

## Term Information

Effective Term Spring 2024

## General Information

Course Bulletin Listing/Subject Area Psychology  
Fiscal Unit/Academic Org Psychology - D0766  
College/Academic Group Arts and Sciences  
Level/Career Graduate  
Course Number/Catalog 6825  
Course Title Professional Issues in Developmental Psychology  
Transcript Abbreviation Prof Dev Psych  
Course Description This course will review developmental research at Ohio State and the professional issues that are encountered by developmental scientists seeking an academic career.  
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? 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

## Prerequisites and Exclusions

Prerequisites/Corequisites None  
Exclusions None  
Electronically Enforced No

## Cross-Listings

Cross-Listings None

## Subject/CIP Code

Subject/CIP Code 42.0101  
Subsidy Level Doctoral Course  
Intended Rank Masters, Doctoral

## Requirement/Elective Designation

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

## Course Details

### Course goals or learning objectives/outcomes

- Students will demonstrate skill in leading and eliciting discussions in class.
- Students will develop expertise in presenting findings to a scientific audience.
- Students will prepare an effective packet of academic job market materials.

### Content Topic List

- (1) theories of developmental psychology
- (2) research methods in developmental psychology
- (3) historical and contemporary writing about children
- (4) professional development in dev psychology: a academic lifecycle; b strategies for scientific planning; c increasing visibility of research programs; d methods of writing & presenting findings to a scientific audience; e prep for job searches

### Sought Concurrence

No

## Attachments

- Psych 6825 Syllabus\_updated April 2023.docx: Syllabus

*(Syllabus. Owner: Paulsen, Alisa Marie)*

## Comments

- Would appreciate a suggestion for most appropriate CIP code. *(by Paulsen, Alisa Marie on 04/27/2023 05:14 PM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen, Alisa Marie	04/27/2023 05:15 PM	Submitted for Approval
Approved	Paulsen, Alisa Marie	04/27/2023 05:15 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/24/2023 04:56 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/24/2023 04:56 PM	ASCCAO Approval

## Psych 6825: Professional Issues in Developmental Psychology

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3 Credit Hours  
TR 12:45p – 2:05p  
CarmenZoom  
carmen.osu.edu

John Opfer (opfer.7@osu.edu)  
245 Psychology Building  
412.296.2324 (mobile)  
'Office hours' by appointment

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This course will review developmental research at Ohio State and the professional issues that are encountered by developmental scientists seeking an academic career. Among these professional issues, we will review the academic lifecycle, strategies for scientific planning, increasing visibility of research programs, methods of writing and presenting findings to a scientific audience, and preparation for job searches.

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 two-hour 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 (10%) and regularly-scheduled assignments (see below).

Class participation. The key criteria for my grading class participation will be posing important and stimulating questions, posing thoughtful responses to questions from your colleagues, and providing constructive feedback on student projects.

Leading discussion (35%). Each student will lead discussion of two articles. Articles are denoted in brackets by a unique number because a few are very short. Discussion leaders are expected to give a short presentation of the paper (~ 15 minutes) to get things rolling. When acting as discussion leader, feel free to practice every trick you know to *elicit discussion*, a vital skill in college instruction.

Editing Exercise (10%). To practice methods of effective scientific writing, you will edit a short writing sample for clarity, cohesion, emphasis, concision, length, and elegance.

Data Blitz (15%). The data blitz will provide practice in rapid-fire dissemination of your research (real or hypothetical). Each presentation will be 5-minutes in length and cover research findings from your first-year project, Master's thesis, or other project. The goal of this project is to apply methods of effective scientific presentations and to discuss strategies for applying these methods to particular presentations.

Job Search Packet (30%). The job search packet comprises your preparation of three

fully-edited, zero-defect documents: your CV, Statement of Research Interests, and Statement of Teaching Philosophy. To provide feedback and induce good strategies of self-presentation, first drafts of these documents will be disseminated in advance of class.

