Description: We will focus largely on contemporary issues/debates concerning age-related cognitive changes and processing strategies employed by individuals in order to adapt to our continually changing environments. We will look at both behavioural and neural evidence from journal articles to examine changes in cognition across the lifespan.

Every week, students will read a few journal articles that we will all discuss and critically evaluate.

At the end of this course, students will take away critical writing, presentation, and communication skills that can be transferred to many academic and professional settings.

Prerequisites:

- AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00, with a minimum grade of C;
- AK/AS/HH/SC/PSYC 2030 3.00 or AK/HH/PSYC 2530 3.00;
- One of AK/AS/HH/SC/PSYC 2021 3.00, AK/AS/HH/SC/PSYC 2020 6.00, AK/HH/PSYC 2510 3.00;
- AK/AS/HH/SC/PSYC 2110 3.00 or AK/HH/PSYC 3240 3.00.
- Course credit exclusions: AK/AS/HH/SC/PSYC 4010 6.00, AK/PSYC 4140 3.00 (prior to Summer 2002), GL/PSYC 4510 3.00.

Course readings: There is no textbook for this course. Articles will be assigned on a weekly basis. The following timetable contents are some of the topics and assigned readings (one or two additional articles may be assigned one week prior to the relevant class) for the course.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading(s)</th>
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<tbody>
<tr>
<td>January 5</td>
<td>Introduction</td>
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<tr>
<td>12</td>
<td>Effects of bilingualism on development of dementia and cognitive function:</td>
<td>• Alladi et al. (2013). Bilingualism delays age at...</td>
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</table>
We will discuss how lifelong experience with multiple languages can delay the onset of symptoms of dementia (e.g. Alzheimer’s) and discuss reasons for why this happens (e.g. functional vs. structural brain changes).


<table>
<thead>
<tr>
<th>Effects of bilingualism on development of cognition in early life: We will discuss how bilingualism influences cognitive function in the early years of life (infancy and childhood), including both advantages and disadvantages.</th>
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Development of emotion regulation: We will discuss how emotion regulation develops in early childhood and throughout the lifespan by evaluating how context, family, and cognitive control affect these developments.

<table>
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<tr>
<th>Development of consciousness: We will discuss the contents of</th>
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<tr>
<td>• Allen, A. K., Wilkins, K., Gazzaley, A., &amp; Morsella,</td>
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<tr>
<td>16</td>
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<td>----</td>
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</table>
| March 2 | Development of self-esteem (part 2): We will examine how implicit and explicit self-esteem develop and discuss the emerging controversy revolving around the idea that implicit and explicit self-esteem measures are not measuring two constructs, but instead measuring the same construct in two different ways. | • Greenwald, A. G., & Farnham, S. D. (2000). Using the implicit association test to measure self-esteem and self-concept. *Journal of personality and social psychology, 79*(6), 1022.  
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<tbody>
<tr>
<td>9</td>
<td>Development in the brain (part 2): We will examine <em>functional</em> changes in the developing brain and their implications.</td>
<td></td>
</tr>
</tbody>
</table>
- Vanhatalo & Kaila (2006). Development of neonatal EEG activity: From phenomenology to physiology, *Seminars in*
### Evaluation*

- **Weekly quizzes: 20%**
  - At the beginning of each class, short quizzes will be administered based on the previous week’s readings and presentations (beginning January 19th).

- **Short papers (x5): 40%**
  - Students will be required to write short papers (1-2 pages double-spaced) that briefly discuss potential problems and/or possible future directions for one of the relevant articles of that week (x 5). These must be handed in at the beginning of the class discussing the target article.

- **Presentation: 20%**
  - Each student will be required to give a 30-min powerpoint presentation based on the assigned readings that summarizes and critically evaluates the articles for a particular week.

- **Participation in class: 20%**

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**University policies**

All students should familiarize themselves with the following policies on academic honesty:

[http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/](http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/)

*Note: The schedule and evaluation are subject to change based on the instructor’s discretion.*