

Term Information

Effective Term Spring 2022
Previous Value Summer 2012

Course Change Information

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

Addition of a permanent online section

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

It is clear that student learning can be significantly positively impacted by traditional, in person modalities, as well as in distance formats. Our department is large, and we wish to be able to offer multiple sections of our undergraduate curriculum in a variety of modalities to provide the best range of options for our students and faculty moving forward. For students, it can be more than just a matter of convenience - an online class may allow (for example) a working parent to finish their degree in a flexible way or a student with significant health concerns to continue to engage in coursework. Such flexibility also allows our excellent faculty with significant health concerns to continue to positively impact student learning in their area of expertise by teaching remotely. It is best for all members of the university to have the flexibility to offer sections in a variety of settings.

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 Psychology
Fiscal Unit/Academic Org Psychology - D0766
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3340
Course Title Introduction to Life Span Developmental Psychology
Transcript Abbreviation Life Span Develop
Course Description Consideration of theories and research on psychological development across the lifespan; includes consideration of social policies that influence developmental outcomes.
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
Previous Value No
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

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 1100 or 1100H.
Previous Value	Prereq: 1100 (100) or 1100H (100H).
Exclusions	
Previous Value	Not open to students with credit for 340, 340H, or 340E.
Electronically Enforced	Yes
Previous Value	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	42.2703
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Explain the biological, cognitive, cultural, environmental and social factors that influence development throughout the lifespan• Evaluate current and past research in the study of the lifespan guided by theories within developmental psychology• Apply developmental psychology principles to daily life throughout the lifespan• Detect myths and misconceptions regarding human development throughout the lifespan• 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 and lay resources
Previous Value	<ul style="list-style-type: none">• Research methods used to study the life span

Content Topic List

- Infancy
- Preschool years
- Adolescence
- Young adulthood
- Middle adulthood
- Late adulthood
- Death and dying
- Research methods used to study the life span

Previous Value

- *Infancy*
- *Preschool years*
- *Adolescence*
- *Young adulthood*
- *Middle adulthood*
- *Late adulthood*
- *Death and dying*

Sought Concurrence

No

Attachments

- Psych 3340 SP20.docx: current syllabus
(Syllabus. Owner: Paulsen,Alisa Marie)
- PSYCH 3340_syllabus_permanent online proposal.docx: proposed online syllabus
(Syllabus. Owner: Paulsen,Alisa Marie)
- ASC Distance Approval Cover Sheet_Psych 3340.docx: cover sheet with ASC technical review
(Other Supporting Documentation. Owner: Paulsen,Alisa Marie)

Comments

- On 5/27/21, Ian Anderson reviewed the syllabus and cover sheet and indicated, "This looks great and can move on to the committee" *(by Paulsen,Alisa Marie on 06/01/2021 09:21 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen,Alisa Marie	06/01/2021 09:22 AM	Submitted for Approval
Approved	Paulsen,Alisa Marie	06/01/2021 09:23 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	07/30/2021 04:06 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	07/30/2021 04:06 PM	ASCCAO Approval

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title: **Psych 3340 Lifespan Human Development**

Carmen Use

Please consider using [ASC's distance learning course template](https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices). For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. **YES**

If no: Enter additional details if you responded no...

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. **YES**

Syllabus is consistent and is easy to understand from the student perspective. **YES**

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. **YES**

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. **YES**

Additional comments (optional):

The syllabus schedule is a sample of one instructor's course plan. The schedule dates and descriptions will vary depending on whether a particular section will be taught synchronously or asynchronously, whether the instructor will teach the course chronologically or topically, and the specific assessments the instructor assigns.

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Regular instructor communications with the class via announcements or weekly check-ins
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions
- Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):

Methods used will vary by instructor and teaching mode (synchronous or asynchronous). Interactions in both modes across instructors may include weekly announcements, emails, or Carmen messages to students; instructional content videos and interactive lessons; and instructor feedback comments or videos on student assignment submissions. Some examples of student and instructor interaction specific to a synchronous section may include delivery of course content, announcements, and class discussions taking place during synchronous sessions. Some examples of student and instructor interaction specific to an asynchronous section may include optional CarmenZoom sessions, instructor comments on discussion boards, and video tutorials for assignments.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the *Quality Matters* rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. **YES**

Course tools promote learner engagement and active learning. **YES**

Technologies required in the course are current and readily obtainable. **YES**

Links are provided to privacy policies for all external tools required in the course. **YES**

Additional technology comments:

Enter any additional comments about course technology...

