

University of Southern California

Psychology 336L: Developmental Psychology. Spring, 2021

Mon-Wed 10-11:50am ONLINE

Class Calendar (any revisions will be in written form & posted on Blackboard)

Week	Date	Topics	In-Class Activities	Required readings, online quiz & MVC due dates
Wk 1	1/18	MLK – No Class		
	1/20	Introduction to this course; Ch 1: Study of Child & Adolescent Development	Live zoom meeting	Complete Ch 1 Revel quizzes by 1/24 11:59 PM)
Wk 2	1/25	Ch 2: Heredity and Environment		Complete Ch 2 Revel quizzes by 1/31 11:59pm)
	1/27		Ch 2 Group Discussion Writing Assignment (GDWA) #1	Ch 2 Revel Writing Assignment due 1/31 Create your virtual child in Revel by 1/31 11:59 PM
Wk 3	2/1	Ch 4 Physical Development and Health in Infants and Toddlers	Q1: Ch 1-2 In-Class Quiz	Complete Ch 4 Revel quizzes by 2/3 class start time.
	2/3		Ch 4 Group GDWA #2	Online discussion 1: Questions due 2/3, answers due 2/7
Wk 4	2/8	Ch 5 Cognitive Development in Infants and Toddlers		Complete Ch 5 Revel quizzes by 2/10 class start time.
	2/10		Ch 5 GDWA #3	Online discussion 2: Questions due 2/10, answers due 2/13
Wk 5	2/15	Presidents Day – No class		Complete Ch 6 Revel quizzes by 2/17 class start time.
	2/17	Ch 6 Social and Emotional Development in Infants and Toddlers	Ch 6 GDWA #4	Online discussion 3: Questions due 2/17, answers due 2/20 Raise MVC past age 2 years by 2/21 11:59 PM
Wk 6	2/22	Ch 6 Social and Emotional Development in Infants and Toddlers		Complete Ch 7 Revel quizzes by 2/24 class start time.
	2/24	Ch 7 Physical Development & Health in Early Childhood	Ch 7 GDWA #5 CH7 preschool program	Online discussion 4: Questions due 2/24, answers due 2/28 MVC Infancy report due by 3/1

Wk 7	3/1 3/3	Ch 8 Cognitive and Language Development in Early Childhood	Q2: Ch 4-5-6 In-Class Quiz Ch 8 GDWA #6	Complete Ch 8 Revel quizzes by 3/3 class start time . Online discussion 5: Questions due 3/3, answers due 3/7 Peer Review of MVC Infancy report due by 3/7 11:59 PM
Wk 8	3/8 3/10	Ch 9 Social and Emotional Development in Early Childhood	Ch 9 GDWA #7	Complete Ch 9 Revel quizzes by 3/10 class start time . Online discussion 6: Questions due 3/10, answers due 3/14 Raise MVC past age 5 years by 3/14 11:59 PM
Wk 9	3/15 3/17	Ch 10 Physical Development and Health in Middle Childhood	Q3: Ch 7-8-9 In-Class Quiz Vigotsky Group Research Activity	Complete Ch 10 Revel quizzes by 3/17 class start time . Online discussion 7: Questions due 3/17, answers due 3/21 MVC Early Childhood report due by 3/21
Wk 10	3/22 3/24	Ch 11 Cognitive Development in Middle Childhood	Ch 11 GDWA #8	Complete Ch 11 Revel quizzes by 3/24 class start time . Online discussion 8: Questions due 3/24, answers due 3/28 Peer Review MVC Early Childhood report due by 3/28
Wk 11	3/29 3/31	Ch 12 Social and Emotional Development in Middle Childhood	Ch 12 GDWA #9	Complete Ch 12 Revel quiz by 3/31 class start time . Online discussion 9: Questions due 3/31 answers due 4/4 Raise MVC past age 11 years by 4/4 11:59 PM
Wk 12	4/5 4/7	Wellness Day- No Class	Q4: Ch 10-11-12 In-Class Quiz	MVC Middle Childhood report due by 4/11 11:59 PM
Wk 13	4/12 4/14	Ch 13 Physical Development and Health in Adolescence	Ch 13 GDWA #10	Complete Ch 13 Revel quizzes by 4/14 class start time . Online discussion 10: Questions due 4/14 answers due 4/18 Peer Review MVC Middle Childhood report due by 4/18

