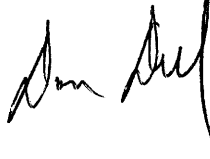


TO: Jennifer Lando  
ASC Curriculum Office

FROM: Don Dell  
Vice-Chair, Dept. of Psychology 

DATE: November 7, 2005

RE: Resubmission of request for honors version of Psych 340

Attached please find a revised request for an honors version of Psychology 340. I believe this revision addresses the questions raised about the earlier version. Specifically, greater attention has been given to explaining the differences between the proposed H340 and the existing 340. Also, the additional readings (in original sources) have been specified for each of the class sessions.

It is our hope that this honors version can be approved in time to permit it to be offered in Spring Quarter 2006.

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

Psychology

Academic Unit

Psychology 340

Book 3 Listing (e.g., Portuguese)

Course Number

Summer

Autumn

Winter X

Spring

Year

**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: Psychology
2. Number: 340
3. Full Title: Introduction to Life Span Developmental Psychology
4. 18-Char. Transcript Title:
5. Level and Credit Hours U 5
6. Description: A survey of developmental psychology (25 words or less) Including some phylogenetic perspective.
7. Qtrs. Offered : A W S
8. Distribution of Contact Time: 2, 2-hr Cl (e.g., 3 cl, 1 3-hr lab)
9. Prerequisite(s): 100
10. Exclusion: N/A (Not open to....)
11. Repeatable to a maximum of      N/A      credits.
12. Off-Campus Field Experience: N/A
13. Cross-listed with: N/A
14. Is this a GEC course?
15. Grade option (circle): Ltr X    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. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. Yes \_\_\_\_\_
17. \_\_\_\_\_

**B. General Information**

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)?  
Yes

---

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

---

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

---

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

---

5. Is the request contingent upon other requests, if so, list the requests?  
Part of request contingent on proposal for honors version of this course (H340)

---

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).)**  
To increase range of topics treated and to introduce an honors version of the course.

---



7. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change.  
None

---

8. If the proposed change involves budgetary adjustments, describe the method of funding:  
New faculty hires in the developmental psychology area and commitment of GA resources to larger course

---

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

- |  |                               |                     |
|--|-------------------------------|---------------------|
| <br>1. Academic Unit Undergraduate Studies Committee Chair   | Robert Arkin<br>Printed Name  | 11 Nov 2005<br>Date |
| 2. Academic Unit Graduate Studies Committee Chair  | Printed Name                  | 11.14.2005<br>Date  |
| <br>3. ACADEMIC UNIT CHAIR/DIRECTOR   | Gifford Weary<br>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                |

**PROPOSAL FORM FOR AN HONORS COURSE  
COLLEGES OF THE ARTS AND SCIENCES  
HONORS OFFICE**

**1. Type of Honors Course**

Honors version of existing course

New honors course

**2. Course Bulletin Listing for Honors Course**

Department: Psychology

Course number: H340

Course title: Introduction to Life Span Developmental Psychology

**3. Faculty Proposer**

Name: Dr. Dorothy Jackson

Address: Department of Psychology

242a Townshend Hall 1885 Neil Ave.

Telephone: 21-7575

**4. Quarter and Year for Initial Offering**

Spring  
~~Winter~~ Quarter 2006

**5. Name of Faculty Member Who Will Initially Instruct Course**

Dorothy Jackson

**6. Expected Annual and Quarterly Frequency of Subsequent Offerings**

Annual  Quarterly

Autumn  Winter  Spring  Summer

**7. Enrollment Limit per Honors Section**

Number 25

**8. Prerequisites**

Psychology 100

## PROPOSAL FORM FOR AN HONORS COURSE

Page 2

9. **Intended Audience for Honors Course** (Freshman, sophomore, specific area of study, open to students in any field of study, etc.)

Open to students in any field who meet the prerequisite

---

10. **Required Documentation** (Please attach)

**a. Course Form**

  X   Version of existing course (Course Change form)

       New course (New Course form)

**b. Syllabus for the Proposed Honors Course**

In addition to covering the substance of the course, the syllabus should contain a statement that addresses the specific goals and expectations of the course. It also should include information about assignments, tests, references, and a grading scale which indicates how assignments will be weighted. With respect to reading assignments, the syllabus should indicate the number of pages included in the reading(s) required for each class meeting and, in cases where there is a non-honors version of the course, also indicate which readings are different from or additional to those required in the non-honors version.

