



**University of Southern California**

**Psychology 336L: Developmental Psychology Fall, 2023**

**Units:** 4

**Term—Day—Time:** Fall, MW 10-11:50 AM

**Location:** Taper Hall (TTH) Room 202

**Instructor:** Michael J. Cameron, Ph.D., BCBA-D, LBA

**Office:** SGM 527

**Speedback/Office Hours:** Friday 8:00 AM to 10:00 AM (Zoom) or by appointment

**Contact Info:** [came746@usc.edu](mailto:came746@usc.edu)

**Office Hours:** By appointment

**Teaching Assistant:** Diana W. Woodward

**TA Office:** SGM 922

**TA Office Hours:** By appointment.

**TA Contact Info:** [Dwoodwa@usc.edu](mailto:Dwoodwa@usc.edu)

## Course Description

The Psychology 336L was designed as an overview of the exciting field of developmental psychology. The course emphasizes typical physical, cognitive, and social/emotional development from birth to age 18 years. Variations from typical development will also be discussed. 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 be using the *My Virtual Child* simulation embedded in the textbook. You'll write reports applying concepts from the course to *My Virtual Child* simulation.

## Learning Objectives and Outcomes

At the end of the course, you will be able to:

- 1) *Explain the basic research findings and theories* regarding development of children in the physical, cognitive, and socioemotional domains from birth to age 18 years.
- 2) *Apply theories and research findings* to case studies, observational videos and an extended simulation of development called *My Virtual Child*.
- 3) *Understand cultural differences and other aspects of diversity affecting child development* by reading and writing about the diverse environments in which children grow up.
- 4) *Analyze children's behavior* through *My Virtual Child* and by means of classroom video and discussion/writing activities.

**Prerequisite:** PSYC 100 or instructor's permission

Please note that this syllabus lists all 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. Any updates will be announced and posted on Blackboard.

**Speedback office hours:** I am available up to two hours per week to help with studying, writing and other issues that come up in the class. The way this works is that each student will book a 15-minute session virtually, between 8:00 AM and 10:00 AM on Fridays. If you want feedback on studying, write down a quick summary and examples of how you study, and I will go over it with you. If you want feedback on one of your in-class write-ups that has already been graded, you can show me online, and I will give you feedback within the session. A final example is going over an exam. Be prepared with questions about items and I will go over them with you during the session. Virtual meetings will take place over Zoom, and I will set-up a Zoom room each week for students to screen-share their work or verbally ask their questions.

**Traditional office hours:** If you want to talk to me for a longer period, for example about graduate study in developmental psychology, research topics, or personal issues that affect your participation in the course, we can make an appointment for a half-hour or more during or outside of my regular speedback hours, either virtually or in person.

**Tips on studying for and doing well in this course.** This course plan is based on USC's current guidelines for in-person courses. If USC's requirements change, I will update the syllabus.

The main work outside of class is to read, study and take quizzes in the digital textbook. The textbook is a self-contained learning system that includes regular reviews, quizzes and video activities designed to help you master and apply the material, capped off by a chapter ending quiz taken for credit.

Every week there will be class meetings at the scheduled times. Class meetings will consist mainly of the following: 1) extension and updates of topics covered in the textbook, 2) discussion of interesting research studies and issues in the field that didn't make it into the textbook, and 3) application of the material. The application part of class will involve applying concepts from the course to case studies of children, your virtual child, or social policy issues, in collaboration with fellow students. On most Wednesdays, there will be a short-written assignment completed in class involving application of key concepts to a case study, video or virtual child example. There are 12 of these In-Class Writing Assignments (ICWA's), of which 9 will be counted. More details are found in the section of the syllabus entitled "In-Class Writing Assignments."

**Zoom recordings:** Ideally you should be present in person to get the full benefits out of class. However, for those who miss class due to illness, religious observance, mandatory extracurricular or sports activities, or quarantining/isolation, I will record lecture-discussions on Zoom and post them on Blackboard. The recordings can be found under the link "USC Zoom Pro Meeting" in the leftmost panel on Blackboard. I will post all PowerPoint slides on Blackboard prior to class. Students who are not able to attend class will have access to the slides and recorded lectures or can get notes from someone else. Please notify me as soon as possible if you have to miss more than just an occasional class, so that we can work out a plan for you to stay on track or get extra time to complete assignments. Any changes to this policy will be announced in class and posted on Blackboard.