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

Synchronous section components will vary by instructor and may include course content delivery, discussions, announcements, and active learning activities (Tophat) completed during synchronous sessions (CarmenZoom) with recordings made available after the sessions end (MediaSite and Carmen). Asynchronous section components will vary by instructor and may include course content delivery, announcements, and video tutorials with recordings (CarmenZoom) made available for students to view (MediaSite and Carmen), and active learning activities that students will complete independently or in groups (Microsoft Office 365 products and Carmen). Synchronous and asynchronous sections may also include a variety of student assessments in which students will create documents (Microsoft Office 365 products), create video/audio recordings (CarmenZoom), complete quizzes or exams (ExamSoft and Carmen), participate in discussion boards (Carmen), and attend study sessions for exams (CarmenZoom).

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Course activities have been adjusted for DL to include video tutorials and written instructions of assignments and exercises; assignments and exercises released well in advance of due dates; options for students to complete missed synchronous work in an asynchronous fashion; and group work that can be completed outside of class time or between class meetings.

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. **YES**

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2. **YES**

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

Course activities will vary by instructor and mode. An example outline is provided below:

1. Direct Instruction
 - a. Live discussion and Q&A recorded and posted later (1 hour)
 - b. Pre-recorded lecture slides (1 hour)
 - c. Carmen discussion posts with instructor engagement (20 minutes)
 - d. Active learning participation and application exercises with instructor feedback (40 minutes)
2. Indirect Instruction
 - a. Reading/reviewing (3 hours)
 - b. Homework/quizzes with instructor feedback (1 hour)
 - c. Assignment prep (2 hours)

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. **YES**

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. **YES**

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. **YES**

Description of any anticipated accommodation requests and how they have been/will be addressed.

Previous accommodation requests include extended testing time, deadline modifications, and access to lecture slides. Extended testing time can be addressed by granting individual students extra time on Carmen quizzes/exams, or allowing all students unlimited time to complete quizzes/exams. Deadline modifications can be addressed by allowing individual students to submit work in Carmen after due dates pass without penalty (specific deadline modifications for individual students will be addressed in the Attendance and Deadline Modifications Agreement Form). Access to lecture slides can be addressed by making all slides or guided notes available to all students in Carmen.

Additional comments:

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: **YES**

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: **YES**

Additional comments:

Academic integrity guidelines for specific assessments will be clearly communicated on each assignment/exercise in Carmen, submissions may be checked using Turnitin in Carmen, and quizzes/exams in Carmen can use question banks to insure random question selection between students or exam alternatives (e.g., papers/projects) can be assigned instead.

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation
- Variety of assignment formats to provide students with multiple means of demonstrating learning
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Assignment frequency and type will vary by instructor and mode. For example, an instructor of a synchronous section may have discussions and active learning activities during synchronous sessions, while an instructor of an asynchronous section may have discussion boards and active learning activities due throughout the week/topic module. Both course modes may offer quizzes/exams over assigned textbook and lecture content, individual or group work that requires students to find scholarly sources, practice applying course knowledge to real-world examples, and opportunities to demonstrate learning via video/audio presentations, written work, and other creative endeavors.

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Community building will vary across instructors and mode. For example, an instructor teaching an asynchronous section may assign students to groups in Carmen which can be used to organize group discussions and assignments. An instructor teaching a synchronous section may assign students to breakout rooms during synchronous sessions wherein students will complete activities together. Instructors in both modes may also provide study group sign-up in Carmen, utilize NameCoach in Carmen, and organize optional CarmenZoom sessions.

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course
- Context or rationale to explain the purpose and relevance of major tasks and assignments
- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress
- Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

Methods of transparency and metacognitive explanations will vary across instructors and mode. For example, in synchronous sections, the instructor may explain assignment/exercise learning goals and rationale verbally with the session recording made available after the session ends, while an instructor of an asynchronous section may provide this information in written form with the assignment/exercise in Carmen. Instructors of both modes may use anonymous surveys in Carmen to provide students with

opportunities to reflect on their learning and provide course feedback; link relevant resources or ancillary skill building information with assignments in Carmen modules; or provide students choice in group mates, assignment topics, and type of assignment (e.g., paper or presentation).

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:
Enter any additional considerations...

Additional resources and examples can be found on [ASC's Curriculum and Assessment Website](#).

