

Term Information

Effective Term Autumn 2020
Previous Value Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding online mode of delivery

What is the rationale for the proposed change(s)?

Flexibility for students

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Human Dev and Family Science
Fiscal Unit/Academic Org	Department of Human Sciences - D1251
College/Academic Group	Education & Human Ecology
Level/Career	Undergraduate
Course Number/Catalog	2410
Course Title	Child Development
Transcript Abbreviation	Child Development
Course Description	Study of the nature, nurture, and development of children from conception through the childhood years.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>Yes, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Not open to students with credit for 361.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

19.0706

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Individual and Groups

Course Details

Course goals or learning objectives/outcomes

- The students will have an understanding of developmental milestones and background knowledge for the recognition and use of developmentally appropriate activities of different age groups.
- The students will have a general understanding of childhood, both as age related and as a social creation, and will understand how childhood is both the same and different across cultures.
- The students will have a good understanding of the implications of caring for and educating children infancy through middle childhood.

COURSE CHANGE REQUEST
2410 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
06/03/2020

Content Topic List

- Early Childhood and Middle Childhood
 - Child Policy
 - Research Methods
 - Language Development
 - Cognitive Development
 - Physical Development
 - Cross-Cultural
 - Attachment
 - Moral Development
 - Prenatal
 - Infancy
 - Middle Childhood
 - Social Development
 - Theory
 - Child Care
- No

Sought Concurrence

Attachments

- HDFS 2410DL Spring 2020 syllabus.doc: syllabus
(Syllabus. Owner: Folden Jr.,H Eugene)
- HDFS 2410 QM Review.pdf: QM Review
(Other Supporting Documentation. Owner: Brown,Danielle Marie)
- HDFS 2410 GE Assessment AA.docx: HDFS 2410 GE Assessment Plan
(GEC Course Assessment Plan. Owner: Brown,Danielle Marie)
- Ansari HDF 2410 (Spring 2020 final).docx: In-person Syllabus
(Syllabus. Owner: Brown,Danielle Marie)

Comments

- Another HDFS course that has been taught online for years but apparently no request was made in curriculum.osu.edu. *(by Folden Jr.,H Eugene on 04/14/2020 08:58 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Folden Jr.,H Eugene	04/14/2020 08:58 AM	Submitted for Approval
Approved	Folden Jr.,H Eugene	04/14/2020 09:31 AM	Unit Approval
Approved	Brown,Danielle Marie	05/12/2020 10:46 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	05/12/2020 10:46 AM	ASCCAO Approval

The Ohio State University
College of Education and Human Ecology
Human Development and Family Science
Introduction to Child Development (HDFS 2410DL)
3 credit hours
Spring 2020
Distance Learning Course
<http://carmen.osu.edu>

Instructor: Micah Gerhardt, M.S.

Email: Gerhardt.35@osu.edu

Office Hours: by appointment

Teaching Assistant: Qingqing Yang, M.S

Email: Yang.5180@osu.edu

Required Text:

Berk, L.E. & Meyers, A.B. (2016). Infants and Children: Prenatal through middle childhood (8th Ed.). Boston, MA: Pearson Education Inc. ISBN: 9780133936728.

Course Objectives: To expose students to the fundamental issues of growth and development for children prenatally through elementary school through authentic, individually-paced learning. Students will learn a holistic approach to child development that focuses on physical, cognitive-language, and social-emotional development. Students will learn about biological and environmental factors which influence development. This course satisfies a GEC Social Science requirement (Individuals and Groups). Social science courses develop students' understanding of the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Specific Goals:

1. To provide a broad, balanced overview of the field of child development.
2. To tie development to student's lives through self-reflection and discussion.
3. To give students the skills to critically evaluate both theories and research in child development.

Individuals and Groups expected learning outcomes

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

Course Website: Carmen will serve as the course homepage. Important announcements, course content, online quizzes, cumulative grades, and the discussion forum can be found at <http://carmen.osu.edu>.

Course Structure: This course consists of weekly reading assignments, online quizzes, live observations of infants/young children and corresponding written assignments, and thoughtful contributions to the course discussion forum.

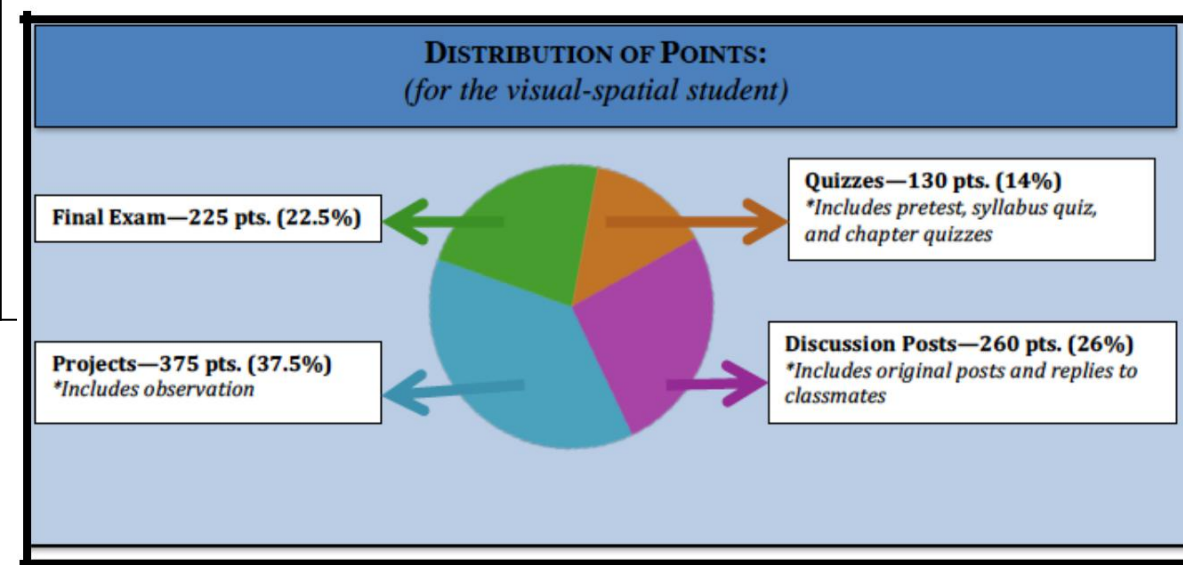
EMAILING

Please include “HDFS 2410DL and your name” in the subject line of all emails and allow at least 24 hours for email responses during the week and know that on weekends it may take longer for us to respond. Plan accordingly. We will respond as promptly as is possible.