Wk 14	4/19 4/21	Ch 14 Cognitive Development in Adolescence	Ch 14 GDWA #11	Complete Ch 14 Revel quiz by 4/21 class start time . Online discussion 11: Questions due 4/21 answers due 4/25
Wk 15	4/26 4/28	Ch 15 Social and Emotional Development in Adolescence	Ch 15 GDWA #12	Complete Ch 15 Revel quiz by 4/28 class start time . <i>Raise MVC to age 18 years by 4/28 11:59 PM</i> <i>MVC Adolescence report due on Blackboard by 5/2 11:59 PM</i>
FINAL	5/10	Final Exam 8-10am	Q5: Ch 13-14-15 in-class quiz	<i>Peer Review MVC Adolescence report due 5/9 11:59 PM</i>

University of Southern California

Psychology 336L: Developmental Psychology. Spring, 2021

Mon-Wed 10-11:50 OR 2:3:50 ONLINE

INSTRUCTOR: Dr. Vita Droutman *Office:* SGM 614 *Office hours:* on Zoom at the end of Thur class meeting or by appointment, *e-mail:* droutman@usc.edu

TA: N/A

PREREQUISITE: Psych 100 or instructor's permission

Course Description

I have designed Psychology 336L as an overview of the exciting field of developmental psychology. The course emphasizes typical physical development, cognitive development and social/emotional development from birth to age 18 years. Variations from typical development will also be presented. The course covers the major theories of development, research methods used in the study of children, and classic as well as contemporary research studies. You will apply concepts from the course in the process of raising a virtual child and write four 4-page reports.

This is a fully online course. My plan for this class is that you will read, study and take quizzes in the textbook online. Lectures will be pre-recorded and available on Bb at least by Monday morning of each week. Every week there will be 1 class meetings on Zoom (usually on Wednesday). I will start each Zoom session by answering any questions you may have about the material or assignments. Then you will be asked to apply concepts from the course to a case study, an observational video of children, a social policy issue, or a real-world problem facing families and children. Every 3 weeks, we will hold a short "in-class" quiz scheduled to start at the beginning of Monday class.

Please refer to this USC resource for help with Blackboard or Zoom: [Technical Blackboard and Zoom Assistance](#)

Read This Syllabus

Please note that this syllabus lists all of the key course requirements. **You are responsible for knowing the contents of the syllabus.** If you have a question about course requirements, read the syllabus first before contacting me or the TA. Important announcements (usually reminders, but occasionally changes to the course schedule) will always be posted on Blackboard, emailed to you, and mentioned in class. **You are responsible for any material posted** on Blackboard and should periodically check your email and the Blackboard site to succeed in this class.

Learning Objectives and Outcomes

At the end of the course, you will:

- 1) *Have learned the basic theories and findings* that form the foundation for the modern science of child and adolescent development by means of reading and participation in class.
- 2) *Have engaged in critical thinking about child and adolescent development* by analyzing, comparing and applying theories and research findings in the field, and by raising and writing about a virtual child on-line (see *My Virtual Child* Assignment section).

- 3) *Understand and appreciate cultural differences and other aspects of diversity affecting child development* by reading, thinking and writing about the diverse environments in which children grow up.
- 4) *Have improved your ability to observe and analyze children's behavior through My Virtual Child* and by means of classroom video and discussion/writing activities.

Course Materials:

The required textbook is **Manis, F. (2020). *The dynamic child, second edition*. Hoboken, NJ.: Pearson.** You will be using this interactive digital text, which includes readings, quizzes and the *My Virtual Child* assignment, through a link in the Contents folder of your Blackboard course. The textbook is presented in Pearson's Revel, which is an online learning system. ***To find out how to pay for and access the online textbook***, follow the instructions at the end of the syllabus, called: "Accessing Course Materials and Description of *The Dynamic Child* Online Learning System."

Description of Assignments

Reading Assignments

Required reading is 14 chapters (1,3-15) of *The Dynamic Child, second edition*. The features of the online book are described under "Description of *The Dynamic Child* Online Learning System." The text covers development from birth to age 18-20, and provides study/review applications, quizzes with feedback, many video examples of child behavior, and optional video exercises called "Observing the Dynamic Child". It also contains *My Virtual Child*, a simulation created in 2006 that was updated in 2020. The features of the online book and how to purchase it are described in the document "Accessing Course Materials and Description of *The Dynamic Child* Online Learning System" posted on Blackboard in the Contents folder for the class.