DRAFT

SYLLABUS

PSYCH 3340

Lifespan Human Development

Term XXXX – Online – Class #:

Course Prerequisite: Psych 1100/1100E/1100H

COURSE OVERVIEW

Instructor

Instructor: Varies, specific section instructor will provide to students

Email address: Varies, specific section instructor will provide to students

Phone number: Varies, specific section instructor will provide to students

Office hours: Varies, specific section instructor will provide to students

Course description

Lifespan human development examines the many ways in which people mature, change, and stay the same from conception to death. This course covers a wide variety of topic areas including, but not limited to, theories of development, genetics, motor skills, personality, morality, and peer relationships. This course also includes consideration of social policies that influence developmental outcomes.

Course learning outcomes

By the end of this course, students should be able to succeed at:

Transfer Assurance Guide (TAG) Learning Outcomes:

1. Explain the biological, cognitive, cultural, environmental and social factors that influence development throughout the lifespan.

2. Evaluate current and past research in the study of the lifespan guided by theories within developmental psychology.
3. Apply developmental psychology principles to daily life throughout the lifespan.
4. Detect myths and misconceptions regarding human development throughout the lifespan.
5. Describe methodological approaches used to study development.
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 the lifespan.

Psychology Major Learning Goals:

1. Knowledge Base in Psychology:
 - a. Describe key concepts, principles, & overarching themes in psychology
 - b. Develop working knowledge of psychology's content domains
 - c. Describe applications of psychology
2. Scientific Inquiry & Critical Thinking:
 - a. Use scientific reasoning to interpret psychological phenomena
 - b. Demonstrate psychology information literacy
3. Ethical & Social Responsibility in a Diverse World:
 - a. Adopt values that build community at local, national, & global levels
4. Communication:
 - a. Demonstrate effective writing for different purposes

HOW THIS COURSE WORKS

Mode of delivery:

- This course is 100% online.

- Synchronous/asynchronous delivery will vary by instructor:
 - o Some instructors will hold synchronous sessions assigned to this course by the registrar and will clearly indicate this to their students through Carmen, their finalized syllabus, and emails. All synchronous sessions will be held within the original time/day pattern of this course (times vary for each section), though we will not use all of those days, nor all of the time each time we meet.
 - o Other instructors will conduct their courses asynchronously and this will similarly be communicated to students.
- Examples of activities instructors might choose to hold synchronously:
 - o Study sessions for exams
 - o Open conversation time about course-related topics
 - o Group project meetings and progress reports
 - o Active learning activities
- Examples of activities instructors might choose to use for asynchronous interaction within the course:
 - o Group work that can occur between class meetings/progress reports
 - o Emails and group conversations to answer questions and/or have discussions about course material
 - o Discussion boards in Carmen on course-related topics
 - o Homework/research that is done in small groups but outside of class time
- All synchronous work can be made up in an asynchronous fashion, if the student is unable to attend.

Pace of online activities: This course is divided into **weekly or topic modules** (varying by instructor) that are released ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. Students should expect to engage online with instructor and/or classmates at least once per week via a variety of activities (e.g., discussion forums, quizzes, etc.).

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: ONE TO TWO DEADLINES PER WEEK OVER MULTIPLE GRADING CATEGORIES**
YOU ARE EXPECTED TO LOG IN TO THE COURSE IN CARMEN EVERY WEEK. IF YOU HAVE A SITUATION THAT MIGHT CAUSE YOU TO MISS AN ENTIRE WEEK OF CLASS, DISCUSS IT WITH ME *as soon as possible*.
- **Office hours and live sessions: AS SCHEDULED**
SEVERAL LIVE, SCHEDULED EVENTS FOR THE COURSE, INCLUDING OFFICE HOURS, ARE OPTIONAL. HOWEVER, ALTERNATIVE ACCOMMODATIONS WILL BE CONSIDERED ON A CASE-BY-CASE BASIS. THERE ARE MANY OPPORTUNITIES FOR SYNCHRONOUS AND ASYNCHRONOUS INTERACTION WITH THE INSTRUCTIONAL STAFF AND EACH OTHER.
- The Office of Undergraduate Education, in collaboration with the University Senate and Undergraduate Student Government, has developed guidance on excused absences. These guidelines are aimed at helping faculty refine their policies to accommodate the greater incidence of absences and the more challenging circumstances of the COVID-19 pandemic.
(https://ugeducation.osu.edu/sites/default/files/links_files/Excused%20Absences%20Covid_08-28.pdf)

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

VARIES, SPECIFIC SECTION INSTRUCTOR WILL PROVIDE TEXTBOOK INFORMATION TO STUDENTS

Course technology

TECHNOLOGY SUPPORT

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration \(go.osu.edu/video-assignment-guide\)](https://go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video go.osu.edu/video-assignment-guide)

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).
- [Tophat](#): All Ohio State students have free access to Tophat, a classroom response system that can be used from all types of mobile phones, computers, and tablets. Click [here](#) for help getting started with Tophat – click [here](#) for the privacy policy for Tophat

CARMEN ACCESS

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated (varies by instructor)

ASSIGNMENT CATEGORY	PERCENTAGE
Carmen exercises/quizzes	34
Group/individual assignments	32
Exams	34
Total	100

See course schedule and Carmen for due dates.

