

512-370 Cognitive and Neuropsych. Development 3

Credit Points:	12.50
Level:	3 (Undergraduate)
Dates & Locations:	2009, This subject commences in the following study period/s: Semester 2, - Taught on campus.
Time Commitment:	Contact Hours: Twenty-four hours of lectures, 12 hours of laboratory classes. [Estimated total time commitment of 120 hours.] Total Time Commitment: 120 hours
Prerequisites:	512-224 or 512-221 (or equivalent).
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	It is University policy to take all reasonable steps to minimise the impact of disability upon academic study and reasonable steps will be made to enhance a student's participation in the University's programs. This subject requires all students to actively and safely participate in laboratory activities. Students who feel their disability may impact upon their participation are encouraged to discuss this with the subject coordinator and the Disability Liaison Unit.
Coordinator:	Assoc Prof Robert Anthony Reeve
Subject Overview:	The subject examines the relationship between cognitive and neurological accounts of developmental functioning in the preadolescent period. Issues to be covered include domain specific versus domain general accounts of cognitive development; the nature of developmental plasticity and constraints; and sensitive periods in developmental functioning. Other topics to be reviewed include the nature of children's reasoning and problem-solving competencies; the development of children's theory of mind; and the development of memory, attention, planning and categorisation skills. Special attention will be paid to the meaning and significance of individual differences in the development of language, reading and number abilities, focusing specifically on the nature of dyscalculia and dyslexia. Current research on prenatal and postnatal development of the central nervous system, as well as the impact of neurological insult on children's reasoning will be reviewed, with a special emphasis on the relationship between neurological and cognitive functioning. The unifying theme is characterising the factors that affect the nature of stability, change and variability in cognitive and neurological developmental processes.
Objectives:	.
Assessment:	Three 1000-2000-word laboratory reports, each of which is worth 33.3% of the overall assessment for the subject. There is no final examination in the subject. Each piece of assessment must be completed (hurdle requirement). Attendance at 80% or more of the laboratory classes is a hurdle requirement. In case of failure to meet the hurdle requirement, additional work will be required before a passing grade can be awarded.
Prescribed Texts:	None
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	On completion of this subject, student should be better able to: critically read and evaluate psychological research in the areas of cognitive and neurological development; comprehend some of the issues and difficulties associated with assessing children's cognitive competencies;

	understand the processes involved in writing empirical research reports; begin to design a research project in the area of cognitive and neurological development.
Notes:	Students enrolled in the BSc (pre-2008), BAsC or a combined BSc course may receive science credit for the completion of this subject. Students undertaking psychology subjects can receive credit toward <i>either</i> the science <i>or</i> arts requirement of the BAsC or BA/BSc course. Credit for psychology cannot be split between the two components. Students should advise the Faculty of Science if they would like psychology to count toward the science requirement of their BAsC or BA/BSc course.
Related Majors/Minors/ Specialisations:	Psychology Major