



SACRAMENTO  
STATE

# Course Change Proposal Form A

<b>Academic Group (College): Education</b>	<b>Academic Organization (Department): Child Development</b>	<b>Date: 12/5/06</b>
<b>Type of Course Proposal:</b> New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	<b>Department Chair: Karen Horobin</b>	<b>Submitted by: Kristen Alexander</b>
<b>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></b>	<b>For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> CCE: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></b>	<b>Semester Effective: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/>, 2007</b>

<b>This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):</b>	
<b>This Catalog Number (course number) is being replaced:</b>	

**Change from:**

<b>Subject Area (prefix) &amp; Catalog No. (course no.):</b>	<b>Title:</b>	<b>Units:</b>
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**Change to:**

<b>Subject Area (prefix) &amp; Catalog No. (course no.): CHDV 211</b>	<b>Title: Seminar in Cognitive Development</b>	<b>Units: 3</b>
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**JUSTIFICATION:**

We have a new course in our program, CHDV 210, that was intended to alternate between social and cognitive developmental topics in respective semesters. In planning to offer the course, however, we realized that having a title Social OR Cognitive Development does not make clear to students the content of the course. It will also make it difficult to track whether students are taking the same or different content if repeating the class. We are revising the original course (CHDV 210) to reflect content in social development and creating this new course (CHDV 211) for cognitive development.

**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

Advanced developmental seminar focusing on theoretical and empirical readings covering topics in cognitive development. Specific topics will be related to cognitive development of children from conception through adolescence with consideration of biological and environmental influences.

**Note:**

**Prerequisite: Admission to MA program or consent of instructor**

**Corequisite:**

**CAN (California Articulation Number):**

<b>Graded: Letter <input checked="" type="checkbox"/> Credit/No Credit <input type="checkbox"/></b>	<b>Instructor Approval Required? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></b>
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<b>Course Classification (e.g., lecture, lab, seminar, discussion): C05 Seminar</b>	<b>Title for SIS+/CMS (not more than 30 characters) Seminar Cognitive Devt</b>
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<b>Cross Listed? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></b>	<b>If yes, do they meet together and fulfill the same requirement, and what is the other course.</b>
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**How Many Times Can This Course be Taken for Credit? 1**

**Can the course be taken for Credit more than once during the same term? Yes  No**

## FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at <http://www.csus.edu/acaf/example.htm>

Students will be able to:

- 1) Use theoretical perspectives of cognitive development to guide thinking about applied settings (e.g., instruction, policy)
- 2) Read primary articles in the discipline and use them as evidence in oral and written discussions about cognitive development.
- 3) Write in the concise and clear style of APA.

\*\*Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Course content will be assessed using exams (in-class and or take-home), written assignments and papers, in in-class discussions.

For whom is this course being developed?

Majors in the Dept  Majors of other Depts  Minors in the Dept  General Education  Other

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes  No

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes  No

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). \_\_\_\_\_

*The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.*

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

**Signatures:**

**Date**

Signatures:	Date
Department Chair:	
College Dean or Associate Dean:	
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

**Distribution:** Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

**Sample Reading List**  
**CHDV 211 – Seminar in Cognitive Development**

**Introduction/Methods Review**

Fischer, K. W., & Bidell, T. R. (1998). Dynamic development and psychological structures in action and thought. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), Handbook of child psychology: Vol. 1. Theoretical models of human development (5th ed., pp. 467-561). New York: J. Wiley.

Overton, W. F. (1998). Developmental psychology: Philosophy, concepts, and methodology. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), Handbook of child psychology: Vol. 1. Theoretical models of human development (5th ed., pp. 107-188). New York: J. Wiley.

Thelen, E., & Smith, L. B. (1998). Dynamic systems theory. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), Handbook of child psychology: Vol. 1. Theoretical models of human development (5th ed., pp. 563-634). New York: J. Wiley.

**Early Cognitive and Language Development**

Cowan, N. (Ed.). (1997). The development of memory in childhood. Hove, East Sussex, UK: Psychology Press. *Selected chapters*.

Diamond, A. (1991). Frontal lobe involvement in cognitive changes during the first year of life. In K. R. Gibson & A. C. Petersen (Eds.), Brain maturation and cognitive development: Comparative and cross-cultural perspectives (pp. 127-180). New York: Aldine de Gruyter.

