Attention!

This is a *representative* syllabus.

The syllabus for the course when you enroll may be *different*.

Use the syllabus provided by *your* instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!

Psychology 5700
Training in Science Education Outreach
Spring 2020

3 credit hours

Course Objectives:
This course provides hands-on training in language science outreach at the Center of Science and Industry (COSI @ http://cosi.org/). Students will work at the Language Pod, the COSI Lab in Life that is devoted to study of the **science of language**. Labs in Life is a research-in-real-time exhibit located inside the Life exhibition at COSI (http://www.cosi.org/exhibits/life). Students will learn about several ongoing research projects within the exhibit and about critical background concepts from linguistics. Students will learn about informal science learning and be trained in how to communicate language sciences information to the COSI public, including child and adult visitors. Students will spend a significant portion of their time at COSI actively engaged in explaining the language research to visitors, conducting demonstrations about language science, and assisting in recruitment for the research studies.

Pre-Requisites:
All students must have permission of the instructor to enroll.

Course Materials:
REQUIRED:
• Crystal, D. (2007). *How Language Works: How Babies Babble, Words Change Meaning, and Languages Live or Die*. NY: Penguin/Avery.
• Assorted articles and book chapters (available on the Carmen site)

OPTIONAL:
• Linguistics Department (2011). *The Language Files.* Columbus, OH: Ohio State University Press. (This is the 11th edition, but you may find older editions to be helpful.)
• Bauer, L. & Trudgill, P. (1999). *Language Myths.* NY: Penguin.

Course Requirements:
This course requires a large time commitment and a willingness to take responsibility for doing independent work. If you do not have the time or the interest to meet all of the following requirements, please do NOT take this course. You will receive a letter grade in this course that reflects both your participation in all required activities as well as the quality of your performance in those activities.

• *Attendance (20% of your grade).* You are expected to attend all scheduled classes as well as all your independently scheduled COSI hours. Please note that some classes will meet via zoom and others will meet in person. For in-class hours, whether they are IRL or Zoomed, please note that you must not only attend, but be prepared and be an active participant in class.
In addition, you will also be scheduling hours to work out at COSI – the specific amount of hours are listed in the syllabus, but in general, you will be working around 3 hours per week at

the museum. See the scheduling handout for full instructions about how to choose your hours and use the hours tracking program. You will have some control over when to schedule your COSI times and you are expected to choose times that you can make.

It is UNACCEPTABLE for you to skip class or to skip your scheduled COSI hours.   <u>If you miss more than two class meetings or two COSI shifts you may lose ALL of your attendance points.</u>

•*Participation Assignments (27% of your grade).* Over the semester, there will be a variety of small assignments for you to turn in. These will each be graded as PASS/FAIL based on whether you turned them in on-time and made a good-faith effort to do them right. These assignments are described in detail on the Carmen site and deadlines are listed in the schedule below. Each of these assignments has equal weight:
> -- Demo Preference Survey
> -- Complete IRB/RCR/COI requirements
> -- Complete COSI online onboarding
> -- COSI Worksheet
> -- First Shift Reflection Paper
> -- Peer Observation
> -- "Demo without a Net" reflection paper
> -- Contribute to the class Language Science Kit (counts as 3 assignments)

• *Written Assignments (33% of your grade).*   There will be a series of written assignments designed to assess your understanding of the range of activities we do in the class; each one is worth 11% of your grade. These assignments are described in detail on the Carmen site and deadlines are listed in the schedule below. Be sure to review the handout about formatting guidelines for assignments that you turn in to me.
> -- Language Myth Write-up
> -- Demonstration Comparison Paper
> -- Demonstration Guidelines Writeup

• *Field Observation (20% of your grade).* Part of your COSI responsibilities involve talking to the visitors at COSI. You will be observed by me at least once at COSI interacting with visitors and will be graded on your performance in the field.

