**Term Information**

**Effective Term**
Spring 2014  
**Previous Value**
Summer 2013

**Course Change Information**

What change is being proposed? (If more than one, what changes are being proposed?)
Change course title from "Advanced Child Development (Social)" to "Advanced Child Development"

What is the rationale for the proposed change(s)?
The change will mean that the title of the course will better reflect the true content.

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? Yes

Is this a request to withdraw the course? No

**General Information**

**Course Bulletin Listing/Subject Area**
Human Dev and Family Science
**Fiscal Unit/Academic Org**
Human Development & Family Sci - D1251
**College/Academic Group**
Education & Human Ecology
**Level/Career**
Graduate
**Course Number/Catalog**
7765
**Course Title**
Advanced Child Development
**Previous Value**
Advanced Child Development (Social)
**Transcript Abbreviation**
Adv Child Dev
**Course Description**
Growth and development of children with emphasis on maturation patterns and individual differences.

**Semester Credit Hours/Units**
Fixed: 3

**Offering Information**

**Length Of Course**
14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
**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
- Prereq: Grad standing, or permission of instructor

Exclusions
- Not open to students with credit for 765.

Cross-Listings

Subject/CIP Code
- Subject/CIP Code: 19.0706
- Subsidy Level: Doctoral Course
- Intended Rank: Masters, Doctoral, Professional

Requirement/Elective Designation
- Required for this unit's degrees, majors, and/or minors
- 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
- Students develop understanding of the nature and process of the critical aspects of social and emotional development during childhood.
- Students will learn integration of information generated from empirical research, both classic and current, into theories of child development.

Previous Value

Content Topic List
- Developmental Science—Theories and methods
- Temperament
- Emotion and Regulation
- Self-Regulation
- Attachment
- Parenting
- Culture and Development
- Self-Representations
- Morality and Conscience
- Aggression/Victimization
- Peer Relations
- Gender Development
- Intervention in Social Development
Previous Value

- Growth
- Development
- Children
- Child
- Adolescence
- Maturation patterns
- Individual differences
- Maturation

Attachments

- HDFS 7765_syllabus_R.docx: Syllabus
  (Syllabus. Owner: Zircher, Andrew Paul)

Comments

- Please add statement about academic misconduct to the syllabus. (by Buckworth, Janet on 10/24/2013 12:04 PM)
- Change submitted by Andy Zircher on behalf of Claire Kamp Dush (by Zircher, Andrew Paul on 10/23/2013 05:17 PM)

Workflow Information

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<th>Date/Time</th>
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<td>10/23/2013 05:18 PM</td>
<td>Submitted for Approval</td>
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<td>Buckworth, Janet</td>
<td>10/24/2013 12:04 PM</td>
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<td>10/25/2013 11:55 AM</td>
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<td>Achterberg, Cheryl L. Warnick, Bryan R. Odum, Sarah A. Zircher, Andrew Paul</td>
<td>10/25/2013 11:55 AM</td>
<td>College Approval</td>
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HDFS 7765: ADVANCED CHILD DEVELOPMENT
Spring 2013
TUESDAYS 1:10-3:55 pm
230 CAMPBELL HALL

Instructor: Xin Feng, Ph.D.
Office: 171B Campbell Hall
Phone: 247-1680
E-Mail: feng.88@osu.edu (please put “7765” on the subject line)
Office Hours: By appointment

Course Description
This course is designed to provide an understanding of the nature and process of the critical aspects of social and emotional development during childhood. The primary goal of this course is the integration of information generated from empirical research, both classic and current, into theories of child development. Readings have been selected to provide a fundamental understanding of theoretical, methodological, and applied implications of research in the area of social and emotional development. The primary methods for learning are thorough reading and critical evaluation of readings, active discussion of readings in class, and application of a social developmental perspective to one’s own research.

Course Requirements
• Readings. Each week you will be expected to read a set of articles on a particular topic. Some of the articles assigned for each week will provide background information about a topic (e.g., a theoretical or a review paper), whereas other articles present empirical studies relevant to a particular topic. Both classic studies and recent research are included in the reading list. These articles are available via the course website in Carmen.