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Readings</i>
1	8/25	Overview of Course	
	8/27	The Academic Lifecycle	<p><b>Valla, J. M. (2010)</b>. Getting hired: Publications, postdocs, and the path to professorship. <i>APS Observer</i>, 23, 1 - 4.</p> <p><b>Byrnes, J. P. (2007)</b>. Publishing trends of psychology faculty during their pretenure years. <i>Psychological Science</i>, 18, 283 - 286.</p>
2	9/1	<i>The Scientific Enterprise</i>	<p>[1] Chamberlin, T. J. (1890). The method of multiple working hypotheses. <i>Science</i>, 15, 92.</p> <p>[1] Platt, J. R. (1964). Strong inference. <i>Science</i>, 146, 347-353.</p> <p>[2] Newell, A. (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.</p>
	9/3	<i>Great Debates in Developmental Psychology</i>	
3	9/8, 9/10	<i>John Opfer</i>	<p>[3] Siegler, R. S., &amp; Opfer, J. E. (2003). The development of numerical estimation: Evidence for multiple representations of numerical quantity. <i>Psychological Science</i>, 14(3), 237-250.</p> <p>[4] Opfer, J. E., &amp; Siegler, R. S. (2007). Representational change and children's numerical estimation. <i>Cognitive Psychology</i>, 55(3), 169-195.</p> <p>[5] Thompson, C. A., &amp; Opfer, J. E. (2010). How 15 hundred is like 15 cherries: Effect of progressive alignment on representational changes in numerical cognition. <i>Child Development</i>, 81(6), 1768-1786.</p> <p>[6] Kim, D., &amp; Opfer, J. E. (2018). Dynamics and development in number-to-space mapping. <i>Cognitive Psychology</i>, 107, 44-66.</p>
4	9/15,	Laura Wagner	[7] Kako, E., & Wagner, L. (2001). The semantics of syntactic

- [8] Lakusta, L., Wagner, L., O'Hearn, K., & Landau, B. (2007). Conceptual Foundations of Spatial Language: Evidence for a Goal Bias in Infants. *Language Learning and Development*, 3, 179–197.
- [9] Barner, D., Wagner, L., & Snedeker, J. (2008). Events and the ontology of individuals: Verbs as a source of individuating mass and count nouns. *Cognition*, 106(2), 805–832.
- [10] Wagner, L., Yocom, A. M., & Greene-Havas, M. (2008). Children's understanding of directed motion events in an imitation choice task. *Journal of Experimental Child Psychology*, 100(4), 264–275.

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5      9/22,    Steve Petrill  
          9/24

- [11] McClearn, G. E., Johansson, B., Berg, S., Pedersen, N. L., Ahern, F., Petrill, S. A., & Plomin, R. (1997). Substantial Genetic Influence on Cognitive Abilities in Twins 80 or More Years Old. *Science*, 276(5318), 1560–1563.
- [12] Petrill, S. A., Lipton, P. A., Hewitt, J. K., Plomin, R., Cherny, S. S., Corley, R., & DeFries, J. C. (2004). Genetic and Environmental Contributions to General Cognitive Ability Through the First 16 Years of Life. *Developmental Psychology*, 40(5), 805–812.  
<http://doi.org/10.1037/0012-1649.40.5.805>
- [13] Hart, S. A., Petrill, S. A., Thompson, L. A., & Plomin, R. (2009). The ABCs of Math: A genetic analysis of mathematics and its links with reading ability and general cognitive ability. *Journal of Educational Psychology*, 101, 388 - 402.
- [14] Haworth, C. M. A., Wright, M. J., Luciano, M., Martin, N. G., de Geus, E. J. C., van Beijsterveldt, C. E. M., et al. (2010). The heritability of general cognitive ability increases linearly from childhood to young adulthood. *Molecular Psychiatry*, 15(11), 1112–1120.  
<http://doi.org/10.1038/mp.2009.55>

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6      9/29,    John Gibbs  
          10/1

