

Psychology 105: Children's Thinking
Summer Session 1 2019
Tu/Th 9:00-12:30, Rm. 071, Social Sciences 2

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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 briefly touch on major theoretical perspectives such as Piaget's constructivist approach and Vygotsky's sociocultural approach, and on some more recent theoretical perspectives. Prerequisites: Psychology 100 and 10.

LEARNING OUTCOMES

- 1. Application of knowledge with critical thinking skills:** Students should be able to use critical thinking to evaluate and interpret evidence, and to apply psychological concepts, theories, and research findings to individual, social, and cultural issues.
- 2. Communication skills:** Students should be able to demonstrate effective communication skills following professional conventions in psychology appropriate to purpose and context.
- 3. Awareness of sociocultural diversity and societal inequality:** Students should be able to understand the complexity of sociocultural diversity and societal inequality in the inquiry and analysis of psychological issues.

REQUIRED READINGS

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

Note: You can purchase used copies of this book for \$10.00 at eBay, Amazon.com, Textbooks.com. Books are also available to purchase at the UCSC Bay tree Bookstore. Reserve copies are available at the McHenry Library.

2. All non-textbook readings will be available on the canvas site.

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. PowerPoint slides will be uploaded as PDFs. Supplemental materials such as videos, podcasts, etc. will not be included.

Grading: Grades are based on section assignments, exams, essays, group projects, attendance, and participation.

Activity	Total Points
10 Section assignments (10 points each)	100
Exam 1 (Midterm)	100
Exam 2 (Final)	100
1 Research Paper Essay	100
1 Group Presentation	100
Total Points	500
5 Pop-quizzes (3 points each)	15 (Extra Credit)

The maximum possible points in the course are 500 and final grades are based on total points earned. The grading formula is as follows: (10 Section assignments + 2 Exams + 1 Research Paper Essay + 1 Group Presentation + Pop Quizzes) / 500 points

Letter grade scale: A+ 100-97%, A 96-94%, A- 93-90%, B+ 89-87%, B 86-84%, B- 83-80%, C+ 79-77%, C 76-70%, 69% or below is not passing. We do not approximate decimal points. Incompletes will not be given.

Section assignments are designed to foster collaboration and network opportunities. Students will give and receive feedback on their individual written assignments, discuss reading, and work on group presentations. To make the most of these activities, it is important that you read the assigned reading and submit assignments before class (e.g. annotated bibliographies, summaries, essay drafts). You will be graded individually except for final group presentations. Each assignment is worth 10 points, including attendance and participation. All assignments **MUST** be uploaded in canvas no later than 8:00 p.m. of the night before the in-class activity. Late assignments will be subject to a penalty. Assignment guidelines will be discussed in class.

Section assignments, participation/attendance, and group projects are important, required, and your engagement is expected. Deductions will be made for repeated tardiness, and section assignments cannot be made up.

Exams will consist of a combination of multiple choice and short-essay questions, requiring you to critically think about the material in the course. Exam dates are non-negotiable. If you know you cannot make the dates of the exams, then you should drop the class. Because of time constraints we will not be able to have a formal exam review session. *We will ask you to submit a discussion post on Canvas at the end of each class. Posts will include three things that you learned from lecture and two topics you have questions that you would like us to review in the following class meeting.*

Research Paper Essays will be submitted via Canvas. It is your responsibility to learn how to upload documents to Canvas and to upload them by the due dates. We will use track changes to comment on your essay, so they need to be submitted using **Microsoft Word**. If you don't have Microsoft Word 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 last name and "_Research Essay". For example, I would name my paper "Castaneda_Research Essay." Any essays submitted that are not named in this way will not be graded. Late papers will be docked 10 points for each day late. See separate handout for additional information.

Group Presentations will be done the last Tuesday of the Summer session. Groups will submit an outline via Canvas and a PowerPoint via Google Drive of the presentation. Materials are due by 5:00 p.m. on Monday 7/22. All materials need to be properly labeled (Group Name, Topic). Late submission will be subject to 10 points penalty. See separate handout for additional information.

Pop Quizzes are based on the reading due for that day. All changes to reading due dates will be discussed in class. There are no make-up points for missed in-class pop quizzes.

A few notes on all of us working together:

- I assume each of you is a responsible young professional, with many people and demands bidding for your time and expertise. I will not waste the time you commit to this course, and consider it a pleasure to learn from and with you. Please return the favor.
- We are all humans. When I lecture, I expect human interaction and real, honest responses and questions. Even though the volume of material we'll cover requires that I talk a lot, our class is not an instructional video to passively watch (though you're welcome to bring snacks). My aim is to encourage your relaxed participation; I will not "manage" your behavior in class in ways that squash interaction or question your maturity.
- Let's all be present, using the informational resources at our disposal. Go ahead and use the technology at your disposal to look something up (or jot something down) if your mind makes a relevant link – I might ask you to. Practice, however, refusing to allow irrelevant noise to rob you of your time and attention.
- The TA and I consider seeking answers to psychological problems (and you!) to be worth our professional time and effort. Yet, we know many of you are still answering that question for yourselves. No matter the answer, the only way to find out is to engage fully with the course. We're here to help.

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 address your emails appropriately ("Dear Claudia, or Dear Professor Castaneda, or Dear Sam). 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?" 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. We will not answer any course content questions via email. Please see us in office hours!

ACADEMIC INTEGRITY

I have taught at UCSC many times before, and every quarter I have dealt with situations where students have cheated on an exam or have plagiarized in their writing. This is the worst part of my job.

