

<b>Course Code</b>	HP3302
<b>Course Title</b>	Cognitive Development
<b>Pre-requisites</b>	1. HP1000 Introduction to Psychology, 2. HP1100 Fundamentals of Social Science Research, 3. And one of the following 2000 level courses HP2300 Developmental Psychology, HP2400 Social Psychology, or HP2600 Cognitive Psychology
<b>No of AUs</b>	3

### Course Aims

This course is an advanced exploration of cognitive development. The general goals of this course are to obtain essential knowledge in the field and develop a scientific approach to the field. If you are interested in developmental psychology, educational psychology, and cognitive psychology or if you plan to work with children and adolescents in the future, this course will benefit you.

### Intended Learning Outcomes (ILO)

By the end of the course, you should be able to:

1. explain essential concepts, important studies, and major theories in the field of cognitive development;
2. apply a scientific approach to the field, including identifying problems, forming hypotheses, reviewing and criticizing the literature, examining and evaluating evidences, as well as suggesting solutions; and
3. design a primary study to examine cognitive developmental phenomena.

### Course Content

The course focuses on the development of brain, perception and attention, memory, language, representation of physical and mental world, problem-solving, reasoning, and academic ability, as well as developmental disorders. In addition, the course surveys major theories of cognitive development, including Piaget, Neo-Piaget, socio-cultural perspective, information-processing approach, and neuropsychological perspective.

### Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual
1. Final Paper	1, 2, 3	Communication, Creativity & Competence. Communication is a significant aspect of the assignment as students develop their writing skills. Creativity is encouraged as students synthesize and critically think about research findings relevant to any topic of their choice that is related to cognitive development.	50%; 20% for in-class presentation and 30% for the final report	Individual

		Competence is enhanced through the emphasis on setting self-imposed deadlines and the process of conducting literature research and reviews as well as research design individually. Civic-mindedness is highlighted as students consider basic research findings in an applied way.		
2. Continuous Assessment 1 (CA1): Closed book in-class quiz	1	Competence Providing students with knowledge about a more specialized area of psychological research	30%	Individual
3. Continuous Assessment 2 (CA2): Class participation	1, 2, 3	This component has the potential to engage all of the 5Cs of NTU's education framework. It provides students with knowledge about a more specialized area of psychological research, while encouraging interactive-team based learning.	20%	Team
Total			100%	

### Formative feedback

Feedback is central to this course.

You are encouraged to discuss with the instructor about their chosen topics for the final paper in advance. You will receive both written and in-class verbal feedback from me about the final presentations before submitting the final report. You will also receive digital copies of the final report with feedback on the contents. Additionally, you will receive formative feedback through verbal feedback through in-class discussion. You will receive summative group feedback on the quiz following the completion of the quiz.

### Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Seminar	The class will be conducted in a manner that combines elements of both a lecture and seminar. This approach supports you in achieving the learning outcomes by encouraging individual learning as well as interactive, team-based learning involving discussions. Both the lecture material and discussions aim to encourage you to think critically about cognitive development from multi-disciplinary perspectives and to scrutinize both the contributions and limitations of the existing research.

## Reading and References

Bjorklund, D. F. & Causey, K. B. (2017). *Children's Thinking: Cognitive Development and Individual Differences*.

Additionally, readings will be posted on the course website. These readings may change slightly during the course based on student interests and the recent development of the field.

## Course Policies and Student Responsibilities

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. You are expected to participate in all seminar discussions and activities.

Absence from a quiz or appeal for an extension without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

As psychology students, the guidelines of the American Psychological Association on referencing and citation are expected to be followed (see APA Publication Manual, 6<sup>th</sup> edition for the detail).

## Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

## Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
1	Introduction	1.2.3.	Ch1
2	Biological bases; Quiz 1	1.2.3.	Ch2
3	Sociocultural perspectives; Quiz 2	1.2.3.	Ch3
4	Perception and attention; Quiz 3	1.2.3.	Ch4
5	Memory; Quiz 4	1.2.3.	Ch8
6	Language; Quiz 5	1.2.3.	Ch9

7	Folk Knowledge; Quiz 6	1.2.3.	Ch6
8	Thinking and representation; Quiz 7	1.2.3.	Ch5
9	Executive function, strategies, and problem solving; Quiz 8	1.2.3.	Ch7
10	Social cognition; Quiz 9	1.2.3.	Ch10
11	Schooling; Quiz 10	1.2.3.	Ch11
12	Intelligence 1; Individual presentation	1.2.3.	Ch12
13	Intelligence 2; Individual presentation	1.2.3.	Ch13