

CHILD DEVELOPMENT
Psychology 301.08; Fall 2017
M/W/F 9:00 to 9:50 am – Location: Au Sable Hall 2120
Course Syllabus

Instructor: Tessa M. Jordan, Ph.D.

Office Hours:

Mon, Wed and Fri 8:00 to 8:50am & Mon and Wed 1:00pm to 1:50pm or by appointment

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Please put “Psych 301” in the subject line of your email. I will do my best to respond to emails within 24 hours if they are received Monday-Friday. See me in person (e.g., during office hours) if you have any questions/concerns that may require a lengthy response.

*This syllabus is subject to change. Changes (if any) will be announced in class.

Course Homepage: BlackBoard; <http://mybb.gvsu.edu>

Text: Siegler, R., DeLoache, J., & Eisenberg, N. (2014). *How Children Develop, 4th Edition*. NY: Worth Publishers.

Prerequisite: An introductory psychology course (Psych 101 or the equivalent), or HNR 234.

COURSE STRUCTURE

This course provides an overview of the theories, methods and phenomena of child psychology. We begin with an introduction to the study of human development, followed by discussion of prenatal development and the neonate and then proceed to cover the developmental domains of physical, emotional, social and cognitive development that take place over the course of infancy and childhood. The approach to the course topics is scientific, with an emphasis on research finding in developmental psychology. An appreciation for cultural diversity is an integral part of this course and will be addressed in the lectures and video segments. The class format is predominantly lecture-based, but questions/comments are encouraged. You are responsible for text material in addition to lecture material, but lecture material will be the primary focus in each of your exams.

COURSE OBJECTIVES

1. To describe the developing person from birth through childhood.
2. To provide perspective on the changes that take place during an individual’s life.
3. To describe methods and techniques for observing and measuring human development.
4. To demonstrate how different theoretical perspectives affect or determine the research and applications that arise from them.
5. To apply knowledge regarding Developmental Psychology to both observations of children and to interaction with children.

COURSE REQUIERMENTS

Exams: Three exams will be given covering material presented in the lectures and text. Be advised that you are responsible for material that will be presented **ONLY** in class and **ONLY** in the text. Lecture material will make up approximately 85% of each exam and textbook material make up approximately 15% of each exam. All of the exams are *noncumulative*. Exams will consist of objective questions in multiple choice format. Each exam is worth 50 points.

Make up exams: Occasionally there are legitimate reasons for missing an exam. I will, however, allow you to take a make-up exam ONLY if you inform me 48 hours in advance that you will have to miss the exam. If you become extremely sick or encounter some other emergency on the day of the exam, I must be notified by email within 12 hours of the scheduled exam time and you will need to show some verification (e.g., a note from your physician, an accident report, etc.). *Missed exams or failure to comply with these policies will result in a zero on the exam.*

Observation Project: The study of developmental psychology is greatly enhanced by the opportunity to observe actual children and conduct informal research. Therefore, you will have the opportunity to complete assessments with a child (5 to 15 years old) and write an observation paper. More information regarding this project will be discussed in class and posted on Blackboard. The entire Observation Project is worth 80 points. Transcript, consent form, photos and testing material are due at the start of class on **November 13th** (turn in printed copies). The final Paper is due at midnight on **December 4th** (posted on BlackBoard). Please note: Late papers will NOT be accepted.

In-class writing assignments: You will have the opportunity to complete 6 in-class writing assignments throughout the semester, each worth 5 points. These will be “pop” writing assignments—advanced notice will not be provided. To receive credit, you must be in class and turn in your writing assignment at the end of class. *Make-up opportunities for in-class assignments will not be granted regardless of reason for missing the assignment.*

Grading: Each exam is worth 50 points (3X50=150), the Observation Project is worth 80 points, and each in-class writing assignment is worth 5 points (6X5=30). Thus, the total number of points for the class is **260**. Make-up exams will also be worth 50 points. ***Grades will not be curved.*** Your final grade, therefore, will consist of your three exam scores, your scores from the Observation Project and the in-class writing assignments.

Grading Scale:

<u>Your Total Points</u>	<u>Letter Grade</u>	<u>Your Total Points</u>	<u>Letter Grade</u>
247-260	A	200-207	C+
234-246	A-	190-199	C
226-233	B+	182-189	C-
216-225	B	174-181	D+
208-215	B-	156-173	D
		155 and below	F

****If your grade is at the .5 mark, I will round up (i.e., 250.5 will be rounded up to 251).** I will not adjust your grade in any other way. Please do not ask at the end of the semester.

COURSE POLICIES

Accommodation of Learning Disabilities/Special Needs: Disability: If you have a learning, physical or other disability that would impact your ability to master the material in this course and/or take the exams as described above, please contact GVSU's Disability Support Services (DSS) at 616-331-2490 or <http://www.gvsu.edu/dsr/> to arrange for special accommodations. Furthermore, if you have a physical disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so we can develop a plan to assist you.

Withdrawal: In accordance with University regulations, students withdrawing by the fourth week (see Registrar for exact date) will be assigned a grade of W (withdrawal). Students withdrawing after the deadline to withdraw will be assigned a letter grade based on their performance in the class. *Note: It is your responsibility to drop yourself from this class.*

Incomplete: Under special circumstances, a grade of Incomplete (I) can be granted. See me as soon as possible to arrange this, and provide me with written documentation of why the course could not be completed. Note that an Incomplete grade must be completed by the end of the next academic semester, or is automatically converted to an F. An Incomplete will not be given for falling behind in the course or wanting to repeat the course for a better grade.