Quizzes

Module quizzes (total value: 40 points)

Chapters in *The Dynamic Child* are divided into modules. Take a module quiz at the end of each module (4 to 8 questions) that provides feedback on correct and incorrect answers. The quizzes due an hour before Thursday class start (exception: Chapter 1 quizzes due Sunday 8/23 11:30pm). Module quizzes are available a week before they are due and are not timed.

These quizzes allow you to check your understanding of key points in the reading. Each question has a starting value of 3 points, if you need a second, third or fourth attempt to get it correct, the value drops to 2, 1 and finally 0 points. Module quizzes are worth from 12 to 24 points in Revel. I will divide the module quiz scores by 20 to get the actual quiz score. points is 40. They are open-book quizzes.

Chapter quizzes (total value: 70 points):

You will take a 20-question online multiple-choice quiz at the end of each chapter. The quizzes due before Wednesday class start (exception: Chapter 1 & 2 quizzes due end of the day Sunday of week 1 and 2). Chapter quizzes are available a week before they are due and are not timed. They are also open-book quizzes.

Each question has a starting value of 5 points, if you get it correct the first time. If you miss a question, you get additional attempts, with the value dropping to 4, 3 and finally 2 points. Chapter quizzes are each worth 100 points in Revel. I will divide the chapter quiz score by 20 to get the actual quiz score. For example, if you scored 85 on a quiz, the score entered in the gradebook would be 4.25. The total value of chapter quizzes is $14 \times 5 = 70$ points.

*****Don't wait to the last minute to take online module or chapter quizzes as your internet connection or Pearson's Revel may be temporarily down. To guard against this, document when you started the quiz with a screenshot showing the time on your computer screen, and the first item of the quiz. Also screenshot any error messages you get. We will investigate, and if the Pearson server was down, we will give you an extra day or so to finish the online quizzes.***

“In-Class” Quizzes & Final Exam (total value: 125 points):

There are five in-class quizzes. First four are held on a Mondays during the class period and the fifth during the final exam period. Each quiz has 25 multiple-choice questions and worth 25 points. Each quiz is presented on Blackboard during the class time. Once you start you will have 30 minutes to complete it. The quiz is open book, but it is not practical for you to answer 25 questions in 30 minutes if you have not studied in advance. The majority of the questions will be require applying your knowledge so don't rely on googling during the quiz, it will not get you far. You should be ready for the quizzes if you keep up with the work in the class.

The Final Exam is Quiz 5 (25 questions from chapters 13-15). The procedure for taking the final will be the same as the other quizzes (go on Blackboard, open the exam, complete it within the final exam period, open book format, questions of moderate difficulty).

If you are located in a different time zone so that the class time falls between 9pm and 8am – you will be able to take “In-Class” quizzes during a custom time window. Email Dr. Droutman your location, time difference and the custom time will be arranged for you for the semester.

Virtual Child Assignment

One of the most exciting aspects of the course is that you get to raise a virtual child online. You answer a personality and abilities questionnaire, choose the features of your visual avatar, and your child will resemble you somewhat. The story of the child's development is told through a series of vignettes. As the child's parent you make various decisions at each age level in the child's life. Over time, the child's personality and abilities (determined by genes interacting with experience), the cumulative effects of your parenting choices, and random events that pop up in your family's life will influence the child's unique course of development. There are many possible pathways and outcomes of development. Each virtual child goes through some common developmental phases, but also has a unique combination of experiences, personality traits, abilities and skills that develop over time. Many students have provided feedback that *My Virtual Child* was fun and enhanced their learning of concepts in the course.

Raising the Virtual Child (total value: 25 points):

Entering the simulation is as simple as clicking a link within the Assignments screen in Revel. Revel saves your work whenever you stop, even if it is only part way. There are five dates by which you should have either created the child, or raised the child to a particular age level. Hitting those deadlines

is worth 5 points each (**total: 25 points**). See the Class Calendar for exact dates. These points appear immediately on your Revel Assignments page but generally take a week to appear on Blackboard.

