

# PSYC446

## Social Cognitive Development

View Online



Baldwin, D. A. (1991). Infants' Contribution to the Achievement of Joint Reference. *Child Development*, 62(5). <https://doi.org/10.2307/1131140>

Bartsch, KarenLondon, Kamala. (n.d.). Children's use of mental state information in selecting persuasive arguments. *Developmental Psychology*, 36, 352–365. <https://search.proquest.com/docview/614339909?OpenUrlRefId=info:xri/sid:primo&accountid=14782>

Begus, K., & Southgate, V. (2012). Infant pointing serves an interrogative function. *Developmental Science*, 15(5), 611–617. <https://doi.org/10.1111/j.1467-7687.2012.01160.x>

Byers-Heinlein, K., Chen, K. H., & Xu, F. (2014). Surmounting the Tower of Babel: Monolingual and bilingual 2-year-olds' understanding of the nature of foreign language words. *Journal of Experimental Child Psychology*, 119, 87–100. <https://doi.org/10.1016/j.jecp.2013.09.011>

Clark, E. V. (2015). Common Ground. In B. MacWhinney & W. O'Grady (Eds.), *The Handbook of Language Emergence* (pp. 328–353). John Wiley & Sons, Inc. <https://doi.org/10.1002/9781118346136.ch15>

Corriveau, Kathleen HHarris, Paul L. (n.d.). Preschoolers (sometimes) defer to the majority in making simple perceptual judgments. *Developmental Psychology*, 46, 437–445. <https://search.proquest.com/docview/614513434?OpenUrlRefId=info:xri/sid:primo&accountid=14782>

Ding, X. P., Wellman, H. M., Wang, Y., Fu, G., & Lee, K. (2015). Theory-of-Mind Training Causes Honest Young Children to Lie. *Psychological Science*, 26(11), 1812–1821. <https://doi.org/10.1177/0956797615604628>

Engelmann, J. M., Herrmann, E., & Tomasello, M. (2016). Preschoolers affect others' reputations through prosocial gossip. *British Journal of Developmental Psychology*, 34(3), 447–460. <https://doi.org/10.1111/bjdp.12143>

Fu, GenyueXu, FenCameron, Catherine AnnHeyman, GailLee, Kang. (n.d.). Cross-cultural differences in children's choices, categorizations, and evaluations of truths and lies. *Developmental Psychology*, 43, 278–293. <https://search.proquest.com/docview/614462905?OpenUrlRefId=info:xri/sid:primo&accountid=14782>

Gergely, G., & Csibra, G. (2013). Natural Pedagogy. In M. R. Banaji & S. A. Gelman (Eds.),

Navigating the Social World (pp. 127–132). Oxford University Press.  
<https://doi.org/10.1093/acprof:oso/9780199890712.003.0023>

Goldvicht-Bacon, E., & Diesendruck, G. (2016). Children's capacity to use cultural focal points in coordination problems. *Cognition*, 149, 95–103.  
<https://doi.org/10.1016/j.cognition.2015.12.016>

Gweon, Hyowon, M., Asaba. (n.d.). Who should I tell? Young children correct and maintain others' beliefs about the self.  
[http://sll.stanford.edu/docs/2016\\_cogsci/Asaba\\_Gweon\\_cogsci2016.pdf](http://sll.stanford.edu/docs/2016_cogsci/Asaba_Gweon_cogsci2016.pdf)

Helen I Shwe, & Ellen M Markman. (n.d.). Young children's appreciation of the mental impact of their communicative signals. *Developmental Psychology*, 33, 630–636.  
<https://search.proquest.com/docview/614322137/fulltextPDF/7B2A8B7E56294247PQ/1?accountid=14782>

Hepach, RobertVaish, AmrishaTomasello, Michael. (n.d.). Young children sympathize less in response to unjustified emotional distress. *Developmental Psychology*, 49, 1132–1138.  
<https://search.proquest.com/docview/1033530498?OpenUrlRefId=info:xri/sid:primo&aaccountid=14782>

Herbert H. Clark. (n.d.). Meaning and Understanding (Chapter 5 in Using Language).  
<https://quod.lib.umich.edu/cache/h/e/b/heb08425.0001.001/00000135.tif.66.pdf#page=7;zoom=75>

Heyman, G., Barner, D., Heumann, J., & Schenck, L. (2014). Children's Sensitivity to Ulterior Motives When Evaluating Prosocial Behavior. *Cognitive Science*, 38(4), 683–700.  
<https://doi.org/10.1111/cogs.12089>

Jaswal, V. K., Croft, A. C., Setia, A. R., & Cole, C. A. (2010). Young Children Have a Specific, Highly Robust Bias to Trust Testimony. *Psychological Science*, 21(10), 1541–1547.  
<https://doi.org/10.1177/0956797610383438>