## **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." The bookstore will also have access codes to obtain the book, which you can enter on Blackboard. Once you have ordered a digital copy of the book, you may also order a loose-leaf hard copy of the book for a small additional fee. The hard copy contains all text and photos, minus the interactive concept checks, videos, and quizzes. Here is Pearson's resource explaining the process: <https://www.pearsonhighered.com/revel/students/registration/>

## Description of Assignments

### Reading Assignments

Required reading is all 15 chapters of *The Dynamic Child*, second edition (2020), a Pearson textbook in its second edition, written by Frank Manis. The schedule of readings is provided in the Class Calendar. The text covers development from birth through adolescence, and provides study/review applications, practice quizzes with feedback, many video examples of child behavior, and optional video exercises called "Observing the Dynamic Child" to facilitate your learning. At the end of each chapter is a 20-question quiz, which you will take for a small amount of credit each week. I will describe the Chapter Quiz in more detail under "Chapter Quizzes" below. You access all book assignments through the Assignments screen, which opens when you double click the book icon, in the Contents folder on Blackboard. See the section "Assignments Screen" on p. 13. The book also contains *My Virtual Child*, a simulation Frank Manis created in 2006 that was most recently updated in 2020. Below I describe My Virtual Child assignments in more detail.

### Online Exams (total value: 256 points – 56.9% of class grade)

There are five online exams. The first four are held on Wednesdays (see Class Schedule for dates) and the fifth during the final exam period. The first four exams have 51 and the final exam 52 questions. Each exam will open at 8:00 AM of the scheduled morning on Blackboard, and close at 11:00 PM on the same day. Once you start the exam, you will have 2 hours to finish it. The exams are open book, but it is not advisable for you to try to answer 51-52 questions in 2 hours if you have not studied in advance. About 65% of the questions cover material in the book, and 35% cover material presented in lecture that is not found in the book, or is an extension, or more in-depth treatment of material in the book. To do well on the exams, you must study the textbook and attend class, or view the recordings of the class lectures. In preparation for each exam, I recommend reviewing module and chapter quizzes, any sections of the readings you found difficult, and the lectures that are covered on each exam. The final exam does not have any comprehensive questions. It covers chapters 13-15 only.

***Late policy:*** If you have a documented illness, USC-sanctioned activity, religious observance, or family emergency, or you are in a time zone where you cannot take the exam until after 11 PM PST on Wednesday (or after the final exam time), and you miss one of the four exams in weeks 3-12, it can be made up as long as you provide me with sufficient documentation. Please contact me in advance if you know you are going to miss a quiz. Arrange to take the make-up within a week after the quiz. I will need to grant you access to the exam on Blackboard. We also allow make-ups for the final exam, for the same reasons as the other exams. However, you must schedule the make-up **within two days** of the final.

***Exam Procedures for Students with accommodations:*** If you are receiving accessibility or accommodation services from the university and have submitted appropriate paperwork from OSAS

electronically to me (Dr. Cameron,) you may use an alternate procedure for taking exams. This can involve taking the exam at a different time or day, getting extra time on the exam, or taking the exam in a quiet room at the Accessibility Services office. However, you need to make these arrangements in advance with me. You should schedule each exam as closely as possible to the actual date. The final exam must be completed within 2 days of the scheduled date of the final so that we may finish grading.

### **Module quizzes (0 points)**

I want to highlight the module quizzes, as they might be of interest to many students. Chapters in *The Dynamic Child* are divided into modules. You can take a practice quiz at the end of each module (4 to 8 questions) that provides feedback on correct and incorrect answers. The number of modules varies from 2 to 5 per chapter, but the modal number is 4. These quizzes allow you to check your understanding of key points in the reading. **Revel will assign points, but you will not receive credit** on Blackboard for completing these quizzes. I highly recommend that you take these practice quizzes.

