

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

Psychology  
 Academic Unit  
 Psychology  
 Book 3 Listing (e.g., Portuguese)  
 Current Issues in Developmental Psychology  
 Number Title  
 841 Current Issues Dev G 3  
 18-Character Title Abbreviation Level Credit Hours  
 Summer Autumn X Winter 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 the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): An examination of current issues in developmental psychology, especially fundamental questions, controversies, and application. Topics vary from year-to-year

Quarter offered: Distribution of class time/contact hours: One 3 hour class  
 Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):

Prerequisite(s): Graduate standing

Exclusion or limiting clause: N/A

Repeatable to a maximum of 15 credit hours.

Cross-listed with: N/A

Grade Option (Please check): Letter  S/U  Progress  What course is last in the series? \_\_\_\_\_

Honors Statement: Yes  No  GEC: Yes  No  Admission Condition  
 Off-Campus: Yes  No  EM: Yes  No  Course: Yes  No

Other General Course Information:  
 (e.g. "Taught in English." "Credit does not count toward BSBA degree.")

**B. General Information**

Subject Code 42.0701 Subsidy Level (V, G, T, B, M, D, or P) D  
 If you have questions, please email Jed Dickhaut at [dickhaut.1@osu.edu](mailto:dickhaut.1@osu.edu).

1. Provide the rationale for proposing this course:  
 The primary purpose of this course is to examine several contemporary issues in the field of developmental psychology. Particular topics may vary from year-to-year, but will reflect cutting edge issues. No other course in the graduate program in developmental psychology focuses on "hot topics" such as the ones to be covered in this course. This course is an appropriate addition to the developmental graduate program.

2. Please list Majors/Minors affected by the creation of this new course. 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:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.  
 The course will be offered once a year by a regular faculty member in the department. No adjustments are necessary.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes  No  List:

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: N/A

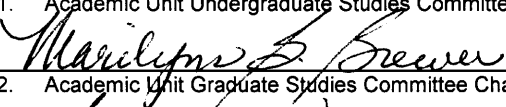

6. Expected section size: 8 Proposed number of sections per year: 1

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes  No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (*List units and attach letters and/or forms*):  
 Not Applicable

9. **Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to [ascurofc@osu.edu](mailto:ascurofc@osu.edu).**

**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	1/12/07
2. Academic Unit Graduate Studies Committee Chair	Printed Name	Date
	Gifford Weary	11-16-07
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:ascurofc@osu.edu">ascurofc@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 Education (if appropriate)	Printed Name	Date
10. ACADEMIC AFFAIRS	Printed Name	Date

Psychology 841

## **CURRENT ISSUES IN DEVELOPMENTAL PSYCHOLOGY**

Instructor: Raymond Montemayor, Ph.D.  
Office: 247 Psychology Building  
Email: montemayor.1@osu.edu  
Telephone: 292-3059

### **Course Description and Objectives**

The primary purpose of this course is to examine several contemporary issues in the field of developmental psychology. Particular topics may vary from year-to-year, but will reflect cutting edge issues. Topics will come from three areas: fundamental issues; theoretical and empirical controversies; and application of developmental science to social issues.

The course is designed for graduate students in developmental psychology. Graduate students are welcome to take this course from other areas of psychology, and from other departments, such as Communication, Education, Human Development and Family Science, Linguistics, Public Health, and Sociology. Students outside the area of developmental may find the course valuable, and their presence would create a stimulating and diverse class environment. Students may repeat this course for credit, since it will change somewhat from year-to-year to reflect shifts in the field and differences in student interests.

Classes will consist of lectures and class discussions led by the instructor, discussions and presentations by students, and lectures and discussions by faculty in developmental, other faculty in psychology, and faculty with developmental interests in departments on campus. The course will be offered once a year during the Autumn Quarter on Thursdays from 1:30-3:18 PM. Students will receive three credits for this course.

I have several objectives for students in this course. First, is to expose students to some of the basic issues and current controversies in the broad field of developmental psychology, which encompasses cognitive development, social and personality development, biological development, and applied developmental psychology. Second, students will gain practice presenting and discussing the research of others and their own. Third, and most importantly, students will learn how to read critically research in developmental psychology, focusing primarily on research design, methods, and results.

### **Readings**

Readings will consist of chapters from books and articles from scholarly journals, supplemented by stories from newspapers, the popular press, TV, and film clips designed to illustrate issues in developmental psychology. Readings will include material selected by the instructor, by students in the course, and by visiting faculty in conjunction with their presentations to the class. Readings will be current theoretical, review, and empirical articles.

## **Grades**

Grades are S/U, and based on in-class participation, short papers, and a presentation to the class.

In-class participation counts 20 percent of your grade. Come to class prepared to discuss, debate, argue, and inform us all about the readings.

