

COGS 160 FALL 2013: Cognitive Development Laboratory Practicum/Seminar

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1. Overview/Purpose

COGS 160 provides hands-on experience in research on learning and cognition during infancy and early childhood. The practicum entails small-group and individual project responsibilities, project meetings, and seminar meetings. Because every student has unique roles in a project, specific week-to-week activities are individualized. Students also read about their topic and discuss additional readings for breadth of knowledge.

COGS 160 is a 3-quarter sequence. Each quarter provide incremental training in tasks, skills, and responsibilities related to your project. Your tasks and responsibilities will evolve and expand every quarter.

You will work with a project supervisor who will be your day-to-day project contact, and who will oversee your training and task progress. The supervisors also help assign grades.

2. Requirements for enrolling

- a. Upper-division coursework in Cognitive Science, Human Development, and/or Psychology, and at least one cognitive/developmental course (e.g., COGS 115, HDP 121, PSYC 101)
- b. GPA of 3.3 or better
- c. Commitment to a 3-quarter sequence (4 credits/quarter)
- d. Permission of instructor based on an interview and project availability

3. Grading and Responsibilities

COGS 160 is evaluated by letter grade. Completing project duties, fulfilling required hours, participating in JC meetings, and producing a quality end-of-quarter presentation will earn an "A."

Breakdown:

Project hours (9/week):	70%
Attending project meetings:	10%
Journal club participation (be ready every week to talk about the reading!):	10%
Final paper or product:	5%

4. Expectations, responsibilities and requirements

- a. **Weekly project work:** Your main responsibility is timely, professional execution of specific tasks related to your project, as assigned by your supervisor. [9 hours/week]
 - i. **Task types** depend on project needs. They might include: training, practicing, assembling stimuli, piloting tests, collecting data, video coding, data analysis, updating manuals, or "other."

IMPORTANT: If you complete assigned tasks in less than 9 hrs (see below), it is your responsibility to ask for other assignments. If you have spent 10 hours but not gotten very much done, you should plan to put in more hours. That is, evaluation is based on project performance as well as hours logged.

- ii. **Weekly Timesheet:** Each student should enter weekly hours to his or her timesheet (in Gmail-spreadsheet) by the end of each week.
 - iii. **Extra/make-up hours:** If you are unable to complete a task or fulfill required hours, contact the project coordinator to make other arrangements.
 - iv. **Project meeting:** You are expected to attend any scheduled project meetings, unless prior arrangements are made.
- b. **Project meetings:** Weekly group and individual meetings will address project progress.
 - i. **Meeting preparation/documentation:** Come to meetings prepared with:
 - questions or problems to discuss,
 - a weekly progress report and suggestions

ii. **F13 meeting schedule (subject to change):**

- Dyadic EEG/MoCap Tues 10-11
- Longitudinal MESA Home projects
 - Home G&P Tues 2-3
 - Infant-Mother Interaction (IMI) Fri 9-10
 - Maternal Speech Analysis Fri 12-1
- Longitudinal MESA Lab project Thurs 11-12
- Journal Club Fri 11-12

c. **Journal club:** We will cover one article per meeting (5 or 5 per quarter). Everyone is expected to read and discuss articles. The last meeting will be devoted to presentations from each project group.

d. **Quarterly written report and oral report:**

i. **Written Report or Product:**

- **Option 1:** Traditional paper, 5-6 pp. Contents: (1) What have you been working on and why? (2) Summarize an article describing related work. How does it complement your project? (3) How could your work next quarter optimize the quality and progress of your project?
- **Option 2:** Make a “product” related to your project. Example: Revise a manual or convert it to a technical report (with assistance), code or debug a program, or compile a focused set of research papers in a spreadsheet. Ask about this in week 3 or 4.

ii. **Oral Report:** Prepare a 8-10 min PPT presentation with your group for the last Journal Club meeting.

5. **Additional Requirement**

Background check (LiveScan through UCSD Police), TB Testing (last 3 years), and completion of Collaborative Institutional Training Initiative (CITI) online training (<http://irb.ucsd.edu/training.shtml>)

6. **Schedule and Readings for Winter 2013**

10/4, Wk 1: Informal planning; Q&A.

10/11, Wk 2: Rigato Farroni Johnson. The shared signal hypothesis and neural responses to expressions and gaze in infants and adults. SOC COGN AFFECT NEURO 2010 5 88-97.

10/18, Wk 3: Beuker, Nanda, Rommelse, Donders, Buitelaar. Development of early communication skills in the first two years of life. INF BEH DEV 2013 36 71-83

10/25, Wk 4: Slaughter Peterson Carpenter. Maternal Talk About Mental States and the Emergence of Joint Visual Attention. INFANCY 13 640-659.

11/1, Wk 5: Teitelbaum, Teitelbaum, Nye, Fryman, & Maurer (1998). Movement analysis in infancy may be useful for early diagnosis of autism PNAS 1998 95(23) 13982-13987

11/8, Wk 6: NO MEETING

11/15, Wk 7: NO MEETING

11/22, Wk 8: Partanena, Kujala, Näätänen, Liitola, et al. Learning-induced neural plasticity of speech processing before birth. PNAS 2013 (www.pnas.org/cgi/doi/10.1073/pnas.1302159110)

11/29, Wk 9: Thanksgiving. No meeting.

12/6, Wk 10: **PRESENTATIONS!**