- Do not reply to whole class emails.
- Things to consider when sending emails:
 - Always include “HDFS 2410DL” in the subject line.
 - Always email both Micah and Qingqing
 - Include as much information as you can.
 - *If you are asking about a grade, state the assignment/quiz (i.e. which chapter) in question and grade received, and give an explanation as to why you believe you should have received an alternative grade (citing page numbers and concepts).*
 - Be kind in your emails.
 - *Use proper greetings (i.e. “Hello Qingqing” or “Good morning, Micah”)*
 - *Use a closing (i.e. “Thank you, your name,” “Sincerely, your name”)*
 - *This is probably not "news" to most of you; however, if you don't regularly address your instructors in emails, consider this a piece of wisdom from someone who sends and receives a lot of emails. It's a nice touch!*

GRADING

DISTRIBUTION OF POINTS: <i>(for the logical-mathematical student)</i>			
Quizzes (14%)	<ul style="list-style-type: none"> 10 points 130 points 	<ul style="list-style-type: none"> Pre-Test (10 points for completion) Syllabus quiz & 13 Chapter quizzes (10 pts. each—lowest dropped) 	
Discussion Posts (26%)	<ul style="list-style-type: none"> 130 points 130 points 	<ul style="list-style-type: none"> 14 Discussions Question Posts (10 pts. each—lowest dropped) 28 Discussion Replies (5 pts. each; 2 per week—lowest dropped) 	
Projects (37.5%)	375 points	<ul style="list-style-type: none"> Project #1: Prenatal Pamphlet (125 points) Project #2: Observation + Analysis (250 points) 	
Final (22.5%)	225 points	Final Exam	
<hr/>			
1,000 points		Total	



Scale:	
93- 100 (A)	73 - 77 (C)
90- 93 (A-)	70-73 (C-)
86- 90 (B+)	67-69 (D+)
83- 87 (B)	60-67 (D)
80- 83 (B-)	Below 60 (E)
77-80 (C+)	

CLASS POLICIES

Late Assignments: Late quizzes and discussion contributions are not accepted. Late observation assignments (i.e., 25 pts) will be docked 10% for each day past the due date, and will not be accepted more than 5 days after the published due date. Late projects will be docked 10% (i.e., 12.5 pts) for each day past the due date, and will not be accepted more than 5 days after the published due date.

Note: The instructors reserve the right to make any changes to the syllabus and course. Any changes will be conveyed in writing, as per university policy.

Technological Issues: I do not accept technical issues as an excuse for late work, including quizzes. Please have a back-up plan in place of technical difficulties (i.e., friend's computer, library, coffee shop), and you may want to complete quizzes and assignments well before the published due date/time to give yourself a buffer in these instances. In the unlikely event that an issue with Carmen arises, students must notify the Carmen service desk immediately and forward this email to the instructor. Upon official verification of the issue, necessary measures will be taken to remedy the problem.

Assignment Details

Reading

In order to do well in this course, students will need to read the chapter assigned each week. This course will cover all 13 chapters in *Infants and Children: Prenatal through Middle Childhood* (8th Ed.), written by Dr. Laura Berk & Adena B. Meyers. You can find it on the Ohio State bookstore website.

In addition, there will be supplemental readings associated with the Discussions (see *Discussions* on the following page for more details). These readings could be anything from a blog to an article on a news site or even something one might see on a parenting site. These readings will not be as long as the chapter readings. They will be assigned to spark discussion, to demonstrate the relativity of the course material, and to show new perspectives. Links to the readings will be embedded within the Discussion to which they pertain.

Quizzes

There will be a total of 14 quizzes – one for each chapter, plus the “syllabus quiz” – each worth 10 points. These quizzes are **due by Friday night at 11:59pm**. Each quiz will consist of 10 multiple-choice questions worth 1 point each, with all information coming from the chapter in the textbook. At the end of the semester, each student's lowest quiz score will be dropped. Students will be allowed to access their notes and book while completing the quizzes.

It is the student's responsibility to complete the online quizzes by 11:59pm EST each Friday (or Sunday in Week 1). There will be no make-up quizzes without a written university approved excuse or following a recommendation from the Student Advocacy Center (see below under "Student Support"). Students will be given 30 minutes to complete each quiz.

**I do not accept technical issues as an excuse for late work, including quizzes. Please have a backup plan in place in case of technological difficulties (i.e. friend's computer, library). Also, please do not wait until the last minute to take the quiz (that often results in technical problems).

Discussions

Original Post:

Every week, interesting aspects of child development will be discussed through our Carmen discussion board. Students will have an opportunity to use their book as a reference as well as any supplemental materials when posting on a discussion board. Each discussion question will address important content from the book, but will also allow students to express their own opinions as they reflect on the materials.

Your original discussion post will be due by **Wednesday night at 11:59pm each week (except for the first week, when the due day is on Friday)**. A “post” is a new thread that you create that answers the discussion question. For the most part, your discussion post will consist of your opinion, but it must be supported by relevant course material. **Your post must be at least 150 words, and must contain a direct quote from the text that supports your opinion** (starting with week 2, chapter 1). You must cite the quote, as well (see the example below). In addition, if there is any supplemental material assigned that week, the post must also mention that material. This does not need to be a direct quote, but you must demonstrate that you have read/watched any supplemental material. Use vocabulary and highlight important concepts! This is your opportunity to show what you’ve learned!