### **Chapter quizzes (75 points – 16.7% of class grade)**

You will take a 20-question online multiple-choice quiz at the end of each of the 15 chapters to test your understanding of the content. You must complete the chapter quiz by Wednesday at 11:30 PM in the week it is due (see Class Calendar). Otherwise, Revel will count it as late and it will receive a zero. Chapter quizzes are available two weeks before they are due. Don't wait to the last minute to take quizzes as the Internet may be down or the Pearson servers may malfunction or be temporarily disabled for service. Each question has a starting value of 5 points, if you get it correct the first time. If you need a second, third or fourth attempt to get it correct, the value drops 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 potential value of chapter quizzes is  $15 \times 5 = 75$  points. Under unusual circumstances (such as computer, Internet or Pearson server malfunction), a student might be able to make up a chapter quiz. If this happens, you must document the problem you encountered and email me about it within 2 days of the missed assignment.

### **In-Class Writing Assignments (ICWA) (27 points – 6.0% of the class grade) (In-class format)**

In-class writing assignments (ICWA's) will consist of 12 brief written responses to lecture topics (e.g., a topic may come from one of the book chapters or an article reviewed in class). Each assignment is worth up to 3 points each. The main goal is to have you apply concepts from the course to practical issues. They are either done in the middle of class, or during the final 15 minutes of the class. They are presented during Wednesday class sessions, in all but two weeks, when they occur on Monday instead (see the schedule).

Although 12 opportunities will be presented, **only 9 ICWA's will count toward your grade**. There are no make-ups of ICWA's, except under extraordinary circumstances, approved by me. ICWA's are scored 0-3 points. A score of 0 is given if you did not turn one in, and scores of 1 or 2 if your answers were unclear, too short, or off base. I expect most people who answer carefully will get 3's. You must turn this in **on Blackboard during the class period (with a 30-minute grace period allowed after class)**. In some cases, you will turn in a group assignment. You must list the other students' full names as they appear on Blackboard so that all of you can get credit. The ICWA's are an important part of your learning experience in the course. **You may NOT email your answers to the ICWA's to me or the TA, and no**

**one other than you or a group member you worked with in class may turn one in for you.** The ICWA's are an important part of your learning experience in the course and should be engaging and fun.

### **My Virtual Child Assignment**

*My Virtual Child* (MVC) is an interactive website that is incorporated into *The Dynamic Child* digital textbook. The purpose of the website is to simulate child development in a way that allows you to apply many of the concepts learned in the course. You'll have access to this website free with your purchase of the textbook. You can raise the child from any Internet-accessible device, although it is much easier, from a visual point of view, on a computer or a full-size electronic tablet. Students typically say this is one of the most enjoyable parts of the class. I will demonstrate it briefly in class.

#### ***Raising the Virtual Child (20 points – 4.4% of class grade)***

Entering the MVC simulation is as simple as clicking the "Create Your Virtual Child" link within the "Part I: Foundations of Developmental Science" entry in 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 (see below). Hitting those deadlines is worth 4 points each. These points appear immediately on your Revel Assignments page but the points will take about a week to appear on Blackboard.

Part I: Foundations of Developmental Science Create Your Child by August 30<sup>th</sup>.  
 Part II: Infancy and Toddlerhood Raise Your Virtual Child: Ages 0-2 by Sept 20<sup>th</sup>.  
 Part III: Early Childhood Raise Your Virtual Child: Ages 3-5 by October 11<sup>th</sup>.  
 Part IV: Middle Childhood Raise Your Virtual Child: Ages 6-11 by November 1<sup>st</sup>.  
 Part V: Adolescence Raise Your Virtual Child: Ages 12-18 by November 22<sup>nd</sup>.