Virtual Child Reports (total value: 104 points):

There are four written reports, worth 24 points each, corresponding to the periods of Infancy and Toddlerhood, Early Childhood, Middle Childhood, and Adolescence. You'll write answers to your choice of four questions (6 points each) per report. Answers should be less than a page in length, double-spaced, and the report length about 4 pages. The instructions and rubric for each report are posted in the Assignments folder on Blackboard. Basically, a good answer demonstrates understanding of concepts and provides support for the points you make by describing parenting choices, child behaviors, and child test reports and grades in school.

MVC Report Peer Review

Peer review is a major component of the scientific process (every article published in a credible journal have been peer reviewed). You will practice providing peer feedback by reviewing each other's MVC Reports. Completion of peer review will be a component of your MVC Report grade (2 points per report, 8 points total). ***Peer evaluation must include verbal feedback. Be specific, 'Good', 'Interesting observations' - are not much of a feedback and such responses will not earn full credit for the reviewer.*** The peer review evaluation window opens 24 hours after the report submission is due. You will access peer review evaluation in the same Bb folder where you submitted your report. ***If you did not submit the report by the deadline prior to start of evaluation period you will not be able to access peer review and will lose peer review points.***

In Class Group Discussions/Writing Assignments (GDWA, total value: 77 points)

Every week during Wednesday class you will work in a small groups on a project/writing assignment. We will use zoom breakout group functionality so the group assignment will be random. The purpose of these assignments is to encourage you to extend and apply material from the textbook chapter and the week's lecture to a challenging research or practical problem that would benefit from multiple perspectives. The assignments will be posted on Blackboard on the preceding Friday in case you want to prepare for the next week's class sessions.

For example, in week 3 (chapter 4), you might be asked "How Much Can We do to Facilitate a Baby's Brain Development?" In Zoom breakout groups of 3-4 students, you download the instructions during class time from Blackboard. You work as a team to view information from the internet on products designed to stimulate infant brain development, such as "Brainy Babies" or "Baby Einstein." You critically evaluate these products based on what you've learned about infant brain development from the text and lecture and write an essay that makes at least three well-supported points or assertions.

The first and last names of each member of your breakout group should be written down on a Microsoft Word or Google Doc document. One member of the group will agree to upload it to a specific assignment link on Blackboard and the TA will assign credit to all individuals in the groups that turned in the assignment. These assignments are expected to be completed by the end of class.

If you are unable to complete the GDWA assignment during the class session due to illness, lack of internet access, family responsibility, etc., you can complete the GDWA assignment individually and turn it in by Friday on Blackboard. If you do not turn in a missing assignment by 11:59 PM, PST on Friday, you'll receive 0 points.

Online Discussions / Writing (*total value: 50 points*)

Every week starting week 2 you will either complete individual short writing assignment or participate in an online discussion. For the online discussion you will need to post one open-ended question related to the week material by Wednesday night (11:59pm) and answer 2 questions by the end of Sunday night (11:59pm). These are graded essentially Pass/Fail. You get full credit (2 points for a question and 1.5 points for each answer) for writing something thoughtful, and 0 points for writing something irrelevant or off-target, or for missing the assignment. More details on what kind questions to ask and not to ask on Bb/Assignments/ Online discussion.doc. There will be 12 online discussion/writing assignments. I will drop the lowest grades (or you can skip 1 with no penalty, but I recommend to save it for the end as you never know what may come up). **There are no make-ups.**

Grading Scale and Policies

Assignment	Points	% of Grade
Revel 20-question Chapter Quizzes - <i>Revel provides 100 points for each quiz. Your total will be divided by 20 to yield a total possible score of 5 points. 15 possible (14 x 5 = 70 points possible)</i>	70	14.00%
Revel 4- to 8-question Module Quizzes. Revel provides from 20 to 32 points for each quiz. There are 258 total questions. Your total will be divided by 20 to yield a total possible score of 65 points on the module quizzes.	40	8.0%
"In-Class" r Quizzes (5 at a value of 25 points each)	125	25.0%
Raise MVC on time (5 at 5 points each)	25	5.0%
MVC Reports - 4 reports at 24 points each (4 questions per report x 6 points per question) + 2 points peer review	104	20.8%
Group discussions/writing assignments (12 possible, throw out 1 lowest/missing one). $11 \times 7 = 77$ points	77	15.4%
Online discussions/writing assignments (11 possible, throw out 1 lowest/missing one). $10 \times 5 = 50$ points	50	10.00%
Vigotsky Research Assignment	9	1.8%
Total	500	100%