Example of a quote from the text: “A close look at the relationship between parenting and children’s adjustment in the first few years supports this emphasis on continuity of caregiving” (Berk & Meyers, 2016, p. 275). This relates to my opinion because...

Response Post:

In addition to an “original post,” you are required to reply to 2 posts written by other members of your group—This is due by **Friday night at 11:59pm of the same week**. Your reply can consist of you writing back to 2 different classmates, OR your replies could be a part of a conversation with 1 classmate. The important thing is that you reply **TWICE**. **Each reply must include new information, and each must be at least 50 words** (a simple, “I agree” will not suffice). By spacing out the due date of the original post and the reply, everyone will have a chance to “post” before students are required to “reply.”

Projects

Project #1: Create a Prenatal Pamphlet (Due: 11:59pm, See Course Calendar for Dates)

For some women, a positive pregnancy test means the beginning of dietary changes, doctor's appointments, and avoidance of teratogens. Those women may have been planning this pregnancy for months or even years. For others, they may be young and may have very little support. Those same women may not know the first thing about being pregnant.

Knowing that all women do not have access to important information about pregnancy, Pregnancy First (a company that produces pregnancy tests—created for the purpose of this assignment) has decided to include an informational pamphlet with all pregnancy tests in order to help pregnant women from the very start. The company believes that this information would be pertinent to all newly pregnant women, but specifically to young women and teens who end up facing the unforeseen challenges of transitioning to parenthood without the support of friends and family. Because of the knowledge you have gained about pregnancy from your child development class, and because your age is close to those who may be most affected by this type of informational pamphlet, Pregnancy First has asked for your help.

Please create a 2 page pamphlet with the most important information for women who received positive results on their pregnancy tests. You will be able to decide which aspects to include, and Pregnancy First will then use parts of your pamphlet when creating their own. Don't feel like you need to include everything. You are one of many consultants, and you are being asked to focus on a few areas.

You must include general information about the importance of prenatal care (225-300 words), as well as two of the following topics (225-300 words each): Nutrition, Exercise, Emotional Stress, Information about Trimesters, Maternal Age, Teratogens, and Prenatal Tests. Get creative with this assignment!

Please see "Project #1 Guidelines" on Carmen for more information about the requirements (e.g., citations and formatting).

Project #2: Observations (Due: 11:59pm, See Course Calendar for Dates)

Credits will be awarded for early submissions (See Course Calendar for Details)

This class requires 8 hours of observation. These observations will help you better understand the concepts and theories of child development by allowing you to see, first hand, behaviors and actions that are discussed in the book. In order to demonstrate your knowledge and understanding of the concepts in the book, you will be asked to apply what you've learned.

In Carmen, you will see an "Observation Journal" which is where you will record what you are observing. In this journal, you will also analyze what you have observed. The journal is 8 pages long, and you will need to fill out 1 page for EACH HOUR of your observation. In the end, you should have 8 pages (1 for each hour). Even if you do all of your observations in one sitting (e.g., observing all day in a classroom), you will still have 8 pages. Just move to a new page every hour. You can spread out your observations however you want. If you want to do an hour a day, that's fine. If you want to observe 4 hours one day, then 1 hour the next day, and finish another day, that's fine, too. You do not need to complete all of your hours with the same children. Feel free to switch it up.

Regarding your choice of which theory or concept to apply, feel free to use any of the theories discussed in Chapter 1, or any concepts from any chapter. Please fill the PDF on Carmen (even if you prefer to take notes by hand, please type those notes for the purpose of turning in this assignment), and turn it in via Dropbox. An example can be found on Carmen.

Please complete the quiz named *Project #2 observation plan via Carmen (due 2/3)* to get approval for your observation plan. Please expect to get approval or hear from an instructor within 2-3 business days. You are encouraged to do your research at the Schoenbaum Family Center (more information about the SFC on Carmen); however, if you need to complete your hours somewhere else, you can list your "supervisor's" name, number, and email address so that I can validate your work. Your "supervisor" is whoever is in charge where you are doing your observation. For example, if you're observing a neighbor's child, your supervisor would be the parent of that child. If you're observing at a school or day care, your supervisor would be the teacher or whoever is in charge of the day care. Your supervisor needs to be someone who can account for your observation. In addition, babysitting does not count toward an observation. All observations must be "hands off," and you cannot really be "hands off" while babysitting if you are in charge.

Please see “Project #2 Guidelines” on Carmen for more information about the requirements.

**PDF “fill in” documents are not always user friendly on all platforms. Please check to make sure your PDF will save before entering all of your information into it. Please have a backup for your PDF (e.g., screenshots) in case your PDF does not behave as you wish. University computers should be compliant with the PDF software.*

Accommodation of Students with Disabilities: You are encouraged to notify the instructor if you need accommodations based on the impact of a disability. Also, please contact the office of Disability Services at (614)-292-3307 in room 150 Pomerene Hall for additional assistance.

Statement of Diversity: The Human Development and Family Science program affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and seek to provide opportunities for students to learn more about persons who are different from themselves. Discrimination against any individual based upon 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.

Department Statement: Please note that all assignments in this class are intended for educational purposes only and shall not be used for publication or a scholarly presentation outside this classroom.

Academic Misconduct: As stated in the Code of Student Conduct, academic misconduct is defined as any activity that “compromises the academic integrity of the institution, or subverts the educational process.” Examples of academic misconduct include such activities as plagiarism, cheating on an exam, or falsifying lab school attendance. *The instructor is obligated by the university to report all instances of possible academic misconduct to the committee on Academic Misconduct. If COAM determines that misconduct has been committed, you may receive a failing grade in this course, and/or be suspended or dismissed from the University.*

Plagiarism Policy: As Defined by University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own: it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Please cite all of your sources and please ask if you are unsure about what constitutes plagiarism.

