

A note on email etiquette: Always type the **course name** in the subject line (so your emails to us should always say **Psych 105**) and the topic (e.g., **Psych 105 – Exam Question)**. Politeness can also go a long way when sending emails. Please do not send us emails like the following: "Hey, can you email me your notes from class today" or "Was there anything important I missed in class today?" Please address us somewhere in the email and sign your name. You might think it strange that I am giving advice about writing emails but adding this paragraph to my syllabus is a result of getting many emails lacking the above components.

Academic Integrity

Academic integrity is of central importance to an education at UCSC. The core of this integrity resides in the scholastic honesty of the UCSC community, and therefore, is the responsibility of all students and faculty to uphold and maintain. Forms of academic dishonesty include: cheating, fabrication, plagiarism, and collusion in any of these activities. We value informal resolution of academic integrity allegations; however, students discovered to have engaged in academic dishonesty will be sanctioned. Cheating includes (1) copying from another person's quiz, exam or paper; (2) letting another person copy from your quiz, exam or paper, and (3) fabricating information for your paper. Plagiarism is a form of cheating, which is defined as any use of another author's words or ideas without providing credit or an appropriate citation. Cheating and plagiarism will result in a zero grade for the quiz, paper, or assignment and may lead to failing the course.

Accommodation
If you are a student with a disability and you need accommodations, please make an appointment with me as soon as possible to discuss your needs. If you qualify for classroom accommodations because of a disability, please submit an Accommodation Authorization from the Disability Resource Center (DRC) to me in person outside of class (e.g., office hours) within the first two weeks of the quarter. Contact DRC at 459-2089 (voice), 459-4806 (TTY), or http://www2.ucsc.edu/drc/ for more information on this process.

Schedule: Although I would like to stick to this schedule, circumstances may arise that alter it. All syllabus changes will be discussed in class.

Week	Date	Topic	Readings & Assignments Due
1	June 20	Welcome & Course introduction Key ideas and themes in Cognitive Development	Chapter 1 **In class activity:** Baby Body Sense
	June 22	Piaget's Theory of Development **Movie: Babies**	Chapter 2
2	June 27	Information Processing Theories Sociocultural Theories	Chapter 3 Chapter 4
	June 29	Guest Speaker: Claudia Casteneda Perceptual Development	Chapter 5 **Essay #1 due:** Correa-Chavez & Rogoff (2009)
3	July 4	**NO CLASS**	
	July 7	EXAM 1 (chapters 1-5) 9am-11:00 Guest Speaker: Nick Antrilli	
4	July 11	Language Development	Chapter 6 **In class activity:** Senghas & Coppola (2010)
	July 13	Memory Development Social Cognition	Chapter 7 **Essay #2 due:** Principe et al. (2006)
5	July 18	Conceptual Development Conclusions/Review	Chapter 8 **In class activity:** Birnbaum et al (2010)
	July 20	**EXAM 2 (Chapters 6-9)**	