#### ***My Virtual Child Reports (72 points – 16.0% of class grade)***

There are three written reports, worth 24 points each, one for Infancy, Early Childhood and Middle Childhood. There is no Adolescence report but continue to raise the child through age 18 years, as we will do in-class writing assignments. You'll write answers to four questions (**6 points each**) per report. You should copy and paste each question you are answering into the report. Answers should be less than a page in length, double-spaced, and the report length about 4 pages. You are expected to demonstrate understanding of concepts in your answer and support your answers by referring to your parenting choices, child behaviors, and reports given to you as the parent. Turn the report in on Blackboard by 11:30 PM on the date it is due. Reports can be turned in up to two weeks before the due date. *The Instructions document for each assignment posted under "Assignments" on Blackboard provides details about how to prepare and format the paper and has model answers.* The Class Calendar has due dates.

***Late policy on MVC reports:*** If I approve your absence, you will be given extra time to turn in a particular report. Without an approved absence, we will deduct 8 points if it is turned within 24 hours after 11:30 PM of the day it is due, and 16 points if it is more than 24 hours late. Once past the 24-hour period, reports can be turned in at any point up to the last day of class for up to 8 points credit per report, to encourage completion of the reports. If you are not able to turn in a report after week 12 due to documented illness or emergency, the most appropriate grade may be Incomplete.

### *How to raise the virtual child*

Follow the deadlines for raising your virtual child in the Class Calendar. Entering the simulation is as simple as clicking a link within the Assignments screen in Revel. The link appears above the Assignments bar in the Table of Contents section of the Assignments screen. When you finish a session raising the child, you click a link to get back to the textbook, and Revel will save your work on MVC.

**We will form MVC “parent” groups** early in the semester, and you’ll complete class activities with members of your group in class. Some will be asked to raise the child relatively strictly and without affection, and some in a relatively relaxed and affectionate, but inconsistent, manner. This way, we simulate natural differences in parenting occurring in families. We’ll evaluate the “results” of your parenting in early and middle childhood and adolescence, and you’ll write about them in class.

**Here are the basics of running MVC.** First you need to create the child. Once you have done that, you click on “Raise child.” Answer a brief questionnaire about yourself and the appearance of your virtual child. The responses are used to construct a virtual child who somewhat resembles you physically, and in terms of personality and cognitive ability. Indicate your sex at birth and sex of your partner as well as preferred pronoun. You are told you have a baby girl or boy. You get to name the child and make choices about how the child will look. Each child’s story is told through realistic vignettes that pose a series of parenting choices to you (ranging from comforting a sleepy, crying baby at night, to dealing with teenage curfew violations). You are given feedback on your child’s development from “professionals” assessing your child, from teacher’s report cards, and even from an IQ test. The vignettes are accompanied by avatar images of the child as s/he gets older. Each child will progress through various physical, cognitive and socioemotional developmental milestones, but virtual children develop at varying rates. Each child can be thought of as developing along a particular path based on contributions from his/her own unique “genetic predispositions,” the parenting choices you make, and experiences outside the home environment.

### **Bonus Points**

85% class participation rate for the end-of-semester learning assessment earns everyone **5 bonus points**.

## **Grading Scale and Policies**

### **Grading Breakdown (out of 450 points)**

Assignment	Points	% of Grade
<b>Revel 20-question Chapter Quizzes - 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 (15 x 5 = 75 points possible)</b>	<b>75</b>	<b>16.7%</b>
<b>Online exams (4 at 51 + 1 at 52 points) = 256 points)</b>	<b>256</b>	<b>56.9%</b>
<b>Raise MVC on time (5 at 4 points each)</b>	<b>20</b>	<b>4.4%</b>
<b>In-Class Writing Assignments (ICWA) (12 opportunities, count 9 X 3 points = 27)</b>	<b>27</b>	<b>6.0%</b>
<b>MVC Reports - 3 reports at 24 points each (4 questions per report x 6 points per question)-substitute JEP paper for 3<sup>rd</sup> report</b>	<b>72</b>	<b>16.0%</b>
<b>Total</b>	<b>450 points</b>	<b>100%</b>

<b>Bonus for 85% learning assessment class participation rate</b>	<b>5 points</b>	<b>1.1 % added to score</b>
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**Final Grades will be assigned according to the following point ranges:**

Points Earned	Percent Earned	Letter Grade
418-450	93-100%	A
405-417	90-92.9%	A-
391-404	87-89.9%	B+
373-390	83-86.9%	B
360-372	80-82.9%	B-
346-359	77-79.9%	C+
328-344	73-76.9%	C
315-327	70-72.9%	C-
301-314	67-69.9%	D+
283-300	63-66.9%	D
270-282	60-62.9%	D-
<270	<60%	F

### **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 12<sup>th</sup> week. Prior to the 12<sup>th</sup> week, the student has the option of dropping the class. Arrangements for completing an IN must be agreed to by the instructor and student prior to the final examination. 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. Class work to complete the course 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 within one calendar year.

