

**The Ohio State University**  
**Colleges of the Arts and Sciences Course Change Request**

**Arts & Sciences (Social and Behavioral Sciences)**

Academic Unit

**Psychology**

**822**

Book 3 Listing (e.g., Portuguese)

Course Number

Summer      Autumn      Winter    X      Spring      Year 2007

**Proposed effective date:** choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

**A. Course Offerings Bulletin Information.** Follow instructions in the OAA curriculum manual. Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/OffCampus/Workshop Request form.

**COMPLETE ALL ITEMS THIS COLUMN**

**Present Course**

1. Book 3 Listing: PSYCH
2. Number: 822
3. Full Title: Psychological Assessment
4. 18-Char. Transcript Title: PSYCH ASSESSMENT
5. Level and Credit Hours
6. Description: A critical survey and evaluation of (25 words or less) concepts and techniques of assessment of intelligence, special aptitudes, and personality
7. Qtrs. Offered : Spring
8. Distribution of Contact Time: 1 3-hr lecture/discussion (e.g., 3 cl, 1 3-hr lab)
9. Prerequisite(s): none
10. Exclusion: (Not open to....)
11. Repeatable to a maximum of not repeatable credits.
12. Off-Campus Field Experience: n/a
13. Cross-listed with: n/a
14. Is this a GEC course? no
15. Grade option (circle): **X** Ltr    S/U    P  
If P graded, what is the last course in the series?
16. Is an honors version of this course available? no
17. Other general course information:

**COMPLETE ONLY THOSE ITEMS THAT CHANGE**  
**Changes Requested**

- 1.
2. 849
3. Research Methods in Developmental Psychology
4. RES METH DEV PSYCH
- 5.
6. A critical survey and evaluation of concepts and techniques in study of developmental psychology
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.

**B. General Information**

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)?  
no

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2. Does this course currently satisfy any GEC requirement, if so indicate which category?  
no

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3. What other units require this course? Have these changes been discussed with those units?  
none

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4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter? Attach relevant letters.  
n/a

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5. Is the request contingent upon other requests, if so, list the requests?  
no

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6. **Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to [asccurrofc@osu.edu](mailto:asccurrofc@osu.edu).)**  
Part of general re-alignment of course numbers and curriculum changes in graduate program in developmental psychology; course content is unaffected.

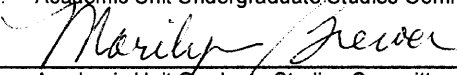
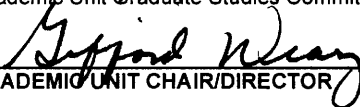
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7. Please list Majors/Minors affected by the proposed change. Attach revisions of all affected programs. This course is (check one):  
 Required on major(s)/minor(s)       A choice on major(s)/minors(s)  
 An elective within major(s)/minor(s)       A general elective:  
n/a

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8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change or if the proposed change involves budgetary adjustments, describe the method of funding:  
n/a

**Approval Process** The signatures on the lines in ALL CAPS ( e.g. ACADEMIC UNIT) are required.

1. Academic Unit Undergraduate Studies Committee Chair	Printed Name	Date
	Marilynn Brewer	
2. Academic Unit Graduate Studies Committee Chair	Printed Name	Date
	Gifford Weary	5-30-06
3. ACADEMIC UNIT CHAIR/DIRECTOR	Printed Name	Date
4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17 <sup>th</sup> Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to <a href="mailto:asccurrofc@osu.edu">asccurrofc@osu.edu</a> . The ASC Curriculum Office will forward the request to the appropriate committee.		
5. COLLEGE CURRICULUM COMMITTEE	Printed Name	Date
6. ARTS AND SCIENCES EXECUTIVE DEAN	Printed Name	Date
7. Graduate School (if appropriate)	Printed Name	Date
8. University Honors Center (if appropriate)	Printed Name	Date
9. Office of International Affairs (study tours only)	Printed Name	Date
10. ACADEMIC AFFAIRS	Printed Name	Date

new syllabus

## Psych 849: Research Methods in Developmental Psychology

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Call # nnnnn-n  
3 Credit Hours  
T 10a – 12:48p  
PS 215  
faculty.psy.ohio-state.edu/opfer/849/

John Opfer (opfer.7@osu.edu)  
245 Psychology Building  
614.292.9547  
M 2 – 4p

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This seminar will review research methods in psychology generally and developmental psychology in particular. The goal of the class is to identify the best practices for addressing important theoretical and experimental questions about psychological processes and the development of these processes.

The fact that this is a relatively small class, rather than a large lecture, presents us with some opportunities and some risks. The opportunities are for people to express themselves actively on a regular basis, rather than sitting back and just taking in what a lecturer tells them. The risk is that with no one giving a class-long lecture, the quality of the class depends at least as much on what you do as on what I do.

For this reason, we need some ground rules to help us meet our goals. First, everyone should attend each class meeting. (If you experience a true emergency, let me know beforehand that you won't be attending class.) Second, everyone is expected to actively participate in the discussion. This is essential if the class is to be a true seminar, rather than degenerating into a rotating lectureship. Third, everyone is expected to be at class on time.

Grades in the course will be based on class participation (20%), a paper (20%), a take-home midterm (20%), and a take-home final (40%).