- [15] Gibbs, J. C., Arnold, K. D., development, J. B. C., 1984. (1984). Sex differences in the expression of moral judgment. *Child Development*, 55(3), 1040.  
<http://doi.org/10.2307/1130155>
- [16] Krevans, J., & Gibbs, J. C. (1996). Parents' use of inductive discipline: relations to children's empathy and prosocial behavior. *Child Development*, 67(6), 3263–3277.
- [17] Stams, G. J., Brugman, D., Deković, M., van Rosmalen, L., van der Laan, P., & Gibbs, J. C. (2006). The moral judgment of juvenile delinquents: a meta-analysis. *Journal of Abnormal Child Psychology*, 34(5), 697–713.
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[18] Gibbs, J. C. (2007). Moral judgment development across cultures: Revisiting Kohlberg's universality claims.

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7      10/6,      *Sarah Schoppe-Sullivan*  
      10/8

[19] Schoppe, S. J., Mangelsdorf, S. C., & Frosch, C. A. (2001). Coparenting, family process, and family structure: Implications for preschoolers' externalizing behavior problems. *Journal of Family Psychology*, 15(3), 526–545. <http://doi.org/10.1037/0893-3200.15.3.526>

[20] McBride, B. A., Schoppe-Sullivan, S. J., & Ho, M-H (2005). The mediating role of fathers' school involvement on student achievement. *Applied Developmental Psychology*.

[21] Schoppe-Sullivan, S. J., Brown, G. L., Cannon, E. A., Mangelsdorf, S. C., & Sokolowski, M. S. (2008). Maternal gatekeeping, coparenting quality, and fathering behavior in families with infants. *Journal of Family Psychology*, 22(3), 389–398. <http://doi.org/10.1037/0893-3200.22.3.389>

[22] Yavorsky, J. E., Dush, C. M. K., & Sullivan, S. J. S. (2015). The Production of Inequality: The Gender Division of Labor Across the Transition to Parenthood. *Journal of Marriage and Family*, 77(3), 662–679. <http://doi.org/10.1111/jomf.12189>

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8      10/13,      *Vladimir Sloutsky*  
      10/15

[23] Morris, A. K., & Sloutsky, V. M. (1998). Understanding of logical necessity: Developmental antecedents and cognitive consequences. *Child Development*, 69(3), 721-741.

[24] Sloutsky, V. M., & Fisher, A. V. (2004). When development and learning decrease memory: Evidence against category-based induction in children. *Psychological science*, 15(8), 553-558.

[25] Kaminski, J. A., Sloutsky, V. M., & Heckler, A. F. (2008). Learning theory. The advantage of abstract examples in learning math. *Science*, 320(5875), 454–455. <http://doi.org/10.1126/science.1154659>

[26] Darby, K. P., & Sloutsky, V. M. (2015). The cost of learning: Interference effects in memory development. *Journal of Experimental Psychology: General*, 144(2), 410-431. <http://dx.doi.org.proxy.lib.ohio-state.edu/10.1037/xge0000051>

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9      10/20,      *Writing for Scientific*  
      10/22      *Audiences*

[27] **Bem, D. J.** (2003). Writing the empirical journal article. In Darley, J. M., Zanna, M. P., & Roediger III, H. L. (Eds) (2003). *The Compleat Academic: A Practical Guide for the Beginning Social Scientist, 2nd Edition*. Washington,

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DC: American Psychological Association.

[28] **Gopen, G., & Swan, J.** (1990). The Science of Scientific Writing. *American Scientist*.

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10      10/27,    *Writing for Scientific*      Exercises  
         10/29    *Audiences*

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11      11/3,      *Slide Presentations for*  
         11/5      *Scientific Audiences*

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12      11/10,    *Data Blitz*  
         11/12

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13      11/17,    *Reviewing and Revising*  
         11/19    *Journal Articles, The*  
              *Academic Vita*

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14      11/24,    *Statement of Research,*  
         12/1      *Teaching Philosophy*

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### **Statement on Academic Misconduct**

**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, 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.

### Statement on Disability Services

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process ([slds.osu.edu/covid-19-info/covid-related-accommodation-requests/](https://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/)), 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](https://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.