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 of a given semester.

Objectives and Learning Outcomes
This course will introduce students to how children develop from infancy to adolescence. We will review major theories of development, findings and research methods that are used to study developing children. We will also discuss policy and educational implications of knowledge of how children develop. Students will participate in a number of activities, including lectures, reading of the textbook and scholarly articles, classroom discussions, and the final poster presentation. Students will be also tested throughout the course and provided with feedback on their performance. The goal of these activities is to ensure that students are able to:

- Assess the biological, cognitive, cultural, environmental and social factors that influence development throughout childhood.
- Evaluate current and past research in childhood guided by theories within developmental psychology.
- Apply developmental psychology principles to daily life throughout childhood.
- Detect myths and misconceptions regarding human development during childhood.
- Describe methodological approaches used to study development.
- 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.

Assignments

1. Students are expected to attend classes, read assigned chapters, and participate in class discussions. At the end of each class students are expected to write a short summary of the class + 1-2 questions (either clarification or discussion type). Each summary will be credited with 2 points (the total is 44 points).
2. Each week students are expected to read assigned papers from the list and write a short (up to a 2-page-long essay) for each paper, with the minimum of 20 papers total. The essay should cover (a) a brief overview of the paper, (b) the main point(s) that you learned from the paper, and (c) what would you do in differently or in addition to what is reported in the paper and why (this part is optional). Carmen will close at 11:59 pm on the due date. Each essay will be credited up to 3 points, with the total of 60 points. All essays exceeding the required 20 will be counted towards extra-credit.
3. Students are expected to participate in classroom presentations and discussions (up to 8 points will be given for each discussion, with the total of 16 points). Papers for class discussion will be assigned prior to the class.
4. Students are expected to present a final poster (up to 40 points will be given). Posters could be done in groups of up to 3 people, but a clear statement detailing contribution of each member will be required.

Exams
1st Midterm Exam: Tuesday, Feb 9th (in class)
2nd Midterm Exam: Thursday, March 10th (in class)
Final Exam: Wed, April 27th, 8:00-9:45 am

Evaluation and Grading:
Midterm Exams: 60 points each; 120 points total (approx. 15% each)
Final Exam: 120 points (approx. 30%)
Essays: 60 points (approx. 15%)
Class Participation (44 points) and Paper presentations and discussions (16 points); 60 points total (approx. 15%)
Final Poster: 40 points (approx. 10%)
The 100% performance in the class will be equivalent to 400 points.

The following grade pattern based on percentages 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+: 67-69    D: 63-66    D-: 60-62
F: Below 60

Extra Credit
Extra credit will be given for writing essays exceeding the required 20. Each extra-credit essay will be awarded 5 points, with the total of up to 45 points.

Making up Missed Classes and or Exams
1. Students may be credited points for a missing class summary as long as they submit it on the day of the missed class. The summary has to be emailed to the course assistant. No more than 2 missed class submissions will be accepted. Everything exceeding 2 missed classes will have to have a legitimate excuse.
2. Class discussions, midterm and final exams can be missed only due to a legitimate reason.

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+: 67-69    C: 63-66    C-: 60-62
F: Below 60

Text
Siegler, R. S., Deloache, J., & Eisenberg, N. *How Children Develop (3rd edition or later)*. New York: Worth.
Course Readings (will be available through the Carmen site for the class):