OSU Counseling and Consultation Service: A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use are among the top ten impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766; <http://www.ccs.ohio-state.edu>) for assistance, support, and advocacy. This service is free and confidential.

GE Goals and Expected Learning Outcomes

Social Science

Goals

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes

- Individuals and Groups
 1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
 2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
 3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.
- Organizations and Politics
 1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.
 2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
 3. Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.
- Human, Natural, and Economic Resources
 1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
 2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
 3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

HDFS 2410DL Child Development

Course Calendar

	Week	Chapter	Assignments	Due On:		Points
				Day	Date	
INTRO	Week 1	<u>INTRO</u>	Read Syllabus			
	(1/6)		Discussion Post	F	1/10	20
			Discussion Replies (under "quizzes")	Sun	1/12	
			Pretest (under "quizzes")	Sun	1/12	
			Syllabus Quiz (under "quizzes")	Sun	1/12	10
Foundations of Development	Week 2	<u>Chapter 1:</u>	Read Chapter & Review PPT			
	(1/13)	History, Theory, and Research Strategies	Discussion Post	W	1/15	20
			Discussion Replies (under "quizzes")	F	1/17	
				Chapter Quiz (under "quizzes")	F	1/17
	Week 3	<u>Chapter 2:</u>	Read Chapter & Review PPT			

(1/20)	Genetic and Environmental Foundations	Discussion Post	W	1/22	20
		Discussion Replies (under "quizzes")	F	1/24	
		Chapter Quiz (under "quizzes")	F	1/24	10
Week 4	<u>Chapter 3:</u> Prenatal Development	Read Chapter & Review PPT			
(1/27)		Discussion Post	W	1/29	20
		Discussion Replies (under "quizzes")	F	1/31	
		Chapter Quiz (under "quizzes")	F	1/31	10
Week 5	<u>Chapter 4:</u> Birth and the Newborn Baby	Read Chapter & Review PPT			
(2/3)		Project #2 Observation Plan Due (via Carmen Quiz)	M	2/3	
		Discussion Post	W	2/5	20
		Discussion Replies (under "quizzes")	F	2/7	
		Chapter Quiz (under "quizzes")	F	2/7	10

Infancy and Toddlerhood: The First 2 Years	Week 6	<u>Chapter 5:</u>	Read Chapter & Review PPT			
	(2/10)	Physical Development	Project #1 Due	R	2/13	125
			Discussion Post	W	2/12	20
			Discussion Replies (under "quizzes")	F	2/14	
			Chapter Quiz (under "quizzes")	F	2/14	10
	Week 7	<u>Chapter 6:</u>	Read Chapter & Review PPT			
	(2/17)	Cognitive Development	Discussion Post	W	2/19	20
			Discussion Replies (under "quizzes")	F	2/21	
			Chapter Quiz (under "quizzes")	F	2/21	10
	Week 8	<u>Chapter 7:</u>	Read Chapter & Review PPT			
	(2/24)	Emotional & Social Development	Discussion Post	W	2/26	20

			Discussion Replies (under "quizzes")	F	2/28		
			Chapter Quiz (under "quizzes")	F	2/28	10	
Early Childhood: 2 to 6 Years	Week 9	<u>Chapter 8:</u>	Read Chapter & Review PPT				
	(3/3)	Physical Development	Discussion Post	W	3/4	20	
			Discussion Replies (under "quizzes")	F	3/6		
			Chapter Quiz (under "quizzes")	F	3/6	10	
	Week 10	SPRING BREAK – No Assignments Due					
	Week 11	<u>Chapter 9:</u>	Read Chapter & Review PPT				
	(3/16)	Cognitive Development	Project #2 Due (+20 Early Credit)	M	3/16		
			Discussion Post	W	3/18	20	
			Discussion Replies (under "quizzes")	F	3/20		
			Chapter Quiz (under "quizzes")	F	3/20	10	

Middle Childhood: 6 to 11 Years	Week 12	<u>Chapter 10:</u>	Read Chapter & Review PPT				
	(3/23)	Emotional & Social Development	Project #2 Due (+15 Early Credit)	M	3/23		
			Discussion Post	W	3/25	20	
			Discussion Replies (under "quizzes")	F	3/27		
			Chapter Quiz (under "quizzes")	F	3/27	10	
	Week 13	<u>Chapter 11:</u>	Read Chapter & Review PPT				
	(3/30)	Physical Development	Project #2 Due (+10 Early Credit)	M	3/30		
			Discussion Post	W	4/1	20	
			Discussion Replies (under "quizzes")	F	4/3		
			Chapter Quiz (under "quizzes")	F	4/3	10	
	Week 14	<u>Chapter 12:</u>	Read Chapter & Review PPT				
	(4/6)	Cognitive Development	Project #2 Due (+5 Early Credit)	M	4/6		
			Discussion Post	W	4/8	20	

		Discussion Replies (under “quizzes”)	F	4/10	
		Chapter Quiz (under “quizzes”)	F	4/10	10
Week 15	<u>Chapter 13:</u>	Read Chapter & Review PPT			
(4/13)	Emotional & Social Development	Project #2 Due (Final Deadline)	M	4/13	250
		Discussion Post	W	4/15	20
		Discussion Replies (under “quizzes”)	F	4/17	
		Chapter Quiz (under “quizzes”)	F	4/17	10
Week 16	Final Exam	Final Exam Opens	M	4/20	225
(4/20)		Final Exam Closes	Su	4/26	
					1,000

* Remember that your lowest quiz and discussion grade will be dropped!

Note: The instructor reserves the right to make changes to the syllabus, the timing of assignments, and the assignment of grades. Any changes will be conveyed in writing, via email, as per university policy.



