

PSYC446

Social Cognitive Development

View Online



Baldwin, Dare A. 'Infants' Contribution to the Achievement of Joint Reference'. *Child Development*, vol. 62, no. 5, Oct. 1991, <https://doi.org/10.2307/1131140>.

Bartsch, KarenLondon, Kamala. 'Children's Use of Mental State Information in Selecting Persuasive Arguments'. *Developmental Psychology*, vol. 36, pp. 352-65, <https://search.proquest.com/docview/614339909?OpenUrlRefId=info:xri/sid:primo&acountid=14782>.

Begus, Katarina, and Victoria Southgate. 'Infant Pointing Serves an Interrogative Function'. *Developmental Science*, vol. 15, no. 5, Sept. 2012, pp. 611-17, <https://doi.org/10.1111/j.1467-7687.2012.01160.x>.

Byers-Heinlein, Krista, et al. 'Surmounting the Tower of Babel: Monolingual and Bilingual 2-Year-Olds' Understanding of the Nature of Foreign Language Words'. *Journal of Experimental Child Psychology*, vol. 119, Mar. 2014, pp. 87-100, <https://doi.org/10.1016/j.jecp.2013.09.011>.

Clark, Eve V. 'Common Ground'. *The Handbook of Language Emergence*, edited by Brian MacWhinney and William O'Grady, John Wiley & Sons, Inc, 2015, pp. 328-53, <https://doi.org/10.1002/9781118346136.ch15>.

Corriveau, Kathleen HHarris, Paul L. 'Preschoolers (Sometimes) Defer to the Majority in Making Simple Perceptual Judgments'. *Developmental Psychology*, vol. 46, pp. 437-45, <https://search.proquest.com/docview/614513434?OpenUrlRefId=info:xri/sid:primo&acountid=14782>.

Ding, Xiao Pan, et al. 'Theory-of-Mind Training Causes Honest Young Children to Lie'. *Psychological Science*, vol. 26, no. 11, Nov. 2015, pp. 1812-21, <https://doi.org/10.1177/0956797615604628>.

Engelmann, Jan M., et al. 'Preschoolers Affect Others' Reputations through Prosocial Gossip'. *British Journal of Developmental Psychology*, vol. 34, no. 3, Sept. 2016, pp. 447-60, <https://doi.org/10.1111/bjdp.12143>.

Fu, GenyueXu, FenCameron, Catherine AnnHeyman, GailLee, Kang. 'Cross-Cultural Differences in Children's Choices, Categorizations, and Evaluations of Truths and Lies'. *Developmental Psychology*, vol. 43, pp. 278-93, <https://search.proquest.com/docview/614462905?OpenUrlRefId=info:xri/sid:primo&acountid=14782>.

Gergely, György, and Gergely Csibra. 'Natural Pedagogy'. *Navigating the Social World*,

edited by Mahzarin R. Banaji and Susan A. Gelman, Oxford University Press, 2013, pp. 127–32, <https://doi.org/10.1093/acprof:oso/9780199890712.003.0023>.

Goldvicht-Bacon, Efrat, and Gil Diesendruck. 'Children's Capacity to Use Cultural Focal Points in Coordination Problems'. *Cognition*, vol. 149, Apr. 2016, pp. 95–103, <https://doi.org/10.1016/j.cognition.2015.12.016>.

Gweon, Hyowon, Mika, Asaba. '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.

Helen I Shwe, and Ellen M Markman. 'Young Children's Appreciation of the Mental Impact of Their Communicative Signals'. *Developmental Psychology*, vol. 33, pp. 630–36, <https://search.proquest.com/docview/614322137/fulltextPDF/7B2A8B7E56294247PQ/1?accountid=14782>.

Hepach, RobertVaish, AmrishaTomasello, Michael. 'Young Children Sympathize Less in Response to Unjustified Emotional Distress'. *Developmental Psychology*, vol. 49, pp. 1132–38, <https://search.proquest.com/docview/1033530498?OpenUrlRefId=info:xri/sid:primo&aaccountid=14782>.

Herbert H. Clark. *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, Gail, et al. 'Children's Sensitivity to Ulterior Motives When Evaluating Prosocial Behavior'. *Cognitive Science*, vol. 38, no. 4, May 2014, pp. 683–700, <https://doi.org/10.1111/cogs.12089>.

Jaswal, Vikram K., et al. 'Young Children Have a Specific, Highly Robust Bias to Trust Testimony'. *Psychological Science*, vol. 21, no. 10, Oct. 2010, pp. 1541–47, <https://doi.org/10.1177/0956797610383438>.

Kim, Sunae, et al. 'Is It Okay to Tell? Children's Judgements about Information Disclosure'. *British Journal of Developmental Psychology*, vol. 32, no. 3, Sept. 2014, pp. 291–304, <https://doi.org/10.1111/bjdp.12040>.