Final Grades will be assigned according to the following point ranges:

Percent Earned	Letter Grade
93-100%	A
90-92.9%	A-
87-89.9%	B+
83-86.9%	B
80-82.9%	B-
77-79.9%	C+
73-76.9%	C
70-72.9%	C-
67-69.9%	D+
63-66.9%	D
60-62.9%	D-
<60%	F

Make-Up Policies and Grade of Incomplete

In-Class Group Discussion Writing Assignment (GDWA): If you unable to attend class you can complete GDWA on your own by the end of the day Friday. We drop 1 of the GDWA assignments, meaning that you can miss 1.

Online Revel Quizzes: If you complete any of the module quizzes or the online chapter quiz late, you will only receive 50% credit for it. You have up to a week prior to the due date to complete quizzes. Complete them early to avoid problems. Under unusual circumstances, a student might be able to make up some. If this happens, you must have a valid excuse and present it by email to Dr. Droutman close in time to the missed assignment.

In-class quizzes: If you have a documented illness, USC-sanctioned activity, religious observance, or family emergency and miss one of the four in-class quizzes, it can be made up as long as you provide Dr. Droutman with sufficient documentation. Schedule the make-up within a week after the quiz.

Final Exam: We allow make-ups for the final exam, if you have a documented illness or other emergency and are not able to take it at the scheduled time. However, you must schedule the make-up within two days of the final so that we may complete grading for the course. If you can't make it up within two days, because the illness or emergency occurred after the 12th week of classes, you are assigned a grade of IN (incomplete) and have until November, 2021 to make it up. If you have a class conflict or other conflict let Dr. Droutman know in advance. We will have to make changes on Blackboard to allow you to take the exam at a different time.

Procedures for Students with disabilities: If you have a documented disability, and please submit the appropriate paperwork electronically to me (Dr. Droutman) and we will set up accommodations accordingly.

Incomplete Grades: A mark of IN (incomplete) may be assigned when work is not completed because of a documented illness or other emergency that occurs after the 12th week. An *emergency* is defined as an unforeseen situation beyond the student's control, that prevents a student from completing the semester. Arrangements for completing an IN must be agreed to by the instructor and student prior to the final examination and to the final date for turning in reports and other assignments. The instructor is required

to fill out an “**Assignment of an Incomplete (IN) and Requirements for Completion**” form (<http://www.usc.edu/dept/ARR/grades/index.html>) which specifies to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when the final grade is computed. Both the instructor and student must sign the form, and a copy of the form must be filed in the department. The remaining work must be completed within one calendar year from the date the IN was assigned. The IN mark will be converted to an F grade if the course is not completed after a year.

Recordings and Copyrighting of Class Materials

No student may record any lecture, class discussion or meeting with the professor without the professor’s prior express written permission. The word “record” or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. The professor reserves all rights, including copyright, to lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in this class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions are made for students who have made prior arrangements with DSP and the professor.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

USC seeks to maintain an optimal learning environment. Students are expected to submit original work. They have an obligation both to protect their own work from misuse and to avoid using another’s work as their own. All students are expected to understand and abide by the principles of academic honesty outlined in the University Student Conduct Code (see University Governance, Section 11.00) of SCampus (www.usc.edu/scampus or <http://scampus.usc.edu>). The recommended sanctions for academic integrity violations can be found in Appendix A of the Student Conduct Code.

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Students with Disabilities:

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

Support Systems:

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tab for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

Language and Writing Support

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. <https://emergency.usc.edu/>

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. <http://dps.usc.edu/>

Accessing Course Materials and Description of *The Dynamic Child* Online Learning System

To access REVEL from your Blackboard course:

1. Start from your Blackboard course.
2. Select a content area (called Content or REVEL) from the left navigation.
3. Select **Open REVEL** or click on the link to the textbook

If you have a Pearson account, enter your username and password. Otherwise, create a new account by clicking on the link provided. The instructions will help you link your Pearson account to your Blackboard course.