Grading scale

GRADE	PERCENT
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	60-66

E	0-59
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Descriptions of major course assignment (varies by instructor)

EXAMS

Description: There will be several in-class midterm and/or final exams. Exam questions will be multiple choice or short answer. The final will be cumulative. Your lowest exam grade will be automatically dropped.

Academic integrity and collaboration: Some instructors may allow open-note exams, while others will use closed-note synchronous exams. This will be clearly indicated to students through Carmen, their finalized syllabus, and emails.

QUIZZES

Description: There may be quizzes for each chapter/topic area covered. If included in the course, quizzes will take place via Carmen, with the scheduled due dates listed in the Carmen course.

Academic integrity and collaboration: You may use notes during the quizzes but because it is timed, you will not have time to look up everything. Your quiz must be your own individual work, should reflect your unique thoughts, and be taken by you and not shared with anyone else (in the class or otherwise).

GROUP ASSIGNMENTS

(EXAMPLE) Group assignments will consist of Carmen discussion posts and document submissions. Students will have the opportunity to design their own research experiment and interpret fake sets of data to write an original research article. Students will also submit evaluations of each member's contribution to group assignments to ensure equal participation.

INDIVIDUAL ASSIGNMENTS

(EXAMPLE) Students will complete 2 cumulative review assignments that will give students opportunities to review questions missed on quizzes.

Late assignments

Late submissions may not be accepted by some instructors. Other instructors may apply grade penalties for late assignments. Due dates and times will be explicitly given in Carmen.

Instructor feedback and response time (varies by instructor)

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** at any time if you have a technical problem.)

- **Grading and feedback:** For weekly participation activities and larger assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on weekdays**.
- **Discussion board:** I will check and reply to messages in the discussion boards within **24 hours on weekdays**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Compose your academic posts in a word processor, where you can save your work, and then copy into the Carmen discussion or upload into the Carmen assignment.
- **Privacy:** Let's keep our classmates safe. Content from discussions, lectures, and assignments should not be shared outside our class. This includes copy/paste or linking of another student's comments, submissions, or assignments, and my lecture slides and recordings. Our course content is not social media, and as such, should not be shared with anyone who is not enrolled in our course without clear written permission from the student AND the instructor.

Zoom/Videoconferencing Guidelines

Some of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at <http://go.osu.edu/it> or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.
- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.
- **Participation:** At the start of our sessions, I'll share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting [virtual background](#). Many students and instructors prefer not to share

their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

Recordings: I will be recording our meetings for the benefit of students who may need to be absent. These links will only be shared with students in our class. Please do not share any course materials or student contributions outside of this class without clear written permission from the student(s) involved **AND** the instructor.

Academic integrity policy

SEE DESCRIPTIONS OF MAJOR COURSE ASSIGNMENTS

Assignment descriptions provide specific guidelines about collaboration and academic integrity in the context of this online class.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* (<https://studentconduct.osu.edu/>), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "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 the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with 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* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university

employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- <https://odi.osu.edu/>
- <https://odi.osu.edu/racial-justice-resources>
- <https://odi.osu.edu/focus-on-racial-justice>
- <http://mcc.osu.edu/>

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Health and Safety Requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

Dennis Learning Center

The Dennis Learning Center (<https://dennislearningcenter.osu.edu/>), located within the Younkin success center, has many online and in-person resources available for improving study skills or dealing with test anxiety.

Student Academic Services

Advising (<https://advising.osu.edu/>) is critical to academic success at Ohio State. Often serving as the main point of contact between students and the university, advisors help create academic plans that meet your educational and career goals. We're here to guide you through the university while connecting you to appropriate resources that help keep you on track along the way.

Student Advocacy

The Student Advocacy Center is an office on campus that works with students who have been significantly ill or experienced other traumatic personal issues to minimize the impact these circumstances may have on their academics. They can provide you with resources

to cope with your situation and they can also contact instructors to provide documentation on your behalf. Phone: 614-292-1111, web address: <http://advocacy.osu.edu/>

Student Services

Manage many of the electronic services on campus: <https://contactbuckeyelink.osu.edu/>

Student Grievances and solving problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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.

