Psychology 244A: Cognitive and Language Development
Fall 2004

Instructor: Nameera Akhtar, 313 Social Sciences II
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Office hours: Tuesdays 2-4 PM

Class Meeting Times: Tuesdays and Thursdays, 10:00-11:45 AM, Room 104, Soc Sci. II

Course Description:

In this course, we will explore major theories and research in cognitive and language development. This is a survey course, which means that we will cover a selection of topics of interest in these two fields. It also means that we will have to leave out many theories and topics that are important! We will consider constructivist views, nativist views, and sociocultural views, as well as the views of many other theorists and researchers who are more difficult to categorize. Along with an introduction to different theoretical issues and views, we will explore aspects of the relations between thought (thinking) and language (speaking and understanding).

Course Requirements:

A. Class Participation

I expect you all to come to class prepared to discuss the readings. To help facilitate this, I will ask you to write short "reading responses" for each of the readings for each class. These should be turned in at the beginning of class. Make enough copies for me and your fellow classmates. You will also be asked to lead the class discussion of at least one of the required readings each week.

B. Paper

The required paper will be in the form of a research proposal on a topic **related to cognitive and/or language development.** This assignment will be most beneficial to you if it proposes a study that you are likely to carry out. For example, it could be a proposal of your first year project, or a proposal to study a cognitive developmental aspect of an ongoing research project in another area. A statement of your proposed topic along with a short list of relevant references is due at the beginning of class on **October 12th**. Then I would like to meet with each of you individually to discuss your ideas. A first draft of your paper (typed and in APA format) is due at the beginning of class on **November 4th**. I will return this draft to you with comments as quickly as I can. Each of you will present your proposal to the class in one of two workshop-like sessions on **November 16th and 18th**. The final paper is due at the beginning of class on **December 2nd**.

C. Exam

There will be a take-home final exam. The questions will be handed out on December 2nd. The exam is due by **5 PM on Tuesday, December 7th.**

Course Outline and Reading Assignments*

***** Available on electronic reserve: Go to http://eres.ucsc.edu/courseindex.asp and follow instructions

Thursday, 9/23: Introduction

Tuesday, 9/28
Topic: Basic questions in cognitive and language development research
Readings:

Clark, E.V. (2003). *First language acquisition.* Cambridge, UK: Cambridge University Press. **[Read Chapter 1:"Acquiring language: Issues and questions"]**

Flavell, J. (1992). Cognitive development: Past, present, and future. *Developmental Psychology*, *28*, 998-1005.

Thursday, 9/30
Topic: Theories -- Piaget and Vygotsky
Readings:

Lutz, D. J., & Sternberg, R. J. (1999). Cognitive development. In M.H. Bornstein & M.E. Lamb (Eds.), *Developmental psychology: An advanced textbook* 4th ed. (pp. 275-311). Mahwah, NJ: Erlbaum. **[Read pp. 275-289 & pp. 291-293]**

Rogoff, B. (1990). Chapter 7 of *Apprenticeship in thinking*. pp. 137-150.

Tomasello, M. (1996). Piagetian and Vygotskian approaches to language acquisition. *Human Development*, *39*, 269-276.

Tuesday, 10/5
Topic: Amazing newborns
Readings:

Aldridge, M. A., Braga, E. S., Walton, G. E., & Bower, T. G. R. (1999). The intermodal representation of speech in newborns. *Developmental Science*, *2*, 42-46.

Rochat, P., & Hespos, S. J. (1997). Differential rooting response by neonates: Evidence for an early sense of self. *Early Development and Parenting*, *6*, 105-112.

Meltzoff, A. N., & Moore, M. K. (2000). Imitation of facial and manual gestures by human neonates: Resolving the debate about early imitation. In D. Muir & A. Slater (Eds.), *Infant development: The essential readings* (pp. 167-181). Malden, MA: Blackwell Publishers.

Thursday, 10/7
Topic: Infants' understanding of objects
Readings:

Haith, M.M., & Benson, J.B. (1998). Infant cognition. In D. Kuhn & R.S. Siegler (Eds.), *Handbook of child psychology*, Volume *2*: *Cognition, perception, and language* (pp. 199-254). NY: John Wiley & Sons. **[read pp. 199-211]**

Wang, S., Baillargeon, R., & Brueckner, L. (2004). Young infants' reasoning about hidden objects: Evidence from violation of expectation tasks. *Cognition*, *93*, 167-198.

Wynn, K. (2000). Addition and subtraction by human infants. In D. Muir & A. Slater (Eds.), *Infant development: The essential readings* (pp. 185-191). Malden, MA: Blackwell Publishers.

Tuesday, 10/12: PROPOSAL TOPIC DUE!!
Topic: Infant memory
Readings:

Bauer, P.J. (2002). Long-term recall memory: Behavioral and neuro-developmental changes in the first two years of life. *Current Directions in Psychological Science*, *11*, 137-141.

Collie, R., & Hayne, H. (1999). Deferred imitation by 6- and 9-month-old infants: More evidence for declarative memory. *Developmental Psychobiology*, *35*, 83-90.

Rovee-Collier, C. (1999). The development of infant memory. *Current Directions in Psychological Science*, *8*, 80-85.

Thursday, 10/14
Topic: Early communicative abilities
Readings:

Acredolo, L.P., Goodwyn, S.W., Horobin, K.D., & Emmons, Y.D. (1999). The signs and sounds of early language development. In L. Balter & C. S. Tamis-LeMonda (Eds.), *Child psychology: A handbook of contemporary issues* (pp. 116-139). Philadelphia, PA: Psychology Press.