**c. Syllabus of Existing Non-Honors Course**

For comparative purposes, the Honors Committee requires a copy of a syllabus for the already existing non-honors course which will parallel the proposed honors version. If the proposal is for a new honors course, there obviously will be no syllabus for an already existing non-honors course available. In such cases, the proposer should include the syllabus from a non-honors course at a level comparable to the proposed course, so that the Committee has some standard within the department for comparative purposes.

**d. Statement of Qualitative Difference**

The Honors Committee expects that honors courses will differ from non-honors courses in a variety of ways and so requires that the proposer include a statement that addresses the following items (with particular attention to the differences between the two versions of the course, if a non-honors version exists):

1. How the specific goals of the course will be achieved.
2. The exposure to the basic material in the course, and ways in which added breadth and depth of material will be included.
3. The exposure to, and use of, methodology and research techniques, and especially the ways in which the course will provide exposure to the nature of scholarship in the field.

## **PROPOSAL FORM FOR AN HONORS COURSE**

Page 3

4. Amount and quality of work expected from students on papers, examination(s), and projects; and the method of grading that work.
5. The amount and kind of student/faculty contact, including how the course will offer a significant level of interaction and engagement between faculty and students, and how such engagement will be achieved.
6. How an environment will be fostered that facilitates intellectual exchange among students (if applicable).
7. Ways that creative thinking will be an essential aspect of the course requirements.
8. How the course will embrace, as appropriate, interdisciplinary work and study
9. Evidence of a pedagogical process that will demand a high level of intellectual output.

### **11. Disposition**

An original of the proposal and documentation should be sent to the Curriculum Office in 109 Brown Hall. Under normal circumstances, the Honors Committee and the college curriculum committee will respond to proposals within one month.

#### 10d. Statement on qualitative differences for proposed H340

The goal of the honors section in Life Span Human Development is to introduce honors students to the various theoretical orientations that are utilized to investigate cohort and human species typicality, developmental changes that occur in the life of an individual or social group, factors contributing to individual variability, and how an individual's quality of life is influenced by cohort, timing, and socio-historical circumstances.

Honors students will be expected to read specially assigned material, view audio visual material to engage in pre planned- in depth topic driven discussion sessions, and to develop a small study on an issue of their choosing that has life span implication. Rather than requiring brief summaries of extant literature or anecdotal accounts that mention life events and changes, the study is designed to introduce students to the diverse scholarly questions involved when studying aspects of human development. The study must have contemporary significance, as it is intended to have honors students consider how methodological and research techniques are used currently to understand the psychological and social factors and time- in- life influences that can impact behavioral and health related outcomes differently across the life span by gender, age, cohort, and societal relatedness.

To meet the goals of this course, students are to develop a self- life plot analysis that includes significant and mundane events, and the influence of various contexts on the development of an individual, focusing on past life events and future selves. Students will consider the importance of the historical time when examining how cohort and social events subtly influence outcomes and individual differences. This assignment is consistent with developing in students an appreciation of developmental theory and research design.

Students also have the opportunity to write a maximum of 5 QAR (question, argument, response) items, each involving a one page commentary on a statement or issues that may have arisen from their thoughts about a class discussion, study in the text, popular or scientific media, that concern the application of psychological research in present-day social policies that affect humans in various periods of the life span.. The purpose of a QAR, although optional, is to heighten awareness of the application and significance of psychology in the public domain.

SPRING 2006

**PSYCHOLOGY H340: Life span human development**

Text: Sigelman, C. K. & Rider, E. A. (2006). 5<sup>th</sup> Ed. Pacific Grove: CA: Brooks-Cole.

**COURSE OBJECTIVES:**

This course is designed to be a general introduction to the major topics and theories of the science of developmental psychology. The goal is to provide a basic framework for understanding human behavior by the cognitive, physical, and socio-emotional processes spanning conception to the end of life that suggest common, group, and individual variability. Class time will involve explanations of selected topics from the text book, using outside material to elaborate and clarify the issues that are being addressed. Students are engaged in constructing a way of studying the development of individuals to understand how situation events, cohort, and contexts influence developmental outcomes.