INTRODUCTION TO CHILD DEVELOPMENT Spring 2020

Instructor: Arya Ansari, Ph.D.
Office: 151C Campbell Hall
Phone: 614-292-2398
Email: ansari.81@osu.edu (please put HDFS 2410 in the subject line)
Class time: Mondays and Wednesdays, 12:45 pm-2:05 pm
Classroom: 252 Campbell Hall
Office hours: Monday, 9:00 am to 11:00 am; and by appointment (please email)

Course Description

This course will survey theories, concepts, and characteristics of development from conception through middle childhood. It will emphasize multiple factors related to development across physical, cognitive, and social-emotional domains. It will also analyze how various environmental contexts, including the family, peers, schools, and economic circumstances, shape child development. This course satisfies a social science (individuals and groups) requirement in the general education curriculum. The over-arching goal of a social science course is for students to understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources. Expected Learning Outcomes include:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individual and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and the importance in social problem solving and policy making.

Course Objectives

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

1. Specify the key developmental issues, tasks, and conflicts during infancy, toddler, early childhood or middle childhood and how these are influenced by social contexts.
2. Identify and describe biological, psychological, and social changes that characterize development specific to the various stages of infancy through middle childhood.
3. Describe some of the theories and research methods used to study the development of children.

4. Apply observational research methods to demonstrate understanding of important aspects of development.
5. Use theory and research to validate interpretations of children's behaviors.

Required Materials

1. The textbook: Berk, L.E. & Meyers, A. B. (2016) *Infants and Children: Prenatal through Middle Childhood (8th Ed.)*. Boston, MA: Pearson Education, Inc.

Changes to Syllabus

Topics and course readings may be changed at the instructor's discretion at any time. Changes will be announced in class or on the course website.

Course Requirements

Carmen Website

The syllabus, supplementary handouts, and PowerPoint slides from all lectures will be posted on the course's website. Grades will also be logged on this site. You are responsible for checking this website on a regular basis (3+ times a week) for course updates.

Grading Policy

Grades for this course will be based on the following:

In-class activities	10 %
Lap paper	30 %
Exam 1	20 %
Exam 2	20 %
Exam 3	<u>20 %</u>
Total	100 %

Final Grading Scale

93% to 100%	A
90% to <93%	A-
87% to <90%	B+
83% to <87%	B
80% to <83%	B-
77% to <80%	C+
73% to <77%	C
70% to <73%	C-
67% to <70%	D+
60% to <67%	D
50% to <60%	E

Attendance and Class Activities

Attendance is expected and will be checked randomly with activities. The point of these activities is to check your knowledge and to help you identify topics you may need to study more closely before an exam. There will be **at least** 12 activities. If you complete 10 activities, you will receive the full points for participation. Because there are chances for full points even with two absences built in, I do not provide make-up activities. **Class activities will not always be given at the start or end of class.**

Note that successful completion of the exams will require that you attend class as material only in the lectures will also be on the exams. Anytime you miss a class, it is your responsibility to obtain class notes, handouts, homework assignments, and information you miss. You do not need to email me if you miss a class.

Observation Requirements

You will conduct **six** naturalistic observations (one hour each) of children at the Schoenbaum Family Center located at 175 E. 7th Avenue. Parking is available on the streets of 7th, Summit, and 4th. You are **NOT** permitted to park in parent drop off spaces. Hours of observation: 7:30am-12:00pm and 3:00pm to 5:30pm Monday–Friday except University Holidays and closure dates, no appointment necessary. Upon each visit, you **must check in and out** at the front desk, on the computer which displays “Guest Sign in/Sign out”. **If you do not sign in and out, your observations cannot be verified.**

While you observe please **DO**:

- Sit or Stand quietly
- Use posted information for your reference
- Make use of the head phones provided, adjusting the volume from the microphone
- Limit any talking, talking only when necessary and use a quiet voice
- Occupy the gallery/observation spaces only when you are actively observing- follow the children to the playground or gross motor space if they leave the classroom
- If the children go outside, you are welcome to exit the building via the lobby, and continue your observation by being close-by to the group. At no time are you permitted to be downstairs beyond the front desk lobby.
- Lobby areas and the library are available for reading or other work not directly related to observation.

While you observe please **DO NOT**:

- Eat, drink, use cell phones (you will be asked to turn off your cell phone and keep it put away) or other distracting electronic devices (you may use laptops to take notes)
- Take photos or videos of any kind
- Talk, except in a quiet voice and only when necessary.
- Behave in any way that is disruptive or distracting
- Point, wave, etc. at children.
- While at times you may be amused, please refrain from laughing at the children.

You should have completed all observations by the first week of April. Once all observations

have been collected, no further observations are required. You will use your observation notes to complete a written assignment designed to help you (a) apply observational research methods to demonstrate understanding of important aspects of development and (b) use theory and research to validate your interpretations of children's behaviors.

Observation notes

For each session, you are required to take systematic and objective observation notes. For each classroom you observe, choose a target child whom you will observe on several occasions. Draw a line down the middle of the page; on the left side write your observation notes and leave the right side blank (you will use that side for your paper assignments). The first time a child is mentioned, note their first name, gender, and date of birth. Begin writing down exactly what you see and hear your target child do and say; transcribe exactly what the children say (errors and all). You should have around 4-5 pages of notes per one hour of observation. You will turn in your notes twice.

- 1.) Set 1 will be turned in on **January 29th** for initial review to be sure you are on the right track; this first check of your notes will be worth 4% of your lab paper grade.
- 2.) Sets 1-6 of observation notes will be turned in along with the lab paper.

Each set of notes must be turned in on Carmen. If you type your notes for legibility (or are asked to do so), you must turn-in originals along with the typed version. The quality and thoroughness of your notes will count toward your final paper grade.

Written Paper

You will complete a lab paper based on your observations that will be due on **April 6th**. The objective of this assignment is for you to illustrate your understanding of developmental constructs using examples from your observations. Details are available on Carmen.