Grading:
The following grade pattern will be used:

		A	93 – 100	A-	90 - 92
B+	87 – 89	B	83 – 86	B-	80 – 82
C+	77 – 79	C	73 – 76	C-	70 – 72
		D	60 - 69		
		E	below 60		

Technology:
This course requires computer use and internet access. I will post assignments, readings, web sites, grades, & other information for the class on Carmen. Periodic announcements will be sent via EMAIL, and I will be using the email address linked to your Carmen account (this is

almost always your OSU email address). **I expect you to check this email address once a day and to respond promptly to any email requests you receive.**

ODS Statement:

Any student who feels s/he may need and accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the ODS at 614-292-3307 (V) or 614-292-0901 (TDD), located in room 150 Pomerene Hall and on the web at http://www.ods.ohio-state.edu/, to coordinate reasonable accommodations for students with documented disabilities.

Academic Misconduct:

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying work of another student, possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered and "excuse" for academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct, the sanctions for the misconduct could included a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Grievances and Solving Problems:

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, you should seek to resolve a grievance concerning a grade or academic practice by speaking first with the professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.

Statement on Diversity:

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based on protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Schedule at a Glance

Week	Date	Class	What's Due	COSI
1	Jan 12	Intro to Class Logistics and Linguistics		Do COSI Worksheet
2	Jan 19	Intro to ISE and Demos	Preference survey	
3	Jan 26	ISE/Demos follow up, Intro to Language Myths		
4	Feb 2	**MEET AT COSI** Pod tour	Worksheet COSI Onboarding	4 Hours
5	Feb 9	Jargon & Technical Language	Myths Paper	
6	Feb 16	Demo Practice Day	First Shift Reflection	6 Hours
7	Feb 23	**NO CLASS TODAY**		
8	Mar 2	Research Presentations I Recruitment	IRB	6 Hours
9	Mar 9	Research Presentations II In-class work on Kit Project	Demo Comparison Paper	
	Mar 16	**NO CLASS: Happy Spring Break!**		6 Hours
10	Mar 23	Cultural Diversity Present Kit Ideas	Peer Observation Kit Quiz	
11	Mar 30	**NO CLASS TODAY**		
12	Apr 6	In-class work on Demo Guidelines	Kit Demo Demo without a net	6 Hours Field observations
13	Apr 13	**NO CLASS TODAY**		
14	Apr 20	Demo Guidelines Presentations In class evaluation	Final Demo Guidelines	4 Hours Field observations
Finals				

Schedule in Detail (with assignments!)

WEEK 1 (Jan 12):
• I will be giving everyone 2 free passes for COSI. Please use them to visit the museum and do the COSI worksheet (due by midnight on Feb 1st, before we all meet at COSI).

- **Before you come:** Nothing to prepare.
  But please read Wagner et al. (2015)
  & Chapter 1 in Wagner & McKee

- **In class:** Introduction to course and all course requirements
  What's on Carmen and how to work with it
  Basic orientation to Linguistics

- **Turn in:** Nothing to turn in.

WEEK 2 (Jan 19):

- **Before you come:** Read General Demo Advice
  Read the guidelines for 1 demo CAREFULLY!
  Read at least 2 chapters in Crystal that fit your chosen guidelines.
  Read Chapters 2, 3, & 4 in Wagner & McKee

- **In class** Introduction to the Pod's Demos
  Introduction to Informal Science Ed (ISE) Principles
  Be prepared to discuss elements of the guidelines you read carefully
  Intro to Language Kit Group Assignment

- **Turn in:** Demo Preference Survey (due by 11am today – that's before class!)

WEEK 3 (Jan 26):

- **Before you come:** Read Chapter 5 in Wagner & McKee
  Read the guidelines for 1 more demo CAREFULLY
  Read at least 2 chapters in Crystal that fit your chosen guidelines
  Read 3 (or more!) myths in the Bauer & Trudgill book

- **In class** More ISE: Be prepared to discuss elements of your chosen demo
  Language Myths: Be prepared to discuss at least two
  Check out some kits

- **Turn in:** Nothing to turn in

WEEK 4 (Feb 2) MEET AT COSI!:
• On Wednesday, we will meet AT COSI and you will get your access cards and pod orientation You may begin working shifts as early as Thurs, Feb 3rd!!