Integrity of Scholarship and Grades: All academic work will be done by the student to whom it was assigned. Anyone caught cheating (e.g., procuring, providing or accepting any materials which contain questions or answers to any exam or assignment, submitting work that has been previously graded) or plagiarizing (taking ideas or material from another source for either written or oral presentation without acknowledging the original source) will be dropped from the course, given an F, and referred to the University for further action. Cheating is a serious violation of academic integrity. For more information on academic honesty please see the GVSU student code.

In-Class Behavior: It is very important to minimize disruptions and to show respect and consideration for other students as well as the academic process. For this reason, please get to class on time, and once the lecture starts, please refrain from talking, texting, reading, or sleeping. When you come to class, please be prepared to actively listen and take notes. If you need to leave class early, please sit near an exit and leave quietly.

Meijer Writing Center: To assist you with any writing project, at any stage of your writing process. The center's well-trained peer consultants can help you to brainstorm ideas, organize content, integrate research, polish a draft, and correctly document sources. Make an appointment or visit during drop-in hours. Visit <http://www.gvsu.edu/wc/> or Call 331-2922.

SASC Tutoring Center: Need help understanding your course content or writing a paper? Want to learn more efficient study strategies? SASC Tutoring Center can assist with most courses and academic writing assignments. Visit <http://www.gvsu.edu/tc/> for the most current information on services, hours, and locations.

Fire:

In the event of a fire, immediately proceed to the nearest exit during a fire alarm. Do not use elevators.

COURSE SCHEDULE

The following is a tentative schedule for the information that we will cover and exam dates. **THIS SCHEDULE IS SUBJECT TO CHANGE!** Keep in mind that you are responsible for all material covered in the assigned chapters for tests regardless of whether or not it is covered in class.

<u>Week/Dates</u>	<u>Topic</u>
1. August 28, 30 September 1,	Review Syllabus Introduction to Child Development (Ch. 1)
2. <i>September 4</i> 6, 8	<i>LABOR DAY – NO CLASS</i> Introduction to Child Development continued (Ch. 1) Discuss Observation Project Sept 8th
3. September 11, 13, 15	How to Conduct Assessment (Observation Project) Sept 11th Prenatal Development (Ch. 2)
4. September 18, 20, 22	The Role of Genes and Environment in Dev (Ch. 3, pp 85-105) Brain Development in Infancy (Ch.3, pp. 106-118)
5. September 25, 27, 29	Motor Development in Infancy (Ch. 5, pp. 188-198) Visual Development in Infancy (Ch. 5, pp. 173-188)
6. October 2, 4, 6	Auditory Development in Infancy (Ch. 5, pp. 173-188) EXAM 1 (Topic and page numbers above) October 4th
7. October 9, 11, 13	Emotional Development (Ch. 10)
8. October 16, 18, 20	Attachment Theory (Ch. 11, pp. 425-439) Self-Awareness & Self-Concept Dev. (Ch. 11 pp. 439-449) Theory of Mind Development (Ch. 7, pp. 266-271).
9. October 23, 25, 27	Moral Development (Ch. 14, pp. 553-566) Prosocial Moral Development (Ch. 14, pp. 553-566)
10. October 30, Nov 1, 3	Gender Development (Ch. 15)
11. November 7 November 9, 11	EXAM 2: (Topic and page numbers above) Nov.7th Language Dev in infancy (Ch. 6, pp 216-221, 228-246) Language Dev in Early Childhood (Ch. 6, pp 216-221, 228-246)
12. November 13, 15, 17	Transcript, consent, photos and testing materials Due at the start of class (turn in printed copies) Nov 13th Piaget's Cognitive Dev. in Infancy (Ch. 4, pp. 129-135)
13. November 20 <i>November 22, 24</i>	Piaget's Cognitive Dev. in Early Childhood (Ch. 4, pp. 138-141) <i>THANKSGIVING BREAK – NO CLASS</i>

14. November 27, 29
December 1
- Piaget's Cog Dev. in Middle Childhood (Ch. 4, pp. 141-142)
Paper Check-In Nov 29th
SocioCultural Theory of Cognitive Dev. (Ch. 4, pp. 155-160)
15. **December 4**
December 6, 8
- Observation Project Paper Due on Blackboard by Midnight**
Infor. Processing Theory of Cognitive Dev. (Ch. 4, pp. 145-155)
Dynamic Systems Theory of cognitive Dev. (Ch. 4, pp. 161-166)
16. **December 12**
Tuesday 8:00am
- EXAM 3 (Topic and page numbers above)**

HOW TO SUCCEED IN PSYCH 301:

- **Read!** Read the chapter associated with each lecture *before* the lecture is given. This will provide you with a broader context for understanding the material presented in class.
- **Attend Each Class!** Missing class will substantially lower your grade in the course.
- **Take Good Notes:** Fill-out your Lecture Outline, take additional notes and make note of examples given in class. The Lecture Outlines are intended as a guide only. *Filled-in Lecture Outlines alone will not provide you with all the necessary material to succeed in this course. Additional lecture notes will be essential when you study for the exams.*
- **Prepare for Exams** well in advance. You should re-read your lecture notes each day after class and review material often. If you wait until the last minute to begin preparing for an exam, you are unlikely to perform as well.
- **Come to Office Hours** (or make an appointment to meet with me) if you need to discuss anything pertaining to this course