**GRADING**

Students are graded on a percentile basis, relative to other students taking the course section. The final curve for the course will not be computed until all students have taken the final exam. A total of 200 points are possible for the course. The grades are computed by three examinations and a project. The grading criteria are distributed as follows:

Midterm 1	50 points
Midterm 11	50 points
Midterm 111	50 points
Paper/ project	50 points
Total	200 points

\*Optional: Bonus points: maximum 5 points

**EXAMS.**

There are 3 examinations in this course. The format of all three may include 50 -60 multiple choice, short answer, and matching questions. The exams are NOT comprehensive. The questions on each exam will be based on the topics discussed in class lecture as well as assigned textbook sections, outside reading and videos. You are responsible for the information in the assigned readings and video material whether covered in text book or not. Exams 1 and 11 are scheduled during regular class day and time. Exam 111 day and time is noted on the syllabus..

If you miss an exam, notify me in advance to schedule a make-up. Notification of absence should be given prior to the exam if possible, and not later than the day following the exam if a make-up is to be scheduled. You are advised to make arrangements with a classmate for missed material.

**PAPER/ PROJECT**

The assigned paper/project must be handed in no later than the due date listed on the syllabus I



will discuss the projects with you during the second class session and give you specific directions and a format to follow. Briefly, the project is a life- span analysis of significant life events, contexts, and interactions that indicate common and unique directions in the life pathways of individuals. The project consists of two parts– a developmental timeline and an analysis of developmental turning points that suggest how developmental theory apply to two important events in the pathway of development. (See appended information.)

**OPTIONAL:** bonus points ( maximum of 5 points)

You have the opportunity to write a maximum of 5 QAR items (question, argument/s, response), each involving a one page commentary on a statement or issue that may have arisen from your thoughts about a class discussion, study in the text, popular or scientific media, that concern the application of psychological research in present day social policies. The QAR is optional, but the purpose is to heighten awareness of the application of psychology in the public domain. They may not be handed in all at once, but should be submitted relative to the day a topic is introduced or discussed.

#### **ACADEMIC MISCONDUCT.**

All students at the Ohio State University are bound by the Code of Student Conduct {see (<http://oas.ohio-state.edu/coam/code.html>)}.

**Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Reasonable accommodations for students with documented disabilities will be coordinated through the Office of Disability Services ( room 150 Pomerene Hall, 202-3307).**

#### **CONTACT**

My office is 243 Psychology Building You can contact me by phone call ( 292-7575) or e- mail ([jackson.4@osu.edu](mailto:jackson.4@osu.edu)) Be sure to leave an e- mail address, or phone number and time when you can be reached for a return call or to schedule a meeting

## CLASS SCHEDULE

CLASS	DATE	TOPICS
1	3/29	introduction to course : syllabus
2	3/31	understanding historical, generational, cohort changes affecting life- span development. (pp. 1-20) Theories and methodology of developmental psychology (pp.30-44)
3	4/5	Genetic influences with early and long term consequences (pp. 55-78)
4	4/7	risk, resilience: heredity and environmental issues.(pp. 84-110)
5	4/12	psychoneural and motor adaptability (pp. 119-137)
6	4/14	perception: detection and interpretation (pp. 145-153)
7	4/17	<b>EXAM 1</b>
8	4/19	theoretical issues in reasoning: the emergence of wisdom (pp. 173-190)
9	4/26	Social and neurological issues in cognition and language (pp. 255-263)
10	4/28	Intelligence: language and culture; monolingual and multilingual
11	5/3	Information processing and memory: Context, culture and stress (pp.199-218)
12	5/5	and the malleability of the human mind (Video and article)
13	5/10	Self as esteem, motivational: working and achievement (pp. 286-317)
14	5/12	The changing sexual roles: parental and spousal influences (pp. 323-347)
15	5/17	<b>EXAM 11</b>
16	5/19	Social moral issues and problem development ( pp. 359-379)
17	5/24	Intimate relations and Love models (pp. 385-411)
18	5/26	Friendships and siblings relations (pp. (pp. 403-410; 430 ) <b>PROJECT IS DUE TODAY</b>
19	5 /31	Changing life patterns: mental health, and abuse issues (pp. 457-476)
20	6/2	Death: the end of personal life (pp. 489-504)
	6/9	<b>EXAM 111 (1:30 PM)</b>

The Supplementary reading material is available from my office and on library reserve. Number preceding the supplementary material indicates the class session where it has been assigned for our discussion and review.