SLDS COVID-19 Addition

In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. 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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

SAMPLE COURSE SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
1	8/24 – 8/27	<p>Introductions, Syllabus, Basic Issues in Lifespan Development</p> <p>Discussion board and Carmen exercise</p>
2	8/30 -9/3	<p>Approaches, Theories, Methods</p> <p>Discussion board and Carmen exercise</p>
3	9/7 - 9/10	<p>Labor Day 9/6, Genes & Environment</p> <p>Discussion board and Carmen exercise</p>

4	9/13 - 9/17	Brain, Perception, Early Language Discussion board and Carmen exercise
5	9/20 - 9/24	Physical & Motor Development, Diet & Health, Discussion board, Carmen exercise and Paper Proposal Due
6	9/27 - 10/1	Sexuality & Gender Discussion board and Carmen exercise
7	10/4 - 10/8	Self, Identity, Temperament, Personality Discussion board and Carmen exercise
8	10/11 - 10/13	Exam 1, Autumn Break 10/14-15
9	10/18 - 10/22	Piaget's Cognitive Developmental Theory Discussion board and Carmen exercise
10	10/25- 10/29	Information Processing Theories Discussion board and Carmen exercise
11	11/1 - 11/ 5	Vygotsky's Sociocultural Theory, Language, Intelligence Discussion board, Carmen exercise and Annotated Bibliography Due
12	11/8 – 11/12	Emotion, Veteran's Day 11/11 Discussion board and Carmen exercise
13	11/15 - 11/19	Morality Discussion board and Carmen exercise
14	11/22 - 11/23	Attachment & Parenting, Holiday Break 11/24-26

		Discussion board and Carmen exercise
15	11/29 - 12/3	Peers, School, Achievement, Work Discussion board and Carmen exercise
16	12/6 – 12/8	Endings Discussion board, Carmen exercise and Exam 2
Finals	12/10 - 12/16	Applied Research Paper Due

Psychology 3340

Lifespan Development

Spring 2020, Mon/Weds/Fri 12:40-1:35
Psych Building 006

Instructor: Leslie Rudy, PhD

Office: Lazenby 200F

Office hours: To be announced

Email: Rudy.4@osu.edu

****Please include course number on subject line of all emails****

Course Assistant: Megan Whelan

Email: Whelan.2@osu.edu

Course Overview

This course will give you information about the physical, cognitive, social and emotional development that occurs throughout the lifespan (during the prenatal period, infancy, childhood, adolescence and adulthood). We will discuss the biological, environmental and cultural factors that affect development. Students will learn about the research methods and empirical paradigms that form the basis of our current developmental knowledge. Students will have the opportunity to explore the current literature for updated methods and conclusions that may support or revise historical developmental theories. The main emphasis in this class will be on healthy individuals of all socioeconomic classes.

Learning Objectives

1. Explain the biological, cognitive, cultural, environmental, and social factors that influence human development throughout the lifespan.
2. Evaluate current and past research in the study of the lifespan guided by theories within developmental psychology.
3. Apply developmental psychology principles to daily life throughout the lifespan.
4. Distinguish myths and misconceptions from research evidence regarding human development throughout the lifespan.
5. Describe methodological approaches used to study human development across the lifespan.
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 the lifespan.

Transferable Skills

Students in this course will develop and practice the following skills that employers find particularly valuable:

- 1) Self-efficacy & self-regulation skills, such as time management, goal-setting and self-control.

- 2) Interpersonal Competence, such as sensitivity to cultural and individual differences and similarities by working effectively with diverse people, respecting and considering divergent opinions, and showing respect for others.
- 3) Information management, such as skills in locating, organizing, evaluating, and integrating information in a scientifically valid, honest and ethical manner.

Materials

- 🔊 Text: Lifespan Development (2019) 17th edition
Author: John Santrock
Publisher: McGraw Hill
ISBN: 9781260501988 (for e-book)
ISBN: 9781259922787
- 🔊 Any additional readings will be posted on Carmen.
- 🔊 Bring an electronic device to class that is capable of accessing the internet – laptops or tablets are better than smart phones, but smart phones are better than nothing
- 🔊 READ **BEFORE** COMING TO CLASS

CARMEN

- 🔊 Calendar, grades, handouts, syllabus, articles, announcements, etc.

