Psych 3550H (21509): Psychology of Childhood Honors
Spring Semester, 2018

Course Overview and Objectives:

Psychology of Childhood seeks to introduce you to the major phenomena, methods, theories, and findings of developmental psychology, especially as they apply to infancy and childhood. We will cover the development of perceiving and moving, learning and remembering, thinking and using language, getting motivated and feeling emotions, and becoming a unique individual capable of dealing with the social world. To understand the funny behaviors and thought processes of infants and children, you will learn to evaluate scientific theories and evidence in a logical, thoughtful manner.

Required Text:

Manis, F. (2016). *The Dynamic Child.* Hoboken, NJ: Pearson.

- Access card available at the bookstore: http://ohiostate.bncollege.com
- Or access through publisher's website: https://console.pearson.com/enrollment/gtk1ok

The Dynamic Child is an interactive online book. The book is fully integrated with the interactive program we will use this semester, *My Virtual Child. My Virtual Child* will allow you to raise a child online and observe the developmental pathway from birth through adolescence.

Additional Readings:

1-2 journal articles for each chapter will be posted on Canvas. You are required to read these articles *before* we begin discussing the chapter in class.

TAG Learning Objectives:

To promote easy and transparent course transferability between institutions in Ohio, this course is also designed to meet specific **Transfer Assurance Guide (TAG) learning objectives** (recommended by the Board of Regents after consultation with faculty).

Upon completion of this course, students will be able to:

1. Explain the biological, cognitive, cultural, environmental, and social factors that influence human development throughout childhood.
2. Evaluate current and past research in childhood guided by theories within developmental psychology.
3. Apply developmental psychology principles to daily life throughout childhood.
4. Distinguish myths and misconceptions from research evidence regarding human development during childhood.
5. Describe methodological approaches used to study human development across childhood.
6. Assess and critically analyze theories, research methodology and findings (outcomes), and applications developed by developmental psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the Internet throughout childhood.

Assessment & Grading –

Required Course Work:	Point Value:	Approximate Percentage of Grade
MVC - Raising Your Child Checkpoints (4)	4 x 2 pts = 8	2.8%
MVC - Essays (3)	3 x 10 pts = 30	10.53%
Pre-reading Questions (10)	10 x 3 pts = 30	10.53%
In-Class Activities/Discussion (9)	9 x 3 pts = 27	9.47%
MVC Game Project (1)	30 pts	10.53%
Exams (4)	4 x 40 pts = 160	56.14%
Total:	**285 points**	**100%**

Grading Scale:

The following standard OSU grade scale will be followed to determine final grades. These percentages will be based solely on earned points during the semester.
NO ROUNDING OF FINAL GRADES WILL OCCUR.

A: 93-100%   B+: 87-89%   C+: 77-79%   D+: 67-69%   E: 0-59%
A-: 90-92%   B: 83-86%   C: 73-76%   D: 60-66%
              B-: 80-82%   C-: 70-72%

Grade Components:

1. My Virtual Child (MVC) - Raising Your Child Checkpoints

Once we begin the My Virtual Child assignment, you will need to follow along with the appropriate checkpoints in raising your virtual child. You must complete all steps in raising your child until the age listed on that due date. Each checkpoint has a deadline of 11pm on the due date.

2. My Virtual Child (MVC) - Essays

There are three short essays you will complete over the semester, one for each of the three age levels of the child. Each essay will have an associated rubric posted on Canvas and a length of approximately 2 pages; these will be turned in through Canvas (due by 11pm on the due date. Missed assignments may be turned in within 48 hours of the deadline (through email) and will receive an automatic 1 point deduction.

3. Pre-Reading Questions - Top Hat — Join code: 618321

Given our interactive textbook, program, and the nature of the course material, our class time will be better spent going beyond the required required material. This means that you will need to read the assigned material BEFORE the listed class day that it will be covered.