• Class participation (20%). You will be evaluated on attendance, preparation with assigned material, and contribution to discussion. You are expected to come to class, having completed required readings and reflected on them and prepared with questions and comments for discussion. You are also expected to actively participate in the class discussion.

• Weekly discussion questions (30%). Each week you are expected to identify issues or questions for discussion based on the readings for that week. You should generate two discussion questions, focusing on a few points that you think are particularly important, of interest, not explained well or conceptually sound, or need to be answered in order to expand the issue or move the field forward. This may take the form of a methodological critique, a suggestion for resolving an ongoing debate, or questions about application of the concepts to research or practices. As there are multiple readings per week, questions should draw on more than one of the readings. Each question may be on a different reading or may be integrative across readings. Each discussion question should be about 250 words in length. Provide a brief synopsis explaining why you generate this question, and then develop one or two ideas in depth. You will turn in a hard copy of your discussion questions at the beginning of the class. You are required to submit discussion questions for 11 weeks (no
discussion questions on 4/9 and 4/16). The 10 highest grades will be counted toward your final grade.

- **Presentation** (10%). On the first day of class, you will sign up for a topic of interest. On the day of your choice, you will present one research paper (related to that day’s topic) in the form of powerpoint presentations. You may present with one other student. The presentation of the article should be about 15 minutes, followed by questions and discussions. Be prepared to discuss the article in depth and to relate it to the other readings for that week. You will email me the additional article one week prior to the scheduled presentation and email me the powerpoint presentation the day before the presentation.

- **Debate** (5%). On 4/9 students will be divided into three groups debating on gender difference in one area of the social/emotional development. Each group will be assigned to one of the theoretical approaches (biological, socialization, cognitive) for explaining gender differences. The groups will find and present empirical evidence consistent with their theories to support their argument.

- **Final paper** (35%). You will write a 12-15 pages paper on a topic of your choice that focuses on one area of social and emotional development. Papers can be in either of the two forms: 1) a review of literature in a particular area of social/emotional development, concluding with recommendations for future research and/or intervention, or 2) proposal of an empirical study that extends research in some particular area related to social/emotional development. Final papers are due by **11:59 pm on Tuesday, 4/16**. A one-page paper proposal should be submitted by **2/26**. Both documents should be submitted using the Carmen dropbox.

**Rules & Policies**

You are expected to attend all classes (missing one class due to unexpected circumstances is permissible). Rescheduling of presentations will only be permitted under special circumstances (illness, family emergency, etc.), and only to the extent that another student is willing to switch dates/topics with you. Similarly, extensions for the final paper will only be given under special circumstances, and you must contact me before the paper is due. Incompletes for the course will be granted only upon documentation of extreme hardship.

**Academic Integrity**

You are expected to submit original work, and complete your assignments individually (except the group presentation). 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. 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.

**Disability Services**

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. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall. They can help coordinate reasonable accommodations for students with documented disabilities.
READING LIST

Week 1 (1/8): Introduction to the Course

Week 2 (1/15): Developmental Science—Theories and methods


Optional:


Week 3 (1/22): Temperament


Week 4 (1/29): Emotion and Regulation


**Week 5 (2/5): Self-Regulation**


**Week 6 (2/12): Attachment**


**Week 7 (2/19): Parenting**


**Week 8 (2/26): Culture and Development**


***PAPER PROPOSAL DUE IN CARMEN DROPBOX***

**Week 9 (3/5): Self-Representations**


*Optional:*


**Week 10 (3/12): SPRINGBREAK—NO CLASS**
Week 11 (3/19): Morality and Conscience


Week 12 (3/26): Aggression/Victimization


Week 13 (4/2): Peer Relations


**Week 14 (4/9): Gender Development**


*Optional:*


**Week 15 (4/16): Intervention in Social Development**


*Optional:*


***FINAL PAPER DUE IN CARMEN DROPBOX***