Top Hat



- 🔊 I have created a Top Hat account for Psych 3340 – the join code is 356250
- 🔊 We will use Top Hat for attendance, some of the participation activities and in-class quizzes/polls
- 🔊 You MUST be in the classroom to earn points via Top Hat. Attempting to sign in for attendance or complete in class quizzes/activities when you are not in the classroom is dishonest.

Office Hours

I am on campus on Mondays, Wednesdays and Fridays. I hold regular office hours, and am available for appointments or by email at other times. Please be an active consumer of your education and use these resources as often as is helpful to you.

Coursework

A. Class Preparation and Reading Comprehension (20%)

I believe it works best if you have read the assigned material before coming to this class. You will then be familiar with the topic and we will be able to move beyond what was in the reading during lectures and class discussion. You will demonstrate that you have understood the readings and are prepared for class through multiple quizzes during the semester. The quizzes will take place during the first 15 minutes of class and will include information covered in the lecture and from the book.

Even the most motivated of students have days when they are not prepared for whatever reason. In order to take these bad days into account, the lowest score in this

category be dropped at the end of the semester. PLEASE NOTE: Since this accommodation is already built in to this grade, no further make-ups will be considered or given unless it is part of a SLDS contract.

B. Class Participation and Group Work (20%)

I believe learning can be facilitated by increasing active engagement with the material. The most basic way to engage with the material is to attend class. There will also be multiple opportunities for you to work with a small group of peers during this class (especially in the last half of the semester). Group work may include tasks such as literature searches, group discussion, active problem-solving or research design. You may be asked to submit information about these tasks individually or as a group.

Even the most diligent of students sometimes miss class for whatever reason. In order to take this into account, the lowest score in this category will be dropped at the end of the semester. PLEASE NOTE: Since this accommodation is already built in to this grade, no further make-ups will be considered or given unless it is part of a SLDS contract.

C. Project (20%)

Please see separate page for details about the class project.

D. Midsemester Exams (25%)

You will use the midsemester exams (2/3/20, 3/6/20 and 4/17/20) to demonstrate how much knowledge you have committed to long term memory. Exams could include any or all of the following: true/false, matching, multiple choice, fill in the blank and short answer. I do not provide study guides, but I would be happy to help you learn how to make your own study guide during office hours or by appointment. To help you prepare for quizzes and exams, I often ask review questions at the start of class.

Even the most dedicated of students sometimes do not perform their best on all exams. In order to take this into account, the lowest score in this category will be dropped at the end of the semester. PLEASE NOTE: Since this accommodation is already built in to this grade, no further make-ups will be considered or given unless it is part of a SLDS contract.

E. Comprehensive Final Exam (15%)

Tuesday, April 28th from noon to 1:45 in Psych Building room 006 (regular classroom). The final exam cannot be dropped. All students must take the final exam.

Graded Items & Scale

- 20% Class Preparation and Reading Comprehension
Six of seven quiz scores (lowest score in this category will be dropped)
- 20% Class Participation and Group Work
Points earned via attendance, participation in class discussions, in-class group assignments
(lowest score in this category will be dropped)
- 20% Project
See assignments details on separate page.
- 25% Midsemester Exams
Two of three midsemester exams (lowest exam score will be dropped)
Each exam worth 12.5%
- 15% Comprehensive Final Exam
Final exam cannot be dropped. All students must take the final exam.

🔊 Grading scale = University standard

Grade	%	Grade	%	Grade	%	Grade	%
		B+	87-89.9	C+	77-79.9	D+	67-69.9
A	93-100	B	83-86.9	C	73-76.9	D	60-66.9
A-	90-92.9	B-	80-82.9	C-	70-72.9	E	Below 60

Make-up Policies

🔊 Class Preparation and Reading Comprehension

- An allowance has already been built into this category (i.e., lowest score is dropped).
- These are designed to be experiential and part of the in-class milieu.
- Thus, no further make-ups will be considered or given, no matter the circumstances.

🔊 Class Participation and Group Work

- An allowance has already been built into this category (i.e., lowest score is dropped)
- These are designed to be experiential and part of the in-class milieu.
- Thus, no further make-ups will be considered or given, no matter the circumstances.

🔊 Project

The project due date (3/20/20 at 6:00 pm) will be announced on the first day of class and will not change. Early submissions are welcome. Projects submitted within 24 hours after the due date (from 6:01pm on 3/20/20 until 5:59 pm on 3/21/20) will be graded with a 50% penalty. I urge you to complete and turn in the project in a timely manner. Reasons including: (note that this list is not comprehensive) my computer was not working properly, I was unaware that the deadline was at 6:00pm instead of midnight, I was stuck in traffic/had to work overtime and could not submit at 6:00 pm and I completely forgot about this project will not protect you from the late penalty.