Late Assignments

Late assignments will be penalized 1% for each day late, beginning at start of class of the due date. Rewrites will **not** be accepted. You are encouraged to meet with me, if you have any questions about how to complete the papers.

Exams

There will be three non-cumulative exams on dates listed in the Course Calendar below. Each of the exams will consist of multiple-choice questions. Questions will be based on lectures, films, handouts, and the textbook. If you are unable to attend an exam for any reason, a score of 0 will be the exam grade that is recorded. **There will be no make-up exams without a written university approved excuse prior to the exam date.** If a make-up exam is approved, it may differ from the original exam.

Please comply with the following guidelines while taking any exam:

1. Be on time. Late arrivals are disturbing to students already taking the exam.
2. When possible, sit in alternate chairs so that a desk is between you and other students.

3. Please bring several sharpened #2 pencils.
4. Remain in the classroom during the examination period.
5. Desks must remain clear for the entire class time.
6. Cell phones must be put away
7. Hats and all electronic devices are not allowed.
8. Keep your eyes on your own paper. No talking.
9. Sign and turn in both your exam and answer sheet.
10. When finished, please leave the room quietly.

Extra Credit

Identify a current topic related to child development. Find a **peer-reviewed research article** related to the topic. Write a 2-page summary of the article (double spaced, 12-point font, Times New Roman) and connect it to the topic. You must send me your article for approval prior to beginning this assignment. Your article must be approved by **March 2nd** and you must complete the summary by **April 13th**. This assignment is worth up to 2% of your final grade.

Course Policies

Expectations

1. You should come to class ready by having completed readings/assignments on time.
2. You are responsible for checking Carmen and email on a regular basis for announcements, supplemental readings, and other course information.
3. You are expected to arrive to class on time and to stay until dismissed from class.
4. If you miss a class, it is your responsibility to get lecture notes from another student.
5. Please refrain from texting, checking email, or browsing the web during class.
6. Laptops may be used in class, but **only** for purposes related to the class.

Use of E-mail for Official Correspondence to Students

Email and Carmen will be the primary method of correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently to stay current with university-related communications, some of which may be time-critical.

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 upon 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.

Accommodation of Students with Disabilities

Any student who feels s/he may need accommodation based on the impact of a disability should contact me 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 Office for Disability Services at 614-292-3307 in room 098 Baker Hall (113 W. 12th Ave.) to coordinate reasonable accommodations; <http://www.ods.ohio-state.edu/>.

Grievances and Solving Problems

If you have questions/concerns about this course and/or your performance in it, please come speak with me first—if possible and appropriate, I would like to work with you on a solution. 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 instructor or 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.”

Academic Misconduct

The Ohio State University 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.” This means that work you produce on assignments and exams is all your own work. **Academic dishonesty will not be tolerated.** Dishonesty includes cheating, plagiarism, collusion, and falsifying academic records, or attempting to do these things. University policies on academic dishonesty will be strictly enforced. Students looking at others’ test papers or talking during an exam may be given a grade of zero for the exam. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obliged by University regulations 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 include 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/resource_cas.asp

University Resources for Students

OSU Counseling and Consultation Services

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and

Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support and advocacy. This service is free and confidential.

Writing Assistance

You may visit the Writing Center at any point in time over the course of the semester. The Writing Center offers help at any stage of the writing process, and can give you substantive feedback on your writing. You can schedule an appointment by calling 614-688-4291.

Student Advocacy Center

This is the place to go if “life” events happen (family illness, etc.). They will contact instructors, and arrange possible deadline extensions, etc. Please use them; they are here for students! As a note, I will refer students to one of the coordinators there if something personal comes up in this class, as they are there to represent the students, and recommend the appropriate course of action. Their website is <http://studentaffairs.osu.edu/advocacy/>, and email is advocacy@osu.edu.

Course Calendar

Week	Day	Date	Topic	Readings (Complete Prior to Class)	Assignments due
1	M	1/6	Introduction to the Course	none	Self- introduction (due by 12:45PM 1/10)
	W	1/8	Themes and Theories of Child Development	Ch. 1, pp. 3-32	
2	M	1/13	Methods of Studying Child Development	Ch. 1., pp. 32-46	Observations begin this week
	W	1/15	Genetic Foundations	Ch 2., pp 51-67	
3	M	1/20	NO CLASS - MLK DAY		
	W	1/22	Environmental Contexts for Development	Ch. 2., pp. 67-88	
4	M	1/27	Prenatal Development	Ch. 3., pp. 91-120	Turn in first set of observation notes
	W	1/29	Child Birth	Ch. 4, pp. 123-140	
5	M	2/3	The Newborn Baby and the Transition to Parenthood	Ch. 4, pp. 140-155	
	W	2/5	Movie: <i>Vaccine Wars</i>	None	
6	M	2/10	EXAM 1		
	W	2/12	Physical Development in Infancy & Toddlerhood	Ch. 5, pp. 159-176	
7	M	2/17	Physical Development in Infancy & Toddlerhood	Ch. 5, pp. 156-197	
	W	2/19	Cognitive Development in Infancy & Toddlerhood	Ch. 6, pp. 201-222	
8	M	2/24	Cognitive Development in Infancy & Toddlerhood	Ch. 6, pp. 222-241	
	W	2/26	Emotional Development in Infancy & Toddlerhood	Ch. 7, pp. 245-261	
9	M	3/2	Emotional Development in Infancy & Toddlerhood	Ch. 7, pp. 261-280	Receive approval on

					article review
	W	3/4	Discipline and maltreatment	None	None
	M	3/9	NO CLASS- SPRING BREAK		
	W	3/11	NO CLASS- SPRING BREAK		
10	M	3/16	Catch up	None	
	W	3/18	EXAM 2		
11	M	3/23	Physical Development in Early Childhood	Ch. 8, pp. 285-308	
	W	3/25	Cognitive Development in Early Childhood	Ch. 9, pp. 311-339	
12	M	3/30	Cognitive Development in Early Childhood	Ch. 9, pp. 339-353	
	W	4/1	Emotional Development in Early Childhood	Ch. 10, pp. 357-372	
13	M	4/6	Emotional Development in Early Childhood	Ch. 10, pp. 372-399	Lab paper
	W	4/8	Physical Development in Middle Childhood	Ch. 11, pp. 405-426	
14	M	4/13	Cognitive Development in Middle Childhood	Ch. 12, pp. 429-469	Extra credit
	W	4/15	Emotional Development in Middle Childhood	Ch. 12, pp. 487-513	
15	M	4/20	EXAM 3		

HDFS 2410

Child Development

This course fulfills the General Education (GE) course requirements of B. Social Science subcategory (1) Individuals and Groups.