Koenig, M. A., et al. 'Trust in Testimony: Children's Use of True and False Statements'. *Psychological Science*, vol. 15, no. 10, Oct. 2004, pp. 694–98, <https://doi.org/10.1111/j.0956-7976.2004.00742.x>.

Mascaro, Olivier, and Dan Sperber. 'The Moral, Epistemic, and Mindreading Components of Children's Vigilance towards Deception'. *Cognition*, vol. 112, no. 3, Sept. 2009, pp. 367–80, <https://doi.org/10.1016/j.cognition.2009.05.012>.

Michael Tomasello, Malinda Carpenter and Ulf Liszkowski. 'A New Look at Infant Pointing'. *Child Development*, vol. 78, no. 3, 2007, https://www.jstor.org/stable/4620661?seq=1#metadata_info_tab_contents.

Patricia A. Ganea and Megan M. Saylor. 'Infants' Use of Shared Linguistic Information to Clarify Ambiguous Requests'. *Child Development*, vol. 78, no. 2, 2007,

https://www.jstor.org/stable/4139241?seq=1#metadata_info_tab_contents.

Rhodes, Marjorie, et al. 'Controlling the Message: Preschoolers' Use of Information to Teach and Deceive Others'. *Frontiers in Psychology*, vol. 6, June 2015, <https://doi.org/10.3389/fpsyg.2015.00867>.

Schwartz, M. A. 'The Importance of Stupidity in Scientific Research'. *Journal of Cell Science*, vol. 121, no. 11, May 2008, pp. 1771–1771, <https://doi.org/10.1242/jcs.033340>.

Scott-Phillips, Thomas C., et al. 'Signalling Signalhood and the Emergence of Communication'. *Cognition*, vol. 113, no. 2, Nov. 2009, pp. 226–33, <https://doi.org/10.1016/j.cognition.2009.08.009>.

Seyfarth, Robert M., and Dorothy L. Cheney. 'Signalers and Receivers in Animal Communication'. *Annual Review of Psychology*, vol. 54, no. 1, Feb. 2003, pp. 145–73, <https://doi.org/10.1146/annurev.psych.54.101601.145121>.

Shariff, Azim F., and Jessica L. Tracy. 'What Are Emotion Expressions For?' *Current Directions in Psychological Science*, vol. 20, no. 6, Dec. 2011, pp. 395–99, <https://doi.org/10.1177/09637214111424739>.

Shaw, Alex, and Kristina Olson. 'Whose Idea Is It Anyway? The Importance of Reputation in Acknowledgement'. *Developmental Science*, vol. 18, no. 3, May 2015, pp. 502–09, <https://doi.org/10.1111/desc.12234>.

Silver, Ike M., and Alex Shaw. 'Pint-Sized Public Relations: The Development of Reputation Management'. *Trends in Cognitive Sciences*, vol. 22, no. 4, Apr. 2018, pp. 277–79, <https://doi.org/10.1016/j.tics.2018.01.006>.

Stahl, Aimee E., and Lisa Feigenson. 'Observing the Unexpected Enhances Infants' Learning and Exploration'. *Science*, vol. 348, no. 6230, Apr. 2015, pp. 91–94, <https://doi.org/10.1126/science.aaa3799>.

Susan Scanlon Jones, Kimberly Collins and Hye-Won Hong. 'An Audience Effect on Smile Production in 10-Month-Old Infants'. *Psychological Science*, vol. 2, no. 1, 1991, https://www.jstor.org/stable/40062583?seq=1#metadata_info_tab_contents.

Vaish, Amrisha, et al. 'The Early Emergence of Guilt-Motivated Prosocial Behavior'. *Child Development*, vol. 87, no. 6, Nov. 2016, pp. 1772–82, <https://doi.org/10.1111/cdev.12628>.

Vouloumanos, Athena, et al. 'Do 6-Month-Olds Understand That Speech Can Communicate?' *Developmental Science*, vol. 17, no. 6, Nov. 2014, pp. 872–79, <https://doi.org/10.1111/desc.12170>.

Warneken, Felix, and Emily Orlins. 'Children Tell White Lies to Make Others Feel Better'. *British Journal of Developmental Psychology*, vol. 33, no. 3, Sept. 2015, pp. 259–70, <https://doi.org/10.1111/bjdp.12083>.

Wu, Yang, et al. 'One- to Four-Year-Olds Connect Diverse Positive Emotional Vocalizations to Their Probable Causes'. *Proceedings of the National Academy of Sciences*, vol. 114, no. 45, Nov. 2017, pp. 11896–901, <https://doi.org/10.1073/pnas.1707715114>.

Zeman, Janice, and Judy Garber. 'Display Rules for Anger, Sadness, and Pain: It Depends on Who Is Watching'. *Child Development*, vol. 67, no. 3, June 1996, <https://doi.org/10.2307/1131873>.