If you turn in the project more than 24 hours after it is due, it is most likely that you will receive a zero for that assignment. If you feel you have legitimate extenuating circumstances that made it impossible for you to complete the assignment by the deadline, you are welcome to present your case to the instructor. The instructor's decision about make-ups in these situations is final.

🔊 Content Knowledge

You will need to provide me with written documentation of severe illness or family emergency in order to take a make-up exam. You will need to contact me as soon as possible BEFORE THE EXAM about your absence and make arrangements with me or the course assistant to make up the test. **All excused absences must be approved by the instructor before the time of the test.** The make-up test must be completed before the next class session. The make-up test may be in a different format than the original. Please note that travel plans, including non-refundable airline tickets, are not valid reasons for missing an exam. You might decide not to take Midsemester Exam #2 (note that it will occur on the Friday before spring break), but be aware that you will not be eligible for a make-up on a subsequent midterm, even in the event of illness or injury.

If you miss an exam without pre-approval of the instructor, it is most likely that you will receive a zero for that exam. If you feel you have legitimate extenuating circumstances that made it impossible for you to contact the instructor before the exam, you are welcome to present your case to the instructor. The instructor's decision about make-ups in these situations is final.

Extra Credit

I'm open to EC ideas –they must be relevant to our course, free or super cheap to attend, & accessible to our entire class (~120 people)

You must send me an email about your idea at least 1 week prior to the event/task you would like me to consider for EC. Please format your email so I can cut/paste in an announcement to the class.

Attendance

- 🔊 Attendance is strongly encouraged, but not required, for this course.
- 🔊 Attendance and grades show a strong positive correlation in the research literature. Attendance is also the only way you have the chance to earn 40% of the points for this class.
- 🔊 If you miss a class, you are responsible for all material covered, as well as any announcements made in your absence. I do **not** provide copies of my slides or notes under **any** circumstances.
- 🔊 Students are always welcome to come to office hours to look at my slides and write any notes they wish from them, regardless of whether they attended class or not.

Handwritten Submission Policy

On any day that you need to submit a handwritten answer for an electronically administered item (e.g., Tophat or Carmen), please do the following:

1. Use a **full sheet** of paper
2. It must include your full name and date. I must be able to read your answers (write legibly).
3. Clearly indicate which question you are answering – you will not just be able to number them because they are not numbered in TH – you will need to write out part of the question so that we know which you are answering.
4. As soon as the TH closes, you are responsible for taking your answers to Dr. Rudy **BEFORE** we discuss the answers as a class.
 - If you do not bring your paper to me (or a CA) prior to the answers being discussed out loud, you will receive **no** credit.

Please be aware that if we can't decipher it, your grade will be a zero, so always be really clear and careful when you are answering

How I Grade Written Answers

- In general, if I ask for 2 things, I make the item worth 2 points – doing both things is necessary to earning both points
- You do NOT earn points just by typing something in – if it is a written item, Tophat may assign you a point for participating, but that is NOT your final grade. Our team will go through and grade everything you turn in
- I am looking for evidence that you have the capacity to think critically about the topic and understand concepts well enough to apply them accurately.

You Can Expect from Me...

- 👂 **Respect** for you and your contributions to this course & help mastering material
- 👂 **Thoughtful consideration** of your ideas & sincere effort to answer your questions
- 👂 **Consistent access** through email and appointments
- 👂 **Fairness:** I will not offer any one student an opportunity to earn points that I do not offer the entire class; I will not alter or award points to any student any points they did not directly earn – please do not ask me to violate this ethical code. I am so glad you are reading the syllabus carefully! Email me by 12:40 pm on Friday, January 10 with "EC for Psych 3340" in the subject line and you will receive 3 extra credit points.
- 👂 **Prompt responses**, including returning emails within 48 hours and posting scores for graded work in a timely fashion
- 👂 **Trust** that you are a capable individual and will therefore complete the responsibilities associated with this class and accept responsibility for any failure to do so
- 👂 **Mindful Focus During Class Meetings** - I do leave my cell phone on vibrate during class in case of emergency, I will NOT answer the phone during class if it is not an emergency; I will not check my email, social media, or texts during class without reason to believe it is an emergency

I Will Expect from You...