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

<b>Week</b>	<b>Date</b>	<b>Topics</b>	<b>Lecture Topics and In-Class Activities</b>	<b>Required readings, online quiz &amp; MVC due dates</b>
<b>Wk 1</b>	8/21 8/23	Ch 1: Study of Child & Adolescent Development Ch 1, continued	“About me” card	Submit “About me” survey by 8/23, end of class. complete Chapter 1 Revel quiz by 8/30 at 11:30 PM
<b>Wk 2</b>	8/28 8/30	Ch 2: Heredity and Environment Ch 2, continued	<b>ICWA #1 (due by 12:30 PM)</b>	Complete Chapter 1 Revel quiz by 9/6 at 11:30 PM. <b>Create your Virtual Child by 8/30, 11:30 PM</b>

<b>Wk 3</b>	9/4	Labor Day	<b>No class on 9/4</b>	Complete Chapter 2 Revel quiz by 9/13, 11:30 PM
	9/6	Ch 3: Prenatal Development, Birth and the Newborn		
<b>Wk 4</b>	9/11	Ch 4 Physical Development and Health in Infants and Toddlers	<b>Form MVC groups; take group photos</b>	Complete Chapter 3 Revel quiz by 9/20, 11:30 PM
	9/13	<i>Quiz on Ch. 1-3 opens 8 AM; due by 11:30 PM, 9/13</i>		<i>Raise your virtual child through age 2 1/2 years by 9/18, 11:30 PM</i>
	9/13	Ch 4 continued	<b>ICWA #2</b>	
<b>Wk 5</b>	9/18	Ch 5 Cognitive Development in Infants and Toddlers		Complete Chapter 4 Revel quiz by 9/27, 11:30 PM
	9/20	Ch 5 continued	<b>ICWA #3</b>	
<b>Wk 6</b>	9/25	Ch 6 Social and Emotional Development in Infants and Toddlers		Complete Chapter 5 Revel quiz by 10/4 11:30 PM
	9/27	Ch 6 continued	<b>ICWA #4</b>	
<b>Wk 7</b>	10/2	Ch 7 Physical Development & Health in Early Childhood	<b>ICWA #5</b>	<i>MVC Infancy report due on Blackboard by 10/9, 11:30 PM; Raise MVC through age 5 years by 10/11, 11:30 PM</i>
	10/4	<i>Quiz on Ch. 4-6 opens 8 AM; due by 11:30 PM, 10/4</i>		
	10/4	Ch 7 continued		Complete Ch 6 Revel quiz by 10/11, 11:30 PM
<b>Wk 8</b>	10/9	Ch 8 Cognitive and Language Development in Early Childhood		Complete Ch 7 Revel quiz by 10/18 11:30 PM
	10/11	Ch 8 continued	<b>ICWA #6</b>	
<b>Wk 9</b>	10/16	Ch 9 Social and Emotional Development in Early Childhood		Complete Ch 8 Revel quiz by 10/25, 11:30 PM
	10/18	Ch 9 continued	<b>ICWA #7</b>	
<b>Wk 10</b>	10/23	Ch 10 Physical Development and Health in Middle Childhood	<b>ICWA #8</b>	<i>MVC Early Childhood report due on Blackboard by 10/30, 11:30 PM; raise MVC through age 11;11 years by 11/1, 11:30 PM</i>
	10/25	<i>Ch. 7-9 quiz opens 8 AM: due 11: 30 PM, 10/25</i>		
	10/25	Ch 10 continued		Complete Ch 9 Revel quiz by 11/1, 11:30 PM
<b>Wk 11</b>	10/30	Ch 11 Cognitive Development in Middle Childhood		Complete Ch 10 Revel quiz by 11/8 11:30 PM
	11/1	Ch 11 continued	<b>ICWA #9</b>	