Liszkowski, U., Carpenter, M., Henning, A., Striano, T, & Tomasello, M. (2004). Twelve-month-olds point to share attention and interest. *Developmental Science*, *7*, 297-307.

Tuesday, 10/19
Topic: Understanding symbols (representation)
Readings:

DeLoache, J.S. (2004). Becoming symbol-minded. *Trends in Cognitive Sciences*, *8*, 66-70.

DeLoache, J. S., & Marzolf, D. P. (1995). The use of dolls to interview young children: Issues of symbolic representation. *Journal of Experimental Child Psychology*, *60*, 155-173.

Thursday, 10/21
Topic: Learning words
Readings:

Akhtar, N., Jipson, J., & Callanan, M.A. (2001). Learning words through overhearing. *Child Development, 72*, 416-430.

Baldwin, D.A., & Moses, L.J. (2001). Links between social understanding and early word learning: Challenges to current accounts. *Social Development*, *10,* 309-329.

Tuesday, 10/26
Topic: The role of language "input"
Readings:

Lieven, E. (1994). Crosslinguistic and crosscultural aspects of language addressed to children. In C. Gallaway & B. J. Richards, (Eds.), *Input and interaction in language acquisition* (pp. 56-73). Cambridge:

Tardif, T. (1996). Nouns are not always learned before verbs: Evidence from Mandarin speakers' early vocabularies. *Developmental Psychology*, *32*, 492-504.

Thursday, 10/28:
Topic: Theory of mind
Readings:

Avis, J., & Harris, P. L. (1991). Belief-desire reasoning among Baka children: Evidence for a universal conception of mind. *Child Development*, *62*, 460-467.

Lillard, A. (1997). Other folks' theories of mind and behavior. *Psychological Science*, *8*, 268-274.

Wellman, H.M. (2002). Understanding the psychological world: Developing a theory of mind. In U. Goswami (Ed.), *Blackwell handbook of childhood cognitive development* (pp. 167-187). Malden, MA; Blackwell.

Tuesday, 11/2
Topic: Memory development in childhood
Readings:

Bruck, M., & Ceci, S. J. (1997). The suggestibility of young children. *Current Directions in Psychological Science*, *6*, 75-79.

Fivush, R. (1997). Event memory in early childhood. In N. Cowan (Ed.), *The development of memory in childhood* (pp.139-161). Hove, UK: Psychology Press.

Mistry, J. (1997). The development of remembering in cultural context. In N. Cowan (Ed.), *The development of memory in childhood* (pp. 343-368). Hove, UK: Psychology Press.

Thursday, 11/4: FIRST DRAFT OF PAPER DUE!
Topic: Early grammar
Readings:

Tomasello, M. (2000a). The item-based nature of children's early syntactic development. *Trends in Cognitive Sciences*, *4*, 156-163.

Wexler, K. (1990). Innateness and maturation in linguistic development. *Developmental Psychobiology*, *23*, 645-660.

Tuesday 11/9:
Topic: Quantitative competence
Readings:

Miller, K. F., Smith, C.M., Zhu, J., & Zhang, H. (1995). Preschool origins of cross-national differences in mathematical competence: The role of number naming systems. *Psychological Science*, *6*, 56-60.

Saxe, G. B. (1988). The mathematics of child street vendors. *Child Development*, *59*, 1415-1425.

Thursday, 11/11: HOLIDAY; no class

Tuesday, 11/16: Workshop

Thursday, 11/18: Workshop

Tuesday, 11/23:
Topic: Relations between language and cognition
Readings:

Bloom, P. (2000). *How children learn the meanings of words*. Cambridge, MA: MIT Press. Chapter 10 ("Words and concepts").

Gentner, D., & Goldin-Meadow, S. (2003). Whither Whorf? In D. Gentner & S. Goldin-Meadow (Eds.), *Language in mind: Advances in the study of language and thought* (pp. 3-14). Cambridge, MA; MIT Press.

Pullum, G. K. (1991). Ch. 19 of *The Great Eskimo Vocabulary Hoax and other irreverent essays on the study of language*. Chicago: University of Chicago Press.

Thursday, 11/25: HOLIDAY, no class

Tuesday, 11/30:
Topic: Relations between language and cognition…continued
Readings:

Boroditsky, L., Schmidt, L.A., & Phillips, W. (2003). Sex, syntax, and semantics. In D. Gentner & S. Goldin-Meadow (Eds.), *Language in mind: Advances in the study of language and thought* (pp. 61-79). Cambridge, MA; MIT Press.

Slobin, D. I. (1996). From "Thought and language" to "Thinking for speaking." In J. J. Gumperz & S. C. Levinson (Eds.), *Rethinking linguistic relativity. Studies in the social and cultural foundations of language* (pp. 70-96). Cambridge: Cambridge University Press.

Thursday, 12/2: LAST DAY OF CLASS; PAPERS DUE
Topic: Nature, nurture, culture
Readings:

Rogoff, B., & Chavajay, P. (1995). What's become of research on the cultural basis of cognitive development? *American Psychologist*, *50*, 859-877.

Scarr, S. (1990). Developmental theories for the 1990s: Development and individual differences. *Child Development*, *63*, 1-19.

Tomasello, M. (2000b). Culture and cognitive development. *Current Directions in Psychological Science*, *9*, 37-40.

FINAL TAKE-HOME EXAM DUE Tuesday, December 7th by 5 PM.