Assessment Plan:

GE ELO: Individuals and Groups	Level of student achievement expected for the GE ELOs	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
ELO1 Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.	100% will meet fair requirements 70% will meet good requirements	At the end of each course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% fair requirement/70% good requirement proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.
ELO2 Students understand the behavior of individuals, differences, and similarities in social and cultural contexts of human existence, and the processes by which groups function.	100% will meet fair requirements 70% will meet good requirements	At the end of each course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% fair requirement/70% good requirement proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.
ELO3 Students comprehend and assess individual and group values and their importance in social problem solving and policy making. sources by examining diverse interpretations of past events	100% will meet fair requirements 70% will meet good requirements	At the end of each course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If

and ideas in their historical contexts.		the 100% fair requirement/70% good requirement proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.
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GE: Individuals and Groups

ELO1: Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.

Specific Question/Assignment: Students will complete weekly readings and, in their discussion posts, explore issues impacting children and families through different scientific theories and methodologies.

Sample Question on Exam/Discussion Board: Think back to Bronfenbrenner's bioecological theory. What are some factors that may predict childhood obesity across the different systems? What factors might be contributing to the changes in obesity over time? In thinking about these issues, make connections to the lecture and research article for the week.

Excellent	Good	Fair	Poor
Demonstrates thorough understanding of an integrated perspective of child development	Demonstrates an adequate understanding of an integrated perspective of child development	Demonstrates a partial understanding of an integrated perspective of child development	Demonstrates little or no understanding of an integrated perspective of child development

ELO2: Students understand the behavior of individuals, differences, and similarities in social and cultural contexts of human existence, and the processes by which groups function.

Specific Question/Assignment: Students will be asked to critically conceptualize the similarities and differences in children's experiences and developmental outcomes as a function of socioeconomic status and cultural context.

Sample Question on Exam/Discussion Board: In your discussion post, discuss what surprised you about motherhood and child birth in different cultures. Does media, movies, works of fiction that you have experienced correctly depict motherhood? Why or why not?

Excellent	Good	Fair	Poor
Demonstrates thorough understanding of an integrated perspective of child development	Demonstrates an adequate understanding of an integrated perspective of child development	Demonstrates a partial understanding of an integrated perspective of child development	Demonstrates little or no understanding of an integrated perspective of child development

ELO3: Students comprehend and assess individual and group values and their importance in social problem solving and policymaking.

Specific Question/Assignment: Students will participate in online group discussions to analyze the development of individual group values as a function of gender, sex, and race.

Sample Question on Exam/Discussion Board: Describe factors influencing the social reinforcement of gendered behaviors, values, and expectations among young children. In your discussion post, carefully consider these issues through the lens of (a) social role theory and gender schema theory and (b) share examples from popular media that illustrate gender socialization and segregation.

Excellent	Good	Fair	Poor
Demonstrates thorough understanding of an integrated perspective of child development	Demonstrates an adequate understanding of an integrated perspective of child development	Demonstrates a partial understanding of an integrated perspective of child development	Demonstrates little or no understanding of an integrated perspective of child development



THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

Hello,

Your syllabus has been submitted to EHE EdTech for review using the Curriculum Committee's approved QM Rubric and 11-Parts Checklist. Thank you for participating in a college-level informal QM syllabus review. The QM process aligns with the Instructional Design and Multimedia production goals we have set out to accomplish to support the college's needs. Additionally, the QM process and alignment to our college courses are proposed within the College Strategic plan. The QM process and later QM approvals will be quite beneficial to the course, the department, and the college, since it measures quality online aspects. The EHE EdTech team looked at the syllabus purely from the QM Rubric perspective.

The complete 11-Parts of the Syllabus document can be found on the EHE Curriculum Committee website (<http://ehe.osu.edu/assessment/governance/>). Additionally, the reviewers have access to a more descriptive QM Rubric than what is represented here in the checklist. If you have completed QM's APPQMR training, you have access to the same Annotated Rubric, but if you have not, the lead reviewer is happy to schedule an appointment to discuss the QM Rubric in more detail.

Please understand that this is a review based on your syllabus only and without consultation with you. Thus, it is an informal review and is to be used as a means to discuss meeting QM and the EHE Curriculum Committee standards.

Please see the legend the bottom of page 3 of the checklist to understand the markings in the right-hand margin of the checklist.

On page two, the highlighted standards indicate items that could be found in a syllabus, and are what the reviewers are looking for in your syllabus. On page three, there are no highlights, but all are expected by the Curriculum Committee to be present in your syllabus. A checkmark in the right-hand column indicates whether or not the item was located by the reviewer.

In the textbox in the right-hand column next to the checkmark, you will see an indication of the page(s) where the reviewer found the item. Following that, there may or may not be QM and/or CC. If you do not see QM and/or CC, it means the reviewer matched the available criteria to what was found in the syllabus. If you see QM and/or CC, the reviewer is indicating that there may be additional items needed or modified in the syllabus.

Please contact ehe-edtech@osu.edu to schedule a consultation to discuss the results of this informal syllabus review.