Goodman, G. S., Emery, R. E., & Haugaard, J. J. (1998). Developmental psychology and law: Divorce, child mistreatment, foster care, and adoption. In W. Damon (Series Ed.) & I. E. Sigel & K. A. Renninger (Vol. Eds.), Handbook of child psychology: Vol. 4. Child psychology in practice (5th ed., pp. 775-874). New York: J. Wiley.

Greenough, W. T., Black, J. E., & Wallace, C. S. (1987). Experience and brain development. Child Development, *58*, 539-559.

Haith, M. M., & Benson, J. B. (1998). Infant cognition. In W. Damon (Series Ed.) & D. Kuhn & R. S. Siegler (Vol. Eds.), Handbook of child psychology: Vol. 2. Cognition, perception, and language (5th ed., pp. 199-254). New York: J. Wiley.

Kellman, P. J., & Banks, M. S. (1998). Infant visual perception. In W. Damon (Series Ed.) & D. Kuhn & R. S. Siegler (Vol. Eds.), Handbook of child psychology: Vol. 2. Cognition, perception, and language (5th ed., pp. 103-146). New York: J. Wiley.

Nelson, K. (Ed.). (1996). Language in cognitive development: Emergence of the mediated mind. New York: Cambridge University Press.

Shneider, W., & Bjorklund, D. F. (1998). Memory. In W. Damon (Series Ed.) & D. Kuhn & R. S. Siegler (Vol. Eds.), Handbook of child psychology: Vol. 2. Cognition, perception, and language (5th ed., pp. 467-521). New York: J. Wiley.

**Cognitive and Educational Changes in Middle Childhood and Adolescence**

Keating, D. P. (1990). Adolescent thinking. In S. S. Feldman & G. R. Elliott (Eds.), At the threshold: The developing adolescent (pp. 54-89). Cambridge, MA: Harvard University Press.

Moshman, D. (1998). Cognitive development beyond childhood. In W. Damon (Series Ed.) & D. Kuhn & R. S. Siegler (Vol. Eds.), Handbook of child psychology: Vol. 2. Cognition, perception, and language (5th ed., pp. 947-978). New York: J. Wiley.

Rogoff, B. (1998). Cognition as a collaborative process. In W. Damon (Series Ed.) & D. Kuhn & R. S. Siegler (Vol. Eds.), Handbook of child psychology: Vol. 2. Cognition, perception, and language (5th ed., pp. 679-744). New York: J. Wiley.

Rogoff, B. (1990). Apprenticeship in thinking: Cognitive development in social context. New York: Oxford University Press. *Selected chapters*.

Stigler, J. W., & Fernandez, C. (1995). Learning mathematics from classroom instruction: Cross-cultural and experimental perspectives. In C. A. Nelson (Ed.), Minnesota symposia on child psychology: Vol. 28. Basic and applied perspectives on learning, cognition, and development (pp. 103-130). Mahwah, N.J.: Lawrence Erlbaum.

### **Neural and Cognitive Development:**

Dawson, G., & Fischer, K. W. (Eds.). (1994). Human behavior and the developing brain. New York: Guilford Press. Chapters 1, 4, 8, & 12.

Hellige, J. B. (1993). Hemispheric asymmetry: What's right and what's left. Cambridge, MA: Harvard University Press. Chapters 2, 3, & 7.

Hoyenga, K. B., & Hoyenga, K. T. (1993). Gender-related differences: Origins and outcomes. Boston: Allyn and Bacon. Chapter 1.

Johnson, M. H. (1998). The neural basis of cognitive development. In W. Damon (Series Ed.) & D. Kuhn & R. S. Siegler (Vol. Eds.), Handbook of child psychology: Vol. 2. Cognition, perception, and language (5th ed., pp. 1-49). New York: J. Wiley.

Kraft, R. H., & Nickel, L. D. (1995). Sex-related differences in cognition: Development during early childhood. Learning and Individual Differences, 7, 249-271.

### **Classics**

Inhelder, B., & Piaget, J. (1958). The growth of logical thinking from childhood to adolescence: An essay on the construction of formal operational structures. New York: Basic Books.

James, W. (1950). The principles of psychology. New York: Dover. (Original work published 1890). Chapter 10.

Piaget, J. (1983). Piaget's theory. In P. H. Mussen (Series Ed.) & W. Kessen (Vol. Ed.), Handbook of child psychology: Vol. 1. History, theory and methods (4th ed., pp. 103-128). New York: Wiley.

Piaget, J. (1962). Play, dreams, and imitation in childhood. New York: Norton.

Werner, H. (1948). Comparative psychology of mental development. (Rev. ed.). New York: International Universities Press. Chapter 1.