4. When Pearson and Blackboard are linked, select an access option for *The Dynamic Child*:
 - Redeem an access code purchased from the bookstore (approximately \$90.00)
 - Buy access immediately using a credit card or PayPal (\$79.99)
 - If available, get free temporary access (for 14 days)
5. Your REVEL content appears.

To go back to Blackboard, look for the Blackboard tab or window in your browser.

That's it. Throughout the semester, please access your REVEL content through Blackboard.

To upgrade temporary access to full access:

To upgrade your access before your temporary access expires, select the link in your confirmation email. Once your temporary access expires, you must buy access following the instructions in the email.

Recommended: loose leaf binder version. Once you purchase the online book, you should get a prompt or email about ordering a loose-leaf binder version (hard copy) of the book. I recommend you purchase it (\$19.99). It has all of the text content, but none of the interactive features or videos. Students who have used the book say it helps when you temporarily don't have online access, or when you want a quick review for a quiz or the final. Some students feel they learn and retain material better from print.

My Virtual Child. As part of the textbook purchase, you will be given free access to *My Virtual Child*, an interactive program in which you raise a child online and read about the developmental pathways that your child takes from birth to age 18. More details are provided in another part of this syllabus.

Description of *The Dynamic Child* Online Learning System – “Revel”

How does the interactive textbook work? *The Dynamic Child, second edition* is an interactive online book, presented in Pearson's Revel system. Revel was designed to replace the traditional textbook. The digital textbook is full length. It has built-in practice opportunities that let you quiz yourself to review concepts and prep for exams as you read. There are interactive graphs, photo series, drag and drop self-

quizzes, and videos with quiz questions that help you absorb and apply the content. We will be viewing some of these videos in class along with other videos of children. There is an assignment calendar and performance dashboard. There is a good audio version of the text. The digital book and mobile app have note-taking, highlighting, and search functions that allow you to do your reading and studying digitally.

Assignments Screen. The online book is user-friendly, and most people can figure out quickly how to use it, but here are some brief instructions. The Assignments Screen comes up automatically when you open the book on Blackboard. It can also be accessed from the left navigation bar that contains icons for Assignments, Performance, Highlights and Notes, Table of Contents and Glossary. The Assignments Screen lists all of the chapter assignments as well as My Virtual Child assignments. You simply click on them in the assignments screen and they open. You can also view your completed assignments, scores on quizzes and credit for raising the virtual child to a particular age level.

When you click on the tab for an assignment, the assigned reading opens up and you are able to read, take notes, highlight, and advance from page to page using the left and right arrows that appear on the screen when the pages of the book display. You can also open up and take a Module quiz for each module of the chapter (from 3 to 5 per chapter), and a final Chapter quiz for each chapter. You can get back to the assignments page by clicking one of the four navigation bars that appear on the upper left of the screen. The system records data for each student, so I can see whether you've completed each chapter. Module and chapter quizzes, and My Virtual Child links on the screen show the point value of these required assignments. Due dates for quizzes are given on the screen when you click on the quiz. The following web link has answers to frequently asked questions about Revel, under items 1-21:

<https://www.pearsonhighered.com/revel/assets/pdf/REVELFrequentlyAskedQuestionsStudents.pdf>

How do I use the book on my devices? You can access the book by computer, tablet, cell phone or other devices connected to the internet. You will need to go through Blackboard first to get access to the book as described on page 2 of this syllabus. I recommend you use a computer for optimum speed of access and readability. However, you can also access the book through a Revel App on your mobile device. You get the mobile app through the App Store or Google Play. Your progress automatically updates across all devices, as long as you are connected to the internet. You will need to use WiFi on your mobile device to download the book to your device. Items 22-47 in the web link answer many questions you may have about using the mobile app:

<https://www.pearsonhighered.com/revel/assets/pdf/REVELFrequentlyAskedQuestionsStudents.pdf>

Once you download the book to your mobile device, you will be able to use interactives and writing activities, view videos and take quizzes as long as you are online. A few interactives won't work on the mobile device because of screen size. When you are offline, you are still able to access the narrative content and images, and create highlights and notes. The next time you go online, your highlights and notes sync to your account. Check Blackboard and log in to the book online every few days at least.