Do not place a TA or the instructor in a position to weigh their professional integrity against your feelings and/or success in the course. We will choose the former every time, as should you act with integrity. If you are academically dishonest in your work, you will fail the course and be reported to your College Provost. I will recommend strong disciplinary action against you.

In short, all work submitted in this seminar must be your own. 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. Speak with the instructor if you are unclear about what constitutes plagiarism or cheating, and what is considered appropriate use of others published or unpublished material. It is up to you to be sure you understand the definition of plagiarism. UCSC policy can be found at: http://www.ucsc.edu/academics/academic_integrity/undergraduate_students/

UNIVERSAL ACCESSIBILITY

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 week of classes. Contact DRC at 459-2089 (voice), 459-4806 (TTY), or <http://www2.ucsc.edu/drc/> for more information on this process.

TITLE IX

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. Information about the Title IX Office, the online reporting link, applicable campus resources, reporting responsibilities, the UC Policy on Sexual Violence and Sexual Harassment PSYC 1 V2.0 8 and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at titleix.ucsc.edu. The Title IX/Sexual Harassment Office is located at 105 Kerr Hall. In addition to the online reporting option, you can contact the Title IX Office by calling 831-459-2462.

Deadlines

- **Add** - Thursday, June 27
- **Drop** - Monday, July 1 (tuition reversed)
- **Financial Aid Disbursement** - June 17 (if enrolled by June 1 priority deadline)
- **Change Grade Option** - Friday, July 5
- **Request "W" Grade** - Friday, July 12 (no tuition reversal)
- **Grades Due** - Thursday, August 1

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 1	Tues 6/25	Topic	Readings & Assignments Due	
	Part 1	Welcome & Course introduction Key ideas and themes in Cognitive Development	Chapter 1	
	Section	Syllabus walk-through, Introduction to next class assignment		
	Part 2	Piaget's Theory of Development	Chapter 2	
	Next Class	Read Chapter 2 and Chapter 4		
		Read article "How to Read Empirical Articles" & WEIRD paper		
		Write 1-2 page section assignment on the WEIRD paper		Section assignment: Reflection Paper due Wednesday 6/26 at 8:00 pm. (Canvas)
	Thurs 6/27	Topic	Readings & Assignments Due	
	Part 1	Sociocultural Theories Other Theories	Chapter 4	
	Section	Discussion on readings Explain annotated bibliography & Research Paper Essay	Articles: "How to Read Empirical Articles" & WEIRD paper	
Part 2	Movie: Babies			
Next Class	Read Chapter 5 and Chapter 8			
	Read empirical paper for Research Paper Essay			
	Work on annotated bibliography		Section assignment: Annotated Bibliography due Monday 7/1 at 8:00 p.m. (Canvas)	
	Write draft of Research Paper Essay		Section assignment: Research Paper Essay Draft due Monday 7/1 at 8:00 p.m. (Canvas) Bring 2 copies of your paper to next class.	
Week 2	Tue 7/2	Topic	Readings & Assignments Due	
	Part 1	Perceptual Development	Chapter 5	
	Section	Discussion and Feedback on Research Paper Essay		
	Part 2	Memory Development	Chapter 7	
	Thurs 7/4	NO CLASS	Research Paper Essay Final Draft due Friday 7/5 at 8:00 p.m. (Canvas)	
	Next Class	Study for EXAM #1 (Midterm)	Go over class notes, in-class activities, assignments, and readings (Chapters 1, 2, 4, 5, 7)	
Week 3	Tue 7/9	Topic	Readings & Assignments Due	
	Part 1	EXAM #1 (Midterm)		
	Section	Introduction to group presentation and article assignments		
	Next Class	Read Chapter 8 and Chapter 9		
<i>Read assigned article for group presentation</i>		Section assignment: Topic Proposal due Wednesday 7/10 at 8:00 p.m. (Canvas)		

		<i>Work on annotated bibliography</i>	Section assignment: Annotated Bibliography due Wednesday 7/10 at 8:00 p.m. (Canvas)
	Thurs 7/11	Topic	Readings & Assignments Due
	Part 1	Conceptual Development	Chapter 8
	Section	Work on group presentation (Outline)	
	Part 2	Social Cognition	Chapter 9
	Next Class	Read Chapter 6 and Chapter 10	
		Work on group presentation	
	Tues 7/16	Topic	Readings & Assignments Due
	Part 1	Language (Priscilla)	Chapter 6 (attendance taken)
	Section	Movie: Genie	
	Part 2	Problem Solving (Sam)	Chapter 10
	Next Class	Read Chapter 11	
		Work on group presentation	
		Write 1-page section assignment reflection paper on Podcast	Section assignment: Reflection Paper due Wednesday 7/17 at 8:00 p.m. (Canvas)
Week 4	Thurs 7/18	Topic	Readings & Assignments Due
	Part 1	Discuss Podcast	Podcast Activity
	Section	Work on group presentation (PowerPoint)	
	Part 2	Academic Skills (Yu Zang)	Chapter 11 (attendance taken)
	Next Class	Group Presentations	Group Presentation: PowerPoint & Outline for due Friday 7/19 at midnight (PowerPoint via Google Drive link, Outline via Canvas)
		Read article "Increasing Diversity in Cognitive Developmental Research: Issues and Solutions"	
Week 5	Tues 7/23	Topic	Readings & Assignments Due
	Part 1	Group Presentations (7 groups)	
		Conclusions	"Increasing Diversity in Cognitive Developmental Research: Issues and Solutions"
	Part 2	Group Presentations (7 groups)	
	Next Class	Study for EXAM #2 (Final)	Go over class notes, section assignments, assigned article, and readings (Chapters 6, 8, 9, 10, 11)
	Thurs 7/25	EXAM #2 (Final)	