Thank you,



THE OHIO STATE UNIVERSITY

EHE EdTech

College of Education and Human Ecology

245 Ramseyer Hall, 29 W. Woodruff Avenue, Columbus, OH 43210

614-688-1248 Office

EHE-edtech@osu.edu ehe.osu.edu

Quality Matters™ Rubric Standards Fifth Edition, 2014, with Assigned Point Values



Standards

Location

Course Overview and Introduction

- 1.1 Instructions make clear how to get started and where to find various course components.
- 1.2 Learners are introduced to the purpose and structure of the course.
- 1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.
- 1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.
- * 1.5 Minimum technology requirements are clearly stated and instructions for use provided.
- 1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.
- 1.7 Minimum technical skills expected of the learner are clearly stated.
- 1.8 The self-introduction by the instructor is appropriate and is available online.
- 1.9 Learners are asked to introduce themselves to the class.

Learning Objectives (Competencies)

- 2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.
- 2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
- 2.3 All learning objectives or competencies are stated clearly and written from the learner’s perspective.
- 2.4 The relationship between learning objectives or competencies and course activities is clearly stated.
- 2.5 The learning objectives or competencies are suited to the level of the course.

Assessment and Measurement

- 3.1 The assessments measure the stated learning objectives or competencies.
- 3.2 The course grading policy is stated clearly.
- 3.3 Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy.
- 3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.
- 3.5 The course provides learners with multiple opportunities to track their learning progress.

Instructional Materials

- 4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.
- 4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.
- 4.3 All instructional materials used in the course are appropriately cited.
- 4.4 The instructional materials are current.
- 4.5 A variety of instructional materials is used in the course.
- 4.6 The distinction between required and optional materials is clearly explained.

Learner Activities and Learner Interaction

- 5.1 The learning activities promote the achievement of the stated learning objectives or competencies.
- 5.2 Learning activities provide opportunities for interaction that support active learning.
- 5.3 The instructor’s plan for classroom response time and feedback on assignments is clearly stated.
- 5.4 The requirements for learner interaction are clearly stated.

Course Technology

- 6.1 The tools used in the course support the learning objectives and competencies.
- 6.2 Course tools promote learner engagement and active learning.
- * 6.3 Technologies required in the course are readily obtainable.
- 6.4 The course technologies are current.
- * 6.5 Links are provided to privacy policies for all external tools required in the course.

Learner Support

- * 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
- * 7.2 Course instructions articulate or link to the institution’s accessibility policies and services.
- * 7.3 Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help learners succeed in the course and how learners can obtain them.
- * 7.4 Course instructions articulate or link to an explanation of how the institution’s student services and resources can help learners succeed and how learners can obtain them.

Accessibility and Usability

- 8.1 Course navigation facilitates ease of use.
- * 8.2 Information is provided about the accessibility of all technologies required in the course.
- 8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.
- 8.4 The course design facilitates readability.
- 8.5 Course multimedia facilitate ease of use.

The highlighted standards above indicate standards that could be present in your syllabus. Non-highlighted standards are important, but would be present in the course. Standards preceded by an asterics indicates the standard would be met if the LOR is added to your course.

QM Aligned Parts of a Course Syllabus:
Formerly known as the 11-Parts of a Syllabus

1. Heading of Syllabus:
 - School/Academic Area
 - Course Number, Title, level, and credit hr.
 - Instructor Name
 - Instructor Contact Information
 - Office Hours (Location/Days/Times)
2. Description/Rationale:
 - Need and purpose of the course
3. Relationship to Other Courses/Curricula:
 - How does it relate to other curricula
 - Prerequisites
4. Knowledge, Skills, and Dispositions:
 - Objectives/Student Learning Outcomes
 - Explain how course will achieve these goals
5. Text/Reading List/Bibliography:
6. Course Requirements/Evaluation:
 - Letter Grades/Grading Breakdown
 - Late Work
7. Assignment Descriptions:
 - Detailed descriptions of assignment and how learning will be assessed
8. Course/Online Policies:
 - Communication policies
 - Netiquette
 - Technology
9. Institutional Policies:
 - Academic Integrity
 - Office of Disability Services Statement
 - Statement of Student Rights
 - Grievances Statement
 - Off-Campus Field Experiences
 - Intellectual Property
 - Mental Health Statement
 - Diversity Statement
10. Topical Outline:
 - List topics to be covered in each of the sixteen weeks of the Semester
11. Any Applicable Appendices:
 - NCATE Standards
 - ISLLC Standards

The original document can be found at <http://ehe.osu.edu/assessment/governance/>

LEGEND

- | | |
|----|--|
| P | Where item was located |
| CC | Found but does not adhere to the EHE Curriculum 11-Parts |
| QM | Found but does not adhere to the QM Rubric |

From: North, Cara A. <north.129@osu.edu>
Sent: Wednesday, April 29, 2020 9:33 AM
To: Folden, H <folden.1@osu.edu>
Subject: QM for HDFS 2410

Hello!

Attached you will find the QM for HDFS 2410. Since there aren't as many notes for this one I've just added them to the body of this email:

- 1.3: Please add a netiquette policy. You can use the boilerplate from the EHEsyllabustemplate
- 1.6: Please add information about if this course is an elective and what programs it supports. It is unclear who can enroll in this course. Also is there any pre-req knowledge needed for this course?
- 2.4: In your topical outline, please align this to the learning objectives. State which LOs weekly will be hit.
- 5.3: Please add response time as well as the preferred communication method (email, Carmen message, etc). Other instructors have met this by adding something like this: "Response Times: I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP or use 8help@osu.edu any time if you have a technical problem.)· Grading and feedback: For weekly assignments, you can expect feedback within 7 days.· E-mail: I will reply to e-mails within 48 hours on school days.· Discussion board: I will check and reply to messages in the discussion boards every 48 hours on school days."
- 7.1-7.4; 8.2: Please copy and paste updated policies from provided syllabus template including student resources table.

Please let me know if you have any questions or if there is any additional information I can provide.

Warm regards,
Cara