

FALL | 2017

Child development (PSY 301, section 04)

Josita Maouene

“In learning you will teach, and in teaching you will learn.”

– Phil Collins



Instructor: Dr. Josita Maouene

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Office: AuSable Hall, room 2213

Classroom: Lake Huron (LH) 102

Walk-in Office hours:

Mo: 1.30 to 2.30, Fri 1.30 to 3.00 or by appointment

Prerequisite: Psychology 101

Course Description

In this course, we will focus on the developmental changes that take place between conception and adolescence. We will cover several aspects of these changes including theories of development (why does it change?), milestones of development in various domains (what changes) and a case study on the roots of violence. A major emphasis will be put throughout the course on applying theoretical concepts learned in the textbook and during the lectures to real life in your personal project and in a case study.

Course objectives

- 1) Theoretic objective: Know the basic concepts and theories in developmental psychology from conception to adolescence.
- 2) Professional objective: Have practiced how to use the concepts in your personal and professional life (through a project).

- 3) Learned about the complexity of development through the case study of a teenager who became a murderer.
- 4) Writing objective: Have learned how to write a guided essay (500 words) integrating newly-learned concepts.
- 5) Methodological objective: have learned different scientific techniques to gather facts on child development.

In addition, since this course is one of those required for admission to the COE (Council for Opportunity in Education), it should be noted that it also supports the vision, mission, and values of the COE, which are as follows:

- Vision: “Promoting teaching excellence, active scholarship, and social responsibility.
- Mission: “We develop quality educators to teach, lead, and serve in local and world communities.”
- Values: Inquiry, ethics, collaboration, decision-making.

Material

- Siegler, Deloache & Eisenberg (4rd Edition, 2014), How Children Develop. Worth Publishers.
- Karr-Morse, R. & Wiley, M. S. (1997 or the 2nd edition 2013). Ghosts in the Nursery: Tracing the roots of violence. Atlantic Monthly Press.

Structure of the class

The whole session is divided in **three sections of 5 weeks each**.

The first section is looking at **what development is**, how to go about it (methods of research) and the **theories** about cognitive and social development.

The second session is concerned with the **milestones** of development at each age from **prenatal to adolescence**.

The last section is a **case study** on aggressive behavior development.

Project

Tutoring Project (due on the 9th week **Mo Oct 30**)

- Three hours (3 times an hour, unless the child is an infant or a toddler) of assisting with a tutoring program is required. The age of the child is left up to you. Helping a relative or the child of a friend of yours is possible.
- The primary goal here is to experience first-hand what teaching and learning means in a one-on-one interaction and how it relates to the concepts learned in class.
- **All the documents are on my BB under Course documents.**
- **The first deadline is **Mo Sep 25** to give me the document entitled “slip tutoring” that you will have filled out.** It gives me the details of where you are going to go, when and whom you will be tutoring.

Grading

A three-hour tutoring project	50 points
Exams 1 (40 MCQ)	40 points
Exam 2 (40 MCQ)	40 points
Exam 3 (40 MCQ)	40 points
1 Quiz on Ghosts	20 points
Total points	190 points

- Extra credits for 3 guided essays maximum of **15** points (5 pts for each essay).
- You get either the 5 pts for completion or zero point.

Final Course Grades

93% & above = A	83% = B	70% = C-
90% -92.99% = A-	80% = B-	67% = D+
87% - 89.99% = B+	77% = C+	60% = D
and so on	73% = C	Below=F

Make-ups

There are no make-ups without documentation of illness or of a serious problem that prevented completion of exams.

Attendance

There is no attendance requested, but I strongly recommend attending class for several reasons: 1) There will be questions in the exams on the material covered in class that will not be in the textbook, particularly on video clips. 2) Repeated and varied exposure to course material results in better memory and understanding of that material. 3) Your grades will be seriously affected.

Accommodations for Students with special Needs

If there is any student in this class who has special needs because of a learning, physical, or other disability, please contact me and Disability Support Services (DSS) at (616) 331-2490. Furthermore, if you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency, please make me aware so that the university and I can develop a plan to assist you. It is the *student's responsibility* to request assistance from DSS.

