Course Instructor:  
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Office Location: 301 Meyer  
Office Hours: Fridays 11:00-12:00

Course description and objectives:  
This course will examine how children's thinking develops from infancy through childhood. We will discuss how children develop knowledge and reasoning skills across various domains (e.g., how children learn and think about objects, people, the natural world, and society) and we will examine the major theories and explanations of cognitive growth. This course will include consideration of both classic and contemporary research on cognitive development.

Course Requirements:

Two in-class exams (30% each): 60%  
Weakly Discussion Questions (1% each): 10%  
Two Article Presentation/Discussion leading (5% each): 10%  
Two Reaction Papers (10% each): 20%  

100%

Exams:  
The in-class exams are not cumulative and will consist primarily of short answer questions. Questions on the exams will cover all material for the course, including the lectures, textbook, and the other required readings. Exams will take place in class at the regular class time and place.

Discussion questions:  
Each week (after week 1), students should submit 2 discussion questions via the Blackboard site. Questions should be submitted by 10:00 the night before class. Students will receive 1 point for each week that they turn in questions (for a total of 10 points- there are 11 weeks of class, so students receive 1 “freebie”). Note that this is worth 10% of the grade, so each week that a student misses (after the “freebie”), will knock a percentage point off of the entire grade.

Article Presentation/Discussion leading:  
Each week, students will be responsible for presenting an article to the class (describing the research question, methods, results, and implications) and leading a discussion about the article (drawing on the discussion questions posted by students). Specific requirements and grading policies will be
distributed in class. Each student will do this twice throughout the term (5% of the grade will be determined by each presentation).

Reaction Papers

Students will do two 2-page reaction papers throughout the semester, on the topic of the week that they do their presentations/discussion leading. These are due the class period after the week in which the student presents. Specific requirements and a grading rubric will be distributed in class.

Required Readings:
The required text for this course is Robert Siegler and Martha Alibali, *Children’s Thinking* (4th Ed.). New Jersey: Prentice Hall, 2005. In addition to the text, 2-3 scholarly articles or chapters will be required each week. These articles are also listed at the end of the syllabus. Be sure to allow yourself enough time to read these carefully. These readings are posted on Blackboard.

Grading:

A = 93-100  A- = 90-92  B+ = 87-89  B = 83-86  B- = 80-82  C+ = 77-79
C = 73-76  C- = 70-72  D+ = 67-69  D = 63-66  D- = 60-62  F < 60

Policies:

Discussion Questions: Must be submitted by 10:00 the night before class in order to count for the week.

Missed exams: If you miss an exam, you will receive a score of 0, unless there is a documented reason for the absence. Valid excuses (such as sickness, family emergencies) must be accompanied by appropriate documentation (e.g., a doctor’s note). Late reaction papers will lose 10% per day.

Plagiarism and Academic Dishonesty

No form of plagiarism or academic dishonesty will be tolerated. Forms of plagiarism and academic dishonesty include (but are not limited to): copying or paraphrasing from someone else’s work (e.g., another student, an online source), presenting another person’s ideas as your own (e.g., those found in an article, or from another student), or turning in someone else’s work as your own. All cases of plagiarism or academic dishonesty will be treated very seriously, and may result in a zero on the assignment, failure of the course, and/or referral to an appropriate dean’s office or disciplinary committee.
In addition to the textbook chapters listed below 2-3 scholarly articles will be assigned each week.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture</th>
<th>Readings (to be completed by the dates listed)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1/26</td>
<td>Introduction</td>
<td>Ch. 1</td>
</tr>
</tbody>
</table>
| 2    | 2/2  | Object Permanence and Physical Reasoning | Ch. 2; Baillargeon (1985)  
Group 1: Kim & Spelke (1992)  
Group 2: Hood et al. (2005) |
| 3    | 2/9  | Numerical Cognition | Ch. 8 pp. 283-297; Starkey et al. (1990)  
Group 1: Feigenson et al. (2002)  
Group 2: Frank (2008) |
| 4    | 2/16 | Object and Artifact Categories | Ch. 8 pp. 268-283  
Group 1: Gelman & Bloom  
Group 2: Diesendruck & Markson |
| 5    | 2/23 | Biological thought | Ch. 8 pp. 297-302; Carey (1988)  
Group 1: Medin et al. (2010)  
Group 2: Waxman et al. 2007 |
| 6    | 3/2  | Reasoning and problem solving | Ch. 10; DeLoache (1995)  
Group 1: DeLoache et al. (2010)  
| 7    | 3/9  | Exam 1 |                                               |
| 8    | 3/23 | Early Social Cognition | Ch. 9  
Group 1: Brandone & Wellman (2009)  
Group 2: Hamlin, Bloom, & Wynn (2010) |
Group 1: Buttelman et al. (2009)  
Group 2: Senju et al. (2010) |
Group 1: Kinzler et al. (2009)  
Group 2: Shutts et al. (2010) |
Group 1: Leslie et al. (2006)  
Group 2: TBD |
| 12   | 4/20 | Culture and development | Ch. 4 pp. 107-140  
Group 1: Birnbaum et al. (2010)  
Group 2: Correa-Chavez & Rogoff (2009) |
| 13   | 4/27 | Language and thought | Ch. 6  
Group 1: Cimpian & Markman (2009) |
| 14   | 5/4  | Exam 2 |                                               |
Readings


Gelman, S., & Bloom, P. (2000). Young children are sensitive to how an object was created when deciding what to name it. *Cognition, 76*, 91-103.


