

Starred readings below are required; others are supplementary and optional.

**COURSE OUTLINE**

The study of cognitive development poses these two key questions: "What develops?" & "How?" Each section examines a different answer that has been proposed to the *what* question, along with its associated answer to the *how* question.

1. Introduction and overview  (Sept. 8)
   A. *Cohen, chapter 1.
   B. Bjorklund, chapter 1.

2. Intelligence  (Sept. 15)
   A. *Cohen, chapters 7 & 8.


3. Unfolding of innate potential: Nativism (Sept. 22)


4. Learning capacities and processes (Sept. 29)


5. Cognitive structures and reasoning: Infancy and early childhood  (Oct. 6)

A. *Cohen, chapter 2, pp. 33-44.


*Piaget, J., & Inhelder, B. (1969). *The psychology of the child* (Basic). Chapter 1, sections I&II.


B. Bjorklund, pp. 79-92.


6. Language capacities and skills  (Oct.13)

A. *Cohen, chapter 3.


B. Bjorklund, pp. 234-244, 300-310.


7. Cognitive structures and reasoning: Middle childhood (Oct. 20)

A. *Cohen, chapter 2, pp. 44-56.

*Piaget, J., & Inhelder, B. (1969). The psychology of the child (Basic). Chapter 4, sections I-III.


B. Bjorklund, pp. 92-100, 244-248.


8. Cognitive structures and reasoning: Late childhood, adolescence, and adulthood (Oct. 27)


B. Bjorklund, pp. 100-110, 356-361.


**********MIDTERM EXAM: Nov. 3**********
9. Information-processing capacities and strategies (Nov. 10)


B. Bjorklund, pp. 172-178.


10. Memory (Nov. 17)

A. *Cohen, chapter 6.


11. Concepts, theories, and knowledge (Dec. 1)


Bjorklund, pp. 248-257.


12. Social and cultural processes (Dec. 8)

A. *Cohen, chapter 3. [Reread from the cultural perspective.]


B. Bjorklund, pp. 167-170.


13. Metacognition and executive function (Dec. 15)

A. *Cohen, chapter 5.


B. Bjorklund, pp. 167-170.


*********FINAL EXAM: Due Dec. 18, 12 midnight*********