Students will choose four sets of assigned readings and write one paper on each set of readings, for a total of four papers. Each paper should be typewritten, double-spaced, and not more than two pages long. Papers are due on the day we discuss the readings. Papers should be critical and evaluative. Discuss strengths and weaknesses; do not just summarize a paper. Each paper counts 10 percent of your grade.

Lastly, each student will do one of the following: choose several readings on a topic and lead a class discussion of those readings; or present and discuss a research proposal. The presentation counts 40 percent of your grade.

## **Required Texts**

*Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). (2001). Washington, DC: American Psychological Association.

Walfish, S., & Hess, A. K. (Eds.). (2001). *Succeeding in graduate school: The career guide for psychology students*. Mahwah, NJ: Erlbaum.

## **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 3335-487). 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)).

## **Disability Services**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated. You should inform the instructor as soon as possible about your 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>

## Course Outline

Week	Topic and Readings
<b>1</b>	<b>Introduction to the Graduate Program in Developmental Psychology</b>  Walfish, S., & Hess, A. K. (Eds.). (2001). <i>Succeeding in graduate school: The career guide for psychology students</i> . Mahwah, NJ: Erlbaum.
<b>2</b>	<b>Know Your Ancestors: The History of Developmental Psychology</b>  Cairns, R. B. & Cairns, B. D. (2006). The making of developmental psychology. In R. M. Lerner (Ed.), W. Damon (Series Ed.), <i>Handbook of child psychology: Vol. 1. Theoretical models of human development</i> (6 <sup>th</sup> ed., pp. 89-165). New York: Wiley.  Parke, R. D. (2004). The Society for Research in Child Development at 70: Progress and promise. <i>Child Development</i> , 75, 1-24.  Parke, R. D., & Clarke-Steward, K. A. (2003). Developmental psychology. In D. K. Freedheim (Ed.), <i>Handbook of psychology: History of psychology: Vol. 1</i> . pp. 205-221. New York: John Wiley.
<b>3</b>	<b>Ethical Issues in Research with Children and Families</b>  Fisher, C. B., et al. (2002). Research ethics for mental health science involving ethnic minority children and youths. <i>American Psychologist</i> , 57, 1024-1040.  Fraser, S., Lewis, V., Ding, S., Kellett, M., & Robinson, C. (Eds.). (2004). <i>Doing research with children and young people</i> . Thousand Oaks, CA: Sage.  Kodish, E. (Ed.). (2005). <i>Ethics and research with children: A case-based approach</i> . NY: Oxford University Press.  Society for Research in Child Development. Ethical standards for research with children. <a href="http://www.srcd.org/ethicalstandards.html">http://www.srcd.org/ethicalstandards.html</a>
<b>4</b>	<b>Faculty Guest Speaker from Developmental Psychology to Lead Discussion on Current Research on Cognitive Development</b>  Readings provided by faculty presenter the week before.
<b>5</b>	<b>Instructor-Led Discussion of Current Research on Social and Personality Development</b>  Dahl, R. E. & Hariri, A. R. (2005). Lessons from G. Stanley Hall: Connecting new research in biological sciences to the study of adolescent development. <i>Journal of Research on Adolescence</i> , 15, 367-382.

Fletcher, A. C., Steinberg, L., & Williams-Wheeler, M. (2004). Parental influences on adolescent problem behavior: Revisiting Stattin and Kerr. *Child Development, 75*, 781-796.

Stattin, H. & Kerr, M. (2000). Parental monitoring: A reinterpretation. *Child Development, 71*, 1072-1085.

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**6 Developmental Faculty Presentation on His/Her Current Research**

Readings provided by faculty presenter the week before.

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**7 Student-Led Discussions of Current Research**

Two students each will choose several articles and lead a class discussion of them. Each student will be responsible for one-half of the class.

Appropriate readings provided by students the week before.

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**8 Applied Developmental Psychology**

Lerner, R. M., Fisher, C. B., & Weinberg, R. A. (2000). Toward a science for and of the people: Promoting civil society through the application of developmental science. *Child Development, 71*, 11-20.

McCall, R. B., & Groark, C. J. (2000). The future of applied child development research and public policy. *Child Development, 71*, 197-204.

Wadsworth, M. E., et al. (2004). Coping with terrorism: Age and gender differences in effortful and involuntary responses to September 11<sup>th</sup>. *Applied Developmental Science, 8*, 143-157.

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**9 Student-Led Discussions of Current Research**

Two students each will choose several articles and lead a class discussion of them. Each student will be responsible for one-half of the class.

Appropriate readings provided by students the week before.

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**10 Student Presentations: Research Prospectus or Research Presentation**

Two students each will write a brief research prospectus and present it to the class. Each student will be responsible for one-half of the class.

Appropriate readings provided by students the week before.

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