Class participation. Each of you will lead one discussion of a chosen target article in the area of psychological assessment. Additionally, each of you should send discussion questions for each class to me and/or the discussion leader prior to class. The key criteria for my grading class participation will be high quality and reasonable quantity of contributions when you are not leading the discussion and posing important and stimulating questions and leading an interesting discussion when you are.

Paper assignment. The paper should involve proposing a series of studies that apply two or more psychological assessment tools to the investigation of some aspect of development. Each paper will involve your discussing what you see as the main developmental issue, and how the developmental design and assessment tools offer an advantage over previous investigations. A thoughtful, well-written paper does not need to take much more than a dozen double-spaced pages. It is due June 6 at 5:00p.

Midterm and final. The midterm and final will be based on the readings and the

discussions. The midterm will include 5 short essay questions, each worth 20 points; the questions will be taken from the questions posed in the class, both by me and by you. The final exam will be similar to the midterm, but it will include 10 questions. Among these, 7 will be specific to the material after the midterm and 3 will be on material covered before the midterm. The midterm is due on May 3; the final is due on June 6.

**Disability Services:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and they should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

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

Week	Date	Topic	Readings
1	3/29	Overview of Course	
2	4/5	<i>Basic Issues:</i> The Age Variable Causal Inference	<b>Wohlwill, J.</b> (1970). The age variable in psychological research. <i>Psychological Review</i> , 77, 49-64. <b>Platt, J. R.</b> (1964). Strong inference. <i>Science</i> , 146, 347-353. <b>Newell, A.</b> (1973). You can't play 20 questions with nature and win: Projective comments on the papers of this symposium. In W. G. Chase (Ed.), <i>Visual information-processing</i> . New York: Academic Press.
3	4/12	<i>Developmental Designs:</i> Cross-sectional, Longitudinal, Cross-sequential, Microgenetic	<b>Baltes, P. B.</b> (1968). Longitudinal and cross-sectional sequences in the study of age and generation effects. <i>Human Development</i> , 11, 147-169. <b>Schaie, K. W., Willis, S.L., &amp; Pennak, S.</b> (2005). An historical framework for cohort differences in intelligence. <i>Research in Human Development</i> , 2, 43-67. <b>Siegler, R.S., &amp; Svetina, M.</b> (2002). A microgenetic/cross-sectional study of matrix completion: Comparing short-term and long-term

			change. <i>Child Development</i> , 73, 793-809.
4	4/19	<i>Causal Inference I: Research designs for causal inference</i>	<b>Cozby, P.C.</b> (1997). <i>Methods in Behavioral Research</i> . Pp. 105-172 <b>Cook, T. D., &amp; Campbell, D. T.</b> (1979). <i>Quasi-experimentation: Design &amp; analysis issues for field settings</i> . Chicago: Rand McNally.
5	4/26	<i>Causal Inference 2: Analytic tools for causal inference</i>	<b>Baron, R. M., &amp; Kenny, D. A.</b> (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. <i>Journal of Personality and Social Psychology</i> , 51, 1173-1182. <b>Ullman, J. B.</b> (1996). Structural equation modeling. In B. G. Tabachnick & L. S. Fidell (Eds.), <i>Using multivariate statistics</i> (pp. 709-716). New York: HarperCollins. <b>Hsu, H. C., &amp; Fogel, A.</b> (2003). Stability and transitions in mother-infant face-to-face communication during the first 6 months: A microhistorical approach. <i>Developmental Psychology</i> , 39, 1061-1082.
6	5/3	<i>Psych Assessment: Chronometric Methods</i>	<b>Galatner</b> (1970). <b>Meyer et al</b> (1988). Dynamics of cognition and action: Mental processes inferred from speed-accuracy decomposition. <i>Psychological Review</i> , 95, 183-237. <b>Siegler, R. S.</b> (1987). The perils of averaging data over strategies: An example from children's addition. <i>Journal of Experimental Psychology: General</i> , 116, 250-264.
7	5/10	<i>Psych Assessment: Error Analysis</i>	<b>Siegler, R. S., &amp; Klahr, D.</b> (1982). When do children learn? The relationship between existing knowledge and the acquisition of new knowledge.
8	5/17	<i>Psych Assessment: Assessment of Infants</i>	TBA. Chris Robinson (guest speaker).
9	5/24	<i>Psych Assessment: Protocol Analysis</i>	<b>Ericsson, K. A. &amp; Simon, H. A.</b> (1980). Verbal reports as data. <i>Psychological Review</i> , 87, 215-251. <b>Jack, A.I., &amp; Roepstorff, A.</b> (2002). Introspection and cognitive brain mapping: From stimulus-response to script-report. <i>Trends in Cognitive Sciences</i> , 6, 333-339.
10	5/31	<i>Psych Assessment: Neuropsychological Methods</i>	<b>Rains, G. D.</b> (2002). <i>Principles of Human Neuropsychology</i> . Pp. 1-18 and 72-92. <b>Schultz, J., Riston, K. J., O'Doherty, J., Wolpert, D. M., &amp; Frith, C.</b> (2005). Activation in posterior superior temporal sulcus parallels parameter inducing percept of animacy. <i>Neuron</i> , 45, 625-635.

Psych 822: Psychological Assessment  
John Opfer (opfer.7@osu.edu)  
214 Townshend Hall  
<http://faculty.psy.ohio-state.edu/opfer/822>

old syllabus

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