1. Issues in Developmental Psychology

Gibbs, N. et al; The ethics of technology and cloning

McLoyd, V. (1989). Socialization and development in a changing economy; effects of paternal job and income loss on children

CNN Video: Homelessness

2. Research and methodology concerns

Patterson, G.R. & DeBaryshe, B.D. & Pamey, E. (1989). A developmental perspective on anti-social behavior.

Larson, R. Lampman, P (1989) Daily emotional states as reported by children and adolescents.

Murray, B. (1999). Boys to men: emotional miseducation.

3. Genetic and environmental influences

Kass, L.R. (2002) Age of genetics: Technology arrives.

Begley, S. (1999). Shaped by life in the womb,

CNN VIDEO: Tay Sachs: ethnicity, culture and genetic counseling

4. Resilience:

Cowley, C. (2000). Generation XXL: obesity and long terms health problems.

Werner, E. (1989). Children of the garden Isle.

6. Psychomotor Skills: Reintegration of new and old skills

Video: Thelen's Dynamic System Theory: motor development: a life span research design?

7. Perception and cognition

Scientific American: Fact and fantasy: The incredible shrunken room: ( DeLoache)

McGough: Remembering what matters.

9. Information and memory

Video: Scientific American Series: Malleable memories: false memories

Wells, G.L., Malpass, R.S. Lindsay, R.C., Turtle, J., & Fulero, S. (2000). From laboratory to Police station: application of eyewitness research

10. Language and hemispheric processing;

Video: Scientific Frontier: Right brain, left brain: neurological word and object relationship

Neville, H., Old brain, new brain: language processing over the life span

Newport, E. (1990). Maturation constraints on language learning.

13. Self, gender, and identity

Video: CNN: China's one child policy

Conlin, M. (1999). The new gender gap. kindergarten to graduate school boys are becoming the second sex.

14.. Family, social- psychological issues and inter- generational effects

Kemperman, G., Gage, f. (1999). New neuronal cells for the aging brain. Alzheimer

Gilensky, E. (1999). Ask the children: What American children really think about working parents

16.. Moral development, spirituality and mental health

Brownlee, S. Inside the teen brain.

Begley, S. (2001). Religion and the brain.

17. Love, emotions and socialization

Katowitz, B. & Wingert, P. (1999). The science of a good marriage.

Miroczek, D.K. (2001). Age and emotions in adulthood

Maranos, H.E. (1999). The power of play

20. Arthur Woods F'nd.. Death: start the conversation

## Life span Developmental Events project

The purpose of this assignment is to encourage you to think about how developmental processes have affected and will affect your development. For this assignment you will review your life, considering the events that you have been through and speculating about the events you may face in the future. There are two parts to this assignment, and each will be graded separately. Since you will be recounting personal experiences, confidentiality will be maintained/.

### **Part 1: the Developmental time line**

The purpose of this part of the assignment is to provide you with the opportunity to review important aspects of the course and apply them to you own life. Older adults, as they near the end of the life span, often engage in this type of life review.

Draw a line on pieces of paper, with the beginning of the line representing your birth and the other end your end of life/death. Write the important events that have already occurred in your life (label them and put your age), mark the present time on the time line, and then write the events and age of occurrence you believe will be important to you that you might encounter during the rest of your anticipated life span. Make sure that you think about normative life events as well as idiosyncratic life events - those that would be out of synchrony with your cohort. Also, consider life events that affect different developmental domains covered in class, ( i.e., physical/ biological, cognitive, and socio-emotional). You are encouraged to contact parents, other family members, and friends to get information pertaining to your life line.

Do not skip any period of the life span, notably early, middle and late adulthood. You need to think about what you may do, and what you may be facing during these years of your life.

The time line should be detailed and done with care and thoughtfulness. Part 1 of this assignment does not need to be typed, but it must be printed neatly so that it can be read easily. Assignments that are not legible will not be graded.

### **Part 11. Analysis of the developmental turning points**

The purpose of this exercise is to encourage you to analyze the effects of two (2) important events on your development. Think carefully about your past and identify 2 life events that have occurred – they do not have to be major life- altering-- that were significant and important to you, in that they indicate how your life moved in some direction because of the events. Explain how the events impacted your physical, cognitive, socio-emotional, self development and then apply a theoretical perspective that you perceive may apply to these life circumstances and life goals.