• The chapter pre-reading quizzes will consist of 3 Top Hat questions per chapter (beginning with Chapter 2): each question will be worth 0.5 points for participation and 0.5 points for accuracy (correct answer), for a total of 1 point per question. The questions will be administered in an open NOTE (not book) manner during the class period when we begin a new chapter (usually within the

(continued)
first 10 minutes of class). You will have 1 minute to answer each question. Three points (equivalent of 1 chapter) will be automatically dropped, for a total of 30 points possible over the semester. If you miss an additional day with a documented excuse (see list under exam makeup information), you can submit a 1-2 page summary (in your own words) AND application of the chapter or portion of the chapter covered in class. You can only use this option for 1 missed class.
• If you are pre-reading and taking notes and still not earning full credit on the pre-reading questions, please contact me and we can discuss your pre-reading and note-taking strategies.

Handwritten Submission Policy:
• On any day that you need to submit a handwritten answer (e.g.your technology is not working) for an electronically administered item (e.g. Tophat), please do the following:
1. Use a full sheet of paper
2. Put your full name on the paper in legible handwriting
3. Put the full date on the paper
4. Clearly indicate which question you are answering - you will not just be able to number them, since there is not a corresponding number on Tophat. Write out a portion of the question to correspond to the question you are answering (Tophat).
5. As soon as Tophat closes, you are responsible for taking your paper to Dr. Yocom BEFORE we discuss the answers as a class.
    • If you do not bring your answers to me before the answers are discussed out loud (Tophat), you will receive NO credit.

4. In-Class Activities/Discussion:
• There will be 10-11 graded in-class activities over the course of the semester. The assignments will involve integrating the lecture or book material (applying concepts/terms); for some assignments, you will work with a peer group during class and for others you will work individually. Some will primarily involve a worksheet or discussion prompt, in which you will receive full credit for participation; others will involve a short answer response in which the following rubric will be applied (0/1/2/3 scale):
    0 = student not present/no appropriate response submitted
    1 = somewhat appropriate application of material, but key terms missing or used incorrectly
    2 = mostly appropriate application of material; many terms/concepts used appropriately, but some used incorrectly
    3 = excellent application of material; all terms/concepts used appropriately
• Only 9 of these will count toward your final grade, so one or two of your lowest (or missed) assignments will be automatically dropped at the end of the semester. If you miss a class in which there was an assignment, you can make up the points by submitting a 1-2 page summary (in your own words) AND application of the chapter or portion of the chapter covered in class. Your summary will be graded using the above 0/1/2/3 scale. Any makeup application assignments, must be submitted within 48 hours of the missed class. Makeup credit can only be used for two missed application assignments.
All application assignments are open notes/book.

5. MVC Game Project:
Working with 1 other student, you will create a game that will focus on an area in which one of your virtual children is struggling. You will describe the game, the connection to MVC, and developmental links (using at the book and at least 2 peer-reviewed journal articles) in a 3-4 page paper.
Further details will be posted on Canvas.

6. Exams 1 - 4: The four (non-cumulative) exams, which include the Final Exam, consist of applied and definitional multiple-choice questions, as well as short answer questions that cover information from the book, discussions, and lectures. The assigned readings, including the journal articles, will be on the exam, whether or not explicitly covered in class.

• Makeup exams are reserved for documented excuses and/or emergency situations. In order to be eligible for a makeup exam:
>   1. You MUST contact me **PRIOR** to the exam you are missing (or within 24 hours if you are in an accident or the hospital).
>   2. You MUST provide documentation from an official source (e.g., a physician) that verifies your absence on the day of the exam. *No documentation, no make-up.*
>   3. You MUST take the makeup within 1 week of the regularly scheduled exam.
>   ***Note:* court appearances, family vacations, internships, job attendance, days out with your friends, and mild illness do NOT count as emergencies and will not result in a make-up exam.**
>   Examples of excused absences (if official documentation is provided): graduate school interview, OSU-sponsored athletic event, funeral for loved one, mental health or medical emergency

Class Policies –
Attendance and Participation:
> ➢ I expect you to **attend** and **participate** in each class. If you miss a lecture, it is your responsibility to get any notes you miss from another student in class. I DO NOT distribute the powerpoint slides from class.
> ➢ To fully participate in each class I expect that you will have read the assigned readings **BEFORE class**.