<b>Wk 12</b>	11/6	Ch 12 Social and Emotional Development in Middle Childhood	<b>ICWA #10</b>	Complete Ch 11 Revel quiz by 11/15, 11:30 PM
	11/8	Ch 12 continued		
<b>Wk 13</b>	11/13	Ch 13 Physical Development and Health in Adolescence	<b>ICWA #11</b>	<i><b>MVC Middle Childhood report or JEP report due on 11/20, 11:30 PM; raise MVC through age 18 by 11/22, 11:30 PM</b></i> Complete Ch 12 Revel quiz by 11/22, 11:30 PM
	11/15	<i><b>Ch 10-12 quiz opens 8 AM: due 11:30 PM, 11/15</b></i>		
	11/15	Ch 13 continued		
<b>Wk 14</b>	11/20	Ch 14 Cognitive Development in Adolescence		Complete Ch 13 Revel quiz by 11/29, 11:30 PM
	11/22	<i><b>*No class: Thanksgiving*</b></i>		
<b>Wk 15</b>	11/27	Ch 15 Social and Emotional Development in Adolescence	<b>ICWA #12</b>	Complete Ch 14 Revel quiz by 12/4, 11:30 PM <i><b>Late reports due 12/4, 11:30 PM</b></i>
	11/29	Ch 15 continued		
<b>Wk 16</b>	TBD	<b>Final Exam opens 8 AM; due 11:30 PM: Chapter 15 Revel quiz.</b>		<i><b>Final grades posted by 12/19 11:30 PM</b></i>

### **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**

#### **Academic and Classroom Conduct:**

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" [policy.usc.edu/scampus-part-b](http://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, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

#### *USC Student Judicial Affairs and Community Standards (213-821-7373)*

Disruptive classroom behavior, including persistently arriving late or leaving early, talking incessantly in a way that disrupts other students' learning, loudly and frequently interrupting the flow of class with questions or interjections, or becoming belligerent when asked to cease inappropriate behavior is not

tolerated at USC. I will first try to reduce the behavior by example and persuasion, but if it persists, the student will be reported to Student Judicial Affairs and Community Standards. The office will collect information and determine any appropriate actions to be taken (such as disciplinary probation) or interventions (such as anger management counseling).

### **Support Systems:**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

[studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)

I know more students than usual might be experiencing anxiety or sadness because of events in the past 18 months. Please talk to me if you feel your physical or psychological state might hamper your engagement in the class. Contact the phone number and link provided for free and confidential mental health treatment, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*

[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call*

[studenthealth.usc.edu/sexual assault](http://studenthealth.usc.edu/sexual%20assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office for Equity, Equal Opportunity and Title IX (EEO-TIX) - (213) 740-5086 / Title IX – (213) 821-8298*

[eeotix@usc.edu](mailto:eeotix@usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[usc-advocate.symplicity.com/care\\_report](http://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

*The Office of Student Accessibility Services (OSAS) - (213) 821-9620*

[osasfrontdesk.usc.edu](http://osasfrontdesk.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, digital accessibility, and support for individual needs.

*USC Campus Support and Intervention - (213) 821-4710*

[campussupport.usc.edu](http://campussupport.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](https://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](https://dps.usc.edu), [emergency.usc.edu](https://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](https://dps.usc.edu) non-emergency assistance or information.

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

### Accessing Course Materials

To access the REVEL textbook *The Dynamic Child* from your Blackboard course:

1. Start from your Blackboard course.
2. Select Content from the left navigation bar
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 \$93.50)
- 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, quizzes 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. Some of the activities (such as completing a reading or taking a brief drag and drop quiz) earn points within Revel, but not in the course. Hence, your total points on Revel does not correspond exactly to your points on Blackboard. The only assignments given points on Blackboard are module quizzes, chapter quizzes and raise-virtual child events.

**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. In the performance Tab, you can 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 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.