*• You should work 4 hours at COSI by the **end** of the day on Sunday, Feb 13th.*

    • Before you come: Read the Pod Manual, the Pod Checklist, and Pod Talking Points
                               Read the instructions for scheduling shifts & clocking in
                               Read Chapter 19 in Wagner & McKee

    • In class   Pod and basic COSI orientation

    • Turn in: COSI Worksheet due before you come to class
                               Verification that you have completed the COSI onboarding

WEEK 5 (Feb 9):

    • Before you come:
                               Read Chapters 11, 12, 13, and 14 in Wagner & McKee

    • In class   Discussion of Jargon/Technical Terms
                     Upgoer 5 Exercise
                     Choose Kit over-arching topic

    • Turn in: Language Myth Paper due

WEEK 6 (Feb 16):
• You should work 6 hours at COSI by the end of the day on Sunday, Feb 27th.

    • Before you come: Review all the demo guidelines
                                 Read Chapters 6, 7, and 8 in Wagner & McKee

    • In class   Practice, Practice, Practice!

    • Turn in: First Shift Reflection paper
                               [Schedule your Peer Observation]

WEEK 7 (Feb 23):   There is NO CLASS TODAY!

WEEK 8 (Mar 2):
• *You should work 6 hours at COSI by the end of the day on Sunday, Mar 13th (that is, BEFORE Spring Break starts)*

> • **Before you come:** Read the guidelines for recruiting at the pod
> Read Chapter 9 in Wagner & McKee

> • **In class:**   Research at the pod
> Guest speaker: Izabela Jamsek, Speech & Hearing Sciences
> Guest speaker: Dr. Nikole Patson, Psychology
> How to recruit!

> • **Turn in:**   Your CITI training, RCR training, and COI are due today!

WEEK 9 (Mar 9):

> • **Before you come:** Nothing to read.

> • **In class:**   Guest speaker: Dr. Dan Shanahan, Music
> Guest speaker: Dr. Cynthia Clopper, Linguistics
> Kit Activity Workshop (small groups on individual activities)

> • **Turn in:**   Demo Comparison Paper

SPRING BREAK WEEK (Mar 16) : NO CLASS
• *You should work 6 hours at COSI by the end of the day on Sunday, April 3rd.*

WEEK 10 (Mar 23):

> • **Before you come:** Read: Fenichal & Schweingruber Chapter
> Chapter 10 in Wagner & McKee
> Be sure to check out the Secrets of Circles exhibit at COSI!

> • **In class:**   Discussion of cultural diversity at COSI
> Groups present their Kit activities to the class

> • **Turn in:**   Peer Observation Report
> [Start thinking about doing your Demo without a Net!]

WEEK 11 (Mar 30):   **NO CLASS TODAY!**

WEEK 12 (Apr 6):
• *You should work 6 hours at COSI by the end of the day on Sunday, April 17th.*

    • **Before you come:** Chapters 15 & 16 in Wagner & McKee
                                  Have an outline for your Final Demo Guidelines

    • **In class:**   Workshopping Final Demo

    • **Turn in:**   Kit Activity and Kit Team Evaluation Report
                                  Demo without a net report

WEEK 13 (Apr 13):   **NO CLASS TODAY!**
• *I will begin making the final field observations (for a grade) starting around now….*

WEEK 14 (Apr 20):
• *You should work 4 hours at COSI before the end of finals period (May 3rd). If you are a graduating senior, PLEASE do your hours earlier rather than later!!*

    • **Before you come:** Nothing to prepare.
                                    But consider reading Chapter 17 in Wagner & McKee

    • **In class:**   In Class Evaluation

    • **Turn in:**   Your Demonstration Guidelines