Kim, S., Harris, P. L., & Warneken, F. (2014). Is it okay to tell? Children's judgements about information disclosure. *British Journal of Developmental Psychology*, 32(3), 291–304.  
<https://doi.org/10.1111/bjdp.12040>

Koenig, M. A., Clement, F., & Harris, P. L. (2004). Trust in Testimony: Children's Use of True and False Statements. *Psychological Science*, 15(10), 694–698.  
<https://doi.org/10.1111/j.0956-7976.2004.00742.x>

Mascaro, O., & Sperber, D. (2009). The moral, epistemic, and mindreading components of children's vigilance towards deception. *Cognition*, 112(3), 367–380.  
<https://doi.org/10.1016/j.cognition.2009.05.012>

Michael Tomasello, Malinda Carpenter and Ulf Liszkowski. (2007). A New Look at Infant Pointing. *Child Development*, 78(3).  
[https://www.jstor.org/stable/4620661?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/4620661?seq=1#metadata_info_tab_contents)

Patricia A. Ganea and Megan M. Saylor. (2007). Infants' Use of Shared Linguistic Information to Clarify Ambiguous Requests. *Child Development*, 78(2).  
[https://www.jstor.org/stable/4139241?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/4139241?seq=1#metadata_info_tab_contents)

- Rhodes, M., Bonawitz, E., Shafto, P., Chen, A., & Caglar, L. (2015). Controlling the message: preschoolers' use of information to teach and deceive others. *Frontiers in Psychology*, 6. <https://doi.org/10.3389/fpsyg.2015.00867>
- Schwartz, M. A. (2008). The importance of stupidity in scientific research. *Journal of Cell Science*, 121(11), 1771–1771. <https://doi.org/10.1242/jcs.033340>
- Scott-Phillips, T. C., Kirby, S., & Ritchie, G. R. S. (2009). Signalling signalhood and the emergence of communication. *Cognition*, 113(2), 226–233. <https://doi.org/10.1016/j.cognition.2009.08.009>
- Seyfarth, R. M., & Cheney, D. L. (2003). Signalers and Receivers in Animal Communication. *Annual Review of Psychology*, 54(1), 145–173. <https://doi.org/10.1146/annurev.psych.54.101601.145121>
- Shariff, A. F., & Tracy, J. L. (2011). What Are Emotion Expressions For? *Current Directions in Psychological Science*, 20(6), 395–399. <https://doi.org/10.1177/0963721411424739>
- Shaw, A., & Olson, K. (2015). Whose idea is it anyway? The importance of reputation in acknowledgement. *Developmental Science*, 18(3), 502–509. <https://doi.org/10.1111/desc.12234>
- Silver, I. M., & Shaw, A. (2018). Pint-Sized Public Relations: The Development of Reputation Management. *Trends in Cognitive Sciences*, 22(4), 277–279. <https://doi.org/10.1016/j.tics.2018.01.006>
- Stahl, A. E., & Feigenson, L. (2015). Observing the unexpected enhances infants' learning and exploration. *Science*, 348(6230), 91–94. <https://doi.org/10.1126/science.aaa3799>
- Susan Scanlon Jones, Kimberly Collins and Hye-Won Hong. (1991). An Audience Effect on Smile Production in 10-Month-Old Infants. *Psychological Science*, 2(1). [https://www.jstor.org/stable/40062583?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/40062583?seq=1#metadata_info_tab_contents)
- Vaish, A., Carpenter, M., & Tomasello, M. (2016). The Early Emergence of Guilt-Motivated Prosocial Behavior. *Child Development*, 87(6), 1772–1782. <https://doi.org/10.1111/cdev.12628>
- Vouloumanos, A., Martin, A., & Onishi, K. H. (2014). Do 6-month-olds understand that speech can communicate? *Developmental Science*, 17(6), 872–879. <https://doi.org/10.1111/desc.12170>
- Warneken, F., & Orins, E. (2015). Children tell white lies to make others feel better. *British Journal of Developmental Psychology*, 33(3), 259–270. <https://doi.org/10.1111/bjdp.12083>
- Wu, Y., Muentener, P., & Schulz, L. E. (2017). One- to four-year-olds connect diverse positive emotional vocalizations to their probable causes. *Proceedings of the National Academy of Sciences*, 114(45), 11896–11901. <https://doi.org/10.1073/pnas.1707715114>
- Zeman, J., & Garber, J. (1996). Display Rules for Anger, Sadness, and Pain: It Depends on Who Is Watching. *Child Development*, 67(3). <https://doi.org/10.2307/1131873>