General:
> ➢ Be on time; I will be courteous of your time and always end class on time, so please be courteous of class start and ending time. If you need to arrive late or leave early, I appreciate if you let me know ahead of time.
> ➢ Electronics use: While you will use your phone or laptop for course-related activities during class, please do not check email, social media, texts, phone messages, or interesting internet sites that are not course related during class. If you have a personal emergency, please leave the classroom to take the phone call.
> ➢ Respect the opinions and comments of others in the class.
> ➢ If you have ANY questions or concerns, please ask! You can ask me either before or after class or during my office hours, I am here to help you succeed in class!

Academic Misconduct –
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentlife.osu.edu/csc/).

Sexual Misconduct/Relationship Violence:
Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Students with a Disability:
The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Course Schedule (May be subject to change):

Date	Assignment Due Dates	Units of Instruction
MODULE 1		
Wk 1: W, 1/10		Introduction & Overview
F, 1/12		Chapter 1 - Theories & Methods
Wk 2: W, 1/17		Chapter 2 - Heredity & Environment
F, 1/19	**(1) MVC Check - Create Child**	Ch 2 cont.; Articles
Wk 3: W, 1/24		Chapter 3 - Prenatal, Birth, Newborn; Articles
F, 1/26		Ch 3 cont.; Articles
Wk 4: W, 1/31	***Exam 1***	**Exam 1 (Ch 1-3)**
MODULE 2		
F, 2/2	**(2) MVC Checkpoint - 2.5 years**	Chapter 4 - Infants & Toddlers - Physical, Health
Wk 5: W, 2/7		Ch 4 cont.; Articles
F, 2/9		Chapter 5 - Infants & Toddlers - Cognitive
Wk 6: W, 2/14		Ch 5 cont.; Articles
F, 2/16		Chapter 6 - Infants & Toddlers - Social, Emotional
Wk 7: W, 2/21	**MVC Infant/Toddler Essay**	Ch 6 cont.; Articles
F, 2/23	***Exam 2***	**Exam 2 (Ch 4-6)**
MODULE 3		
Wk 8: W, 2/28	**(3) MVC Checkpoint - 5 years**	Chapter 7 - Early Childhood - Physical, Health
F, 3/2		Ch 7 cont.; Articles
Wk 9: W, 3/7		Chapter 8 - Early Childhood - Cognitive, Language
F, 3/9		Ch 8 cont.; Articles
Wk 10: 3/12-3/16	**—NO CLASS—**	**Spring Break**
Wk 11: W, 3/21	**MVC Early Childhood Essay**	Chapter 9 - Early Childhood - Social, Emotional
F, 3/23		Ch 9 cont.; Articles
Wk 12: W, 3/28	***Exam 3***	**Exam 3 (Ch 7-9)**
MODULE 4		
F, 3/30	**(4) MVC Checkpoint - 11 years**	Chapter 10 - Middle Childhood - Physical, Health
Wk 13: W, 4/4	**MVC Project Due**	Ch 10 cont.; Articles
F, 4/6		Chapter 11 - Middle Childhood - Cognitive
Wk 14: W, 4/11		Ch 11 cont.; Articles
F, 4/13		Chapter 12 - Middle Childhood - Social, Emotional
Wk 15: W, 4/18	**MVC Middle Childhood Essay**	Ch 12 cont.; Articles
F, 4/20		Catch Up and Review
4/25	***Final Exam***	**Final Exam (Ch 10-12)**