Accommodations for Non Native Speakers of English

If there is any student in this class who has special needs because they are in the process of learning English as a second language, please contact Dr. Maouene so that she can develop a plan to support your learning.

Respect

Communication with your instructor is good. Communicating with other members of the class is good. We will maintain a respectful atmosphere in the classroom for all scholars regardless age, gender, sexual orientation, ethnicity, disabilities. If you experience a lack of respect at any point, please contact me.

Cell phones should be deactivated during class time. Electronic devices are prohibited for quizzes and exams.

Quiet food is ok.

Academic dishonesty

Students will do original work and will not take or receive the efforts of another person on any test or assignment, use unauthorized resources on quizzes or tests, plagiarize, or give/sell other students papers or assignments *not authorized by the instructor*. ***You are responsible*** for making yourself aware of and for understanding the policies and procedures that pertain to academic integrity. To that end, be sure to familiarize yourself with the GVSU Student Code [Section 223.01] related to academic integrity. **Furthermore, be sure to reference sources at all times.** If you are uncertain about such an issue prior to submission of an assignment, project, or test, please see your instructor so we can eliminate that uncertainty.

TENTATIVE COURSE SCHEDULE

Date	Topic	Readings & Assignment <u>due that day</u>
Week 1	UNIT 1: What is development? Historical foundations Themes in development Theories and methods	
Aug 28	Introduction and syllabus	
Wed Aug 30	What is development, what develops, themes	
Fri Sep 1	Historical Foundations of the field	Read Textbook chap.1 pp. 1-22 Study the concepts p.37
Week 2		
Mo Sep 4	LABOR DAY RECESS	
Wed Sep 6	Scientific Concepts and Methods in child development	Read Textbook chap. 1 pp. 23-37 Study the concepts p.37
Fri Sep 8	Theories and methods in Cognitive Development I • Piaget I	Read Textbook chap. 4 pp.129-145 Study the concepts concerned with Piaget p.169
Week 3		
Mo Sep 11	Theories and methods in cognitive development I	

	<ul style="list-style-type: none"> • Piaget II 	
Wed Sep 13	Theories and methods In cognitive development II <ul style="list-style-type: none"> • Dynamic Systems Theories 	Read Textbook chap. 4 pp.161-167 Study the 10 concepts of DST given in class
Fri Sep 15	Theories: in-class guided essay on concepts of Dynamic System Theories (for 5 extra credits pts)	
Week 4		
Mo Sep 18	Theories and methods in cognitive development III <ul style="list-style-type: none"> • Info processing and • socio-cultural 	Read Textbook chap. 4 pp.145-161 Study the concepts of Socio-cultural theories of cognitive development p.169
Wed Sep 20	Theories and methods in social development I <ul style="list-style-type: none"> • Freud and Erikson • Watson, Skinner, Bandura 	Textbook chap. 9 pp.339-356 Study the concepts p.381
Fri Sep 22	Theories and methods in social development II <ul style="list-style-type: none"> • Selman, Dodge, Dweck, • Bronfenbrenner 	Textbook chap. 9 pp.356-379 to Study the concepts p.381
Week 5		
Mo Sep 25	Presentation of the Tutoring project:	Slip due for Tutoring Project

	The physical-cognitive and socio-emotional aspects of learning and tutoring	
Wed Sep 27	Review session	
Fri Sep. 28	Exam 1 40 MCQ	
Week 6	UNIT TWO MILESTONES	
Mo Oct 2	Prenatal development I An active fetus	Textbook chap. 2 pp. 39-66 study the concepts p. 83
Wed Oct 4	Pre-natal development II An active fetus	Textbook chap.2 pp. 67-81 study the concepts p.83
Fri Oct 5	Infancy I Birth and the newborn (preferences and reflexes)	Textbook chap. 5 pp.171-191 Study the concepts p.213
Week 7		
Mo Oct 9	Infancy II the older infant motor development	Textbook chap. 5 pp.188-198 Study the concepts p.213
Wed Oct 11	Infancy III learning about the physical world (Baillargeon)	Textbook chap. 5 pp. 198-208 Study Baillargeon's