- 🔊 **Respect** - for the views & backgrounds of everyone in the class & use of appropriate speech and behavior (APA 3.2, 4.1)
- 🔊 **Openness** - to new ideas & ways of looking at the topics
- 🔊 **Mindful Focus During Class Meetings** - please do not check email, social media, texts, phone messages, interesting internet sites that are not course-related during class meetings. If you have an emergency, please leave the room to handle it & plan to stay home that day if you would rather interact with material that is not course-related.
- 🔊 **Timely arrival** for class & attendance for the entire class period. If you cannot avoid being late (or know that you have to leave class early), please sit in the back to avoid disturbing the rest of the class during lecture.
- 🔊 **Preparedness** - Completion of readings BEFORE class
- 🔊 **Honesty** - DO NOT CHEAT IN MY CLASS! 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/>)

Title IX

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 at titleix@osu.edu

Student Stress

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 term are encouraged to contact the **OSU Counseling and Consultation Service** (614-292- 5766; <http://ccs.osu.edu/default.aspx>) for assistance, support and advocacy. This service is free and confidential.

Disability Services

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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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; <http://slds.osu.edu/> ; 098 Baker Hall, 113 W. 12th Avenue.

COURSE SCHEDULE – CONTENT SUBJECT TO CHANGE

Week	Date		Reading	Event
1	M 1/6/20	Course Info	Syllabus	
	W 1/8/20	Life-span perspective	Chapter 1	
	F 1/10/20	Nature-Nurture	Chapter 2	
2	M 1/13/20	Prenatal Development	Chapter 3	
	W 1/15/20	Prenatal Development	Chapter 3	
	F 1/17/20	Infant Physical	Chapter 4	Quiz 1
3	M 1/20/20	No Class	☺	MLK Day
	W 1/22/20	Infant Physical	Chapter 4	
	F 1/24/20	Infant Cognitive	Chapter 5	
4	M 1/27/20	Infant Cognitive	Chapter 5	
	W 1/29/20	Infant Socioemotional	Chapter 6	
	F 1/31/20	Infant Socioemotional	Chapter 6	Quiz 2
5	M 2/3/20	MIDSEMESTER EXAM		EXAM 1
	W 2/5/20	Early Childhood Physical	Chapter 7	
	F 2/7/20	Early Childhood Cognitive	Chapter 7	
6	M 2/10/20	Early Childhood Cognitive	Chapter 7	
	W 2/12/20	Early Childhood Socioemotional	Chapter 8	
	F 2/14/20	Early Childhood Socioemotional	Chapter 8	
7	M 2/17/20	Middle/late Childhood Physical	Chapter 9	Quiz 3
	W 2/19/20	Middle/late Childhood Cognitive	Chapter 9	
	F 2/21/10	Middle/late childhood Socioemotional	Chapter 10	
8	M 2/24/20	Middle/late childhood Socioemotional	Chapter 10	
	W 2/26/20	Adolescence Physical	Chapter 11	Quiz 4
	F 2/28/20	Adolescence Physical	Chapter 11	
9	M 3/2/20	Adolescence Cognitive	Chapter 11	
	W 3/4/20	Adolescence Cognitive	Chapter 11	
	F 3/6/20	MIDSEMESTER EXAM		EXAM 2
10	M 3/9/20	No class	☺	Spring Break
	W 3/11/20	No class	☺	Spring Break
	F 3/13/20	No class	☺	Spring Break
11	M 3/16/20	Adolescence Socioemotional	Chapter 12	
	W 3/18/20	Adolescence Socioemotional	Chapter 12	
	F 3/20/20	Early Adulthood Physical	Chapter 13	Quiz 5, Project Due at 6 pm
12	M 3/23/20	Early Adulthood Cognitive	Chapter 13	
	W 3/25/20	Early Adulthood Cognitive	Chapter 13	
	F 3/27/20	Early Adulthood Socioemotional	Chapter 14	
13	M 3/30/20	Early Adulthood Socioemotional	Chapter 14	

	W 4/1/20	Middle Adulthood Physical	Chapter 15	Quiz 6
	F 4/3/20	Middle Adulthood Cognitive	Chapter 15	
14	M 4/6/20	Middle Adulthood Socioemotional	Chapter 16	
	W 4/8/20	Late Adulthood Physical	Chapter 17	Quiz 7
	F 4/10/20	Late Adulthood Cognitive	Chapter 18	
15	M 4/13/20	Late Adulthood Socioemotional	Chapter 19	
	W 4/15/20	Death, Dying and Grieving	Chapter 20	
	F 4/17/20	MIDSEMESTER EXAM		EXAM 3
16	M 4/20/20	Wrap up and review		

COMPREHENSIVE FINAL EXAM: TUESDAY, APRIL 28TH NOON-1:45 PM