<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tue, Jan 12</td>
<td>Welcome, Introduction to Child Development</td>
<td>Chapter 1, Bruck &amp; Ceci (1)</td>
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<tr>
<td>2</td>
<td>Th, Jan 14</td>
<td>Methods of Study of Development</td>
<td>Chapter 2, DiPietro (3); Kolb (4); Essays 1-2 due</td>
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<tr>
<td>3</td>
<td>Tue, Jan 19</td>
<td>Pre-Natal Development</td>
<td>Chapters 2-3, Tomasello (5); Turkheimer (6), Tucker-Drob (7); Essays 3-4 due.</td>
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<td>4</td>
<td>Th, Jan 21</td>
<td>Biology and Development</td>
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<tr>
<td>5</td>
<td>Tue, Jan 26</td>
<td>Theories of Cognitive Development</td>
<td>Chapter 4, McGarrigle &amp; Donaldson (8); Essays 5-6 due</td>
</tr>
<tr>
<td>6</td>
<td>Th, Jan 28</td>
<td>Infancy: Methods of study. Perception, Learning, and Action</td>
<td>Chapter 4, Thelen (9); Essays 7-8 due</td>
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<tr>
<td>7</td>
<td>Tue, Feb 2</td>
<td>Infancy: Perception, Learning, and Action (Continued)</td>
<td>Chapter 5, S. Johnson (10), Gomez (11); Essay 9 due</td>
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<tr>
<td>8</td>
<td>Th, Feb 4</td>
<td>Infancy: Memory and Cognition</td>
<td>Chapter 5, Saffran (12), Scott (13); Essays 10-11 due.</td>
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<tr>
<td>9</td>
<td><strong>Tue, Feb 9</strong></td>
<td><strong>1st MIDTERM</strong></td>
<td>Rovee-Collier (14); Essays 12-13 due.</td>
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<tr>
<td>10</td>
<td>Th, Feb 11</td>
<td>Infancy: Memory and Cognition (Continued)</td>
<td>Mundy (15); Onishi &amp; Baillargeon (16)</td>
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<tr>
<td>11</td>
<td>Tue, Feb 16</td>
<td>Class Discussion of Infant Development (Break out groups)</td>
<td>Essay 14 due</td>
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<tr>
<td>12</td>
<td>Th, Feb 18</td>
<td>Language Acquisition &amp; Development</td>
<td>Essays 15-16 due</td>
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<tr>
<td>13</td>
<td>Tue, Feb 23</td>
<td>Bilingualism</td>
<td>Chapter 6, Golinkoff (17)</td>
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<tr>
<td>14</td>
<td>Th, Feb 25</td>
<td>Post-Infancy Cognitive Development I: Attention and Memory</td>
<td>Chapter 6, Bialystok (18); Essay 17 due</td>
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<tr>
<td>15</td>
<td>Tue, Mach 1</td>
<td>Post-Infancy Cognitive Development I: Attention and Memory (Continued)</td>
<td>Tulving (19), Banich (20); Essay 18 due</td>
</tr>
<tr>
<td>16</td>
<td>Th, March 3</td>
<td>Post-Infancy Cognitive Development II: Conceptual Development</td>
<td>Chapter 7, Sloutsky &amp; Fisher (21); Essays 19-20 due</td>
</tr>
<tr>
<td>17</td>
<td>Tue, Mar 8</td>
<td>Intelligence &amp; Academic Achievement</td>
<td>Chapter 7, DeLoache (22); Essay 21 due.</td>
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<tr>
<td>18</td>
<td><strong>Th, Mar 10</strong></td>
<td><strong>2nd MIDTERM</strong></td>
<td>Chapter 8, W. Johnson (23); Essay 22 due.</td>
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<tr>
<td>19</td>
<td>Tue, Mar 22</td>
<td>Class Discussion of Cognitive Development (Break out groups)</td>
<td>Chapters 9 &amp; 15, Kochanska (24), Martin (25); Essays 23 due.</td>
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<td>20</td>
<td>Th, Mar 24</td>
<td>Social Development</td>
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<td>21</td>
<td>Tue, Mar 29</td>
<td>Social Development (Cont’d). Attachment and Development of Self</td>
<td>Chapter 10, Rothbart, et al. (26); Essays 24-25 due.</td>
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<tr>
<td>22</td>
<td>Th, Mar 31</td>
<td>Emotional Development</td>
<td>Chapter 11, S. C. Johnson (27); Essay 26 due.</td>
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<tr>
<td>23</td>
<td>Tue, Apr 5</td>
<td>Attachment &amp; Development of Self</td>
<td>Chapter 12, Cox (28); Essay 27 due.</td>
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<tr>
<td>24</td>
<td>Th, Apr 7</td>
<td>Moral Development</td>
<td>Chapters 13-14, Killen (29); Essay 28 due.</td>
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<tr>
<td>25</td>
<td>Tue, Apr 12</td>
<td>Family</td>
<td>Chapter 15; Essay 29 due</td>
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<tr>
<td>26</td>
<td>Th, Apr 14</td>
<td>Family (Cont’d). Gender Development. Peer Relationships</td>
<td>Chapter 16</td>
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<tr>
<td>27</td>
<td>Tue, Apr 19</td>
<td>Poster session (1st floor of Psychology building)</td>
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<tr>
<td>28</td>
<td>Th, Apr 21</td>
<td>On overview: How children develop? Final exam review</td>
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<td></td>
<td>Wed, Apr 27</td>
<td>Final Exam</td>
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**Academic Misconduct:** PLEASE BE AWARE that your instructor is required to report any suspicions of academic misconduct to the Committee on Academic Misconduct. If your instructor suspects that you have given or received help on a quiz or an exam or that you have plagiarized someone’s writing, these suspicions will be forwarded to the Committee. For some suggestions to help you preserve academic integrity by avoiding situations where you might be tempted to cheat or you might be perceived to be cheating, see oaa.osu.edu/coam/ten-suggestions.html

**Alternative Formats:** The materials required in this course are available in alternative formats upon request. Students with disabilities are responsible for making their needs known to the instructor and seeking available assistance in a timely manner. Your instructor will be able to provide a department contact. For more information on disability services, see ods.osu.edu