		experiments
Fri Oct 13	Toddlers: Symbol learning (Deloache)	Textbook chap. 6 pp.252- 254 Study Deloache's experiments
Week 8		
Mo Oct 16	Middle childhood I Moral development Piaget the precursor Kohlberg's theory	Textbook chap.14 pp. 553- 558 Study Piaget's concepts of moral develoment
Wed Oct 17	Middle childhood II: moral Development: Kohlberg's theory Critiques Types of morality	Textbook chap.14 pp. 558- 563 Study Kohlberg's concepts of moral develoment
Fri Oct 18	Middle childhood III Recent research	Textbook chap.14 pp. 563-591 Study the concepts p.591
Week 9		
Mo Oct 23	Adolescence I The evolution of the concept of adolescence	
Wed Oct 25	Adolescence II identity formation	Study ppt on the evolution of the concepts of adolescence and review the concepts of DST applied to adolescence
Fri Oct 27	Adolescence III	Textbook chap.11

	final comments	pp. 443-449 study Marcia's concepts p.443-445
Week 10		
Mo Oct 30	Guided essay from prenatal to adolescence development on concepts seen in class For 5 extra credits	Tutoring project due (50 pts)
Wed Nov 1	Review session	
Fri Nov 3	Exam 2 40 MCQ	
Week 11	UNIT THREE CASE STUDY	Aggressive behavior development in "Ghosts from the Nursery"
Mo Nov 6	Neural development I	Ghosts chap. 1
Wed Nov 8	Neural development II (what is learning? synaptogenesis, pruning)	Ghosts chap. 2 & Textbook Concepts p. 125
Fri Nov 10	Neural development III	Ghosts chap. 3
Week 12		
Mo Nov 13	Parenting style I	Ghosts chap. 4
Wed Nov 15	Parenting style II	Ghosts chap. 5

Fri Nov 17	Temperament I	Ghosts chap. 6
WEEK 13	THANKSGIVING RECESS	NOV 22-26
Week 14		
Mo Nov 27	Temperament II	Ghosts chap. 7
Wed Nov 29	Attachment I	Ghosts chap. 8
Fri Dec 1	Attachment II	Ghosts chap. 9
Week 15		
Mo Dec 4	Quiz 20 MCQ	Ghosts chap. 10
Wed Dec 6	Guided essay on Ghosts for 5 extra credit points	Ghosts chap. 11
Fri Dec 8	Review session	
Week 16	Exam, 40 MCQ non cumulative	Tuesday, December 12, 12:00 pm 1:50 pm Same classroom

Disclaimer

Unforeseen circumstances may lead to adjustments in this syllabus. If any changes are necessary, I will announce them in class as soon as possible.

Accommodations for religious holidays

Let me know as early as possible of conflicts

Fall 2017 Academic Calendar

Vent	Date
Registration Drop and Add	March 20 - September 1
Payment Deadline	August 18 by 5:00 pm
Convocation	August 25
Classes Begin	August 28
100% Tuition Refund Deadline	September 1 by 5:00 pm
Last day to Add, Register, or Pay	September 1 by 5:00 pm
Labor Day Recess	September 3-5
75% Tuition Refund Deadline	September 22
Mid-term Evaluations	October 9-13
Mid-term Grades Due from Faculty	October 17 by 12:00 pm
Mid-term Grades Available to Students	October 19
Drop with a "W" Grade Deadline	October 27
Thanksgiving Recess	November 22-26
Classes End and Commencement	December 9
Examination Week	December 11-16
Semester Ends	December 16

Vent	Date
Grades Due from Faculty	December 19 by 12:00 pm
Grades Available to Students	December 21

Tuition refunds are based on the difference between the amount paid and the amount due for credits remaining after courses are dropped. The block tuition rate may result in a smaller or no refund being available for dropping a course.

Visit our [calendars page](#) for past and future semester dates and the registration calendar.