# GRAND VALLEY STATE UNIVERSITY

# Child Development – PSY 301, Section 7

**Instructor**

**Dr. Maouene** **Class Times and Location**

Mo,Wed, Fri in person

Office AuSable Hall, room 2213 Building: AuSable Hall 2120

**Email:** maouenej@gvsu.edu

**Web**: <http://www.gvsu.edu/psychology/josita-maouene-159.htm>

**Lab**: <http://www.maouene.info>

**Office Phone: 616-331-3369**

**Teaching assistant:** Alyssa Cline

**Email:** [clinea@mail.gvsu.edu](mailto:clinea@mail.gvsu.edu)

**OFFICE HOURS:**

**In person: Drop in** MW 12 to 12:50 am

or by appointment

For virtual Office hour on Blackboard

email me first!

On BB, select “Virtual Office Hours” and then you will join a zoom meeting.

The old urls for BB on your computer and on your phone have changed: A new procedure for increased security has been created (multifactor authentication): <https://services.gvsu.edu/TDClient/60/Portal/KB/ArticleDet?ID=5303>

* **Blackboard Course site:**

<https://lms.gvsu.edu/>

* **Blackboard Student Mobile App:** Go to the app store. Download the Blackboard Student app. It will ask you to accept the conditions and go through a process of multifactor authentication.

## Course Description

**Child Development**  
PSY 301/ 3 Credit Hours

This course focuses 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 of the roots of aggressive behavior development with the book Ghosts from the Nursery. The approach to the course topics is scientific, with an emphasis on scientific observation and 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. A major emphasis will be put on the application of the concepts related to different periods of your childhood in a weekly journal entry and on the complexity of development.

**Offered Fall and Winter semesters. PSY 101 prerequisite.**

**This course is subject to the GVSU policies listed at http://www.gvsu.edu/coursepolicies**

## **Required book, Accounts, and Supplies**

1. Tophat (software account) for in-class polling/home and exams
2. ‘Ghosts from the Nursery’ (book)
3. Blackboard account
4. Zoom account
5. Note cards 3 by 5 inches or a quarter of a A4 page 1 side
6. Phone, ipad or tablet or laptop for in-class questions

Below all the details:

**TEXTBOOK available on Tophat**

* **Siegler, Deloache, Eisenberg & Saffran (4rd Edition, 2014), How Children Develop. Worth Publishers.**

**BOOK**

* **GHOSTS FROM THE NURSERY, book**

**Karr**-**Morse, R. & Wiley, M. S. (2nd edition 2013, FIRST edition is ok too !!). Ghosts in the Nursery:**

**Tracing the roots of violence. Atlantic Monthly Press.**

**TOPHAT**

* **TOPHAT (30$) will be used for activities and interactive polling and exams: The access is through the GVSU SAVE program. It means you do not need to go through the library to get it. You will need either a laptop, a smartphone, or a tablet.**
* Your course is participating in the GVSU SAVE program. This means your course material will be delivered to you via a link on the course’s Blackboard page. The course is now live for the semester and you may access your course material at this time. You should have received a “Welcome Email” from Verba/VitalSource that explains the GVSU SAVE program. You have been charged for your course material on your GV student account. The deadline to opt-out of the SAVE program is Friday, Jan. 20th for normal 15-week courses. Please be aware, if you opt-out you will be responsible for purchasing the required course material on your own. For the instructions to opt-out, and more information about the program visit the GVSU SAVE website at: <https://lakerstore.gvsu.edu/gvsusave>

The procedure:

**STEP 1**

**Graphical user interface, text, application, email

Description automatically generated**

**STEP 2**

**Graphical user interface, application

Description automatically generated**

**STEP 3**

**Then on the registration page of Tophat, enter your info and the code. And you should be all good to go!**

**If you encounter financial difficulties, please contact me!**

* How to Get in Touch with **TOPHAT SUPPORT**

Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email ([support@tophat.com](mailto:support@tophat.com)), the app support button, or by calling 1-888-663-5491.

## **OBJECTIVES**

1. Demonstrate an understanding of the basic concepts and theoretical paradigms that direct the field of Developmental Psychology
2. Describe, and think critically about, changes within the developing person from conception to adolescence.
3. Discuss both traditional and current explanations for trends in children’s physical, cognitive, and social/emotional growth.
4. Understand the scientific method and apply it to the understanding of child behavior and development.
5. Apply and create knowledge regarding child development to both observations of children and to interactions with children: You will write a weekly journal on your own development (interviewing your parents or principal caregivers) or on the development of people you know and observe the development of Jeffrey and his brother John through a case study presented in the book Ghosts from the Nursery).

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.

**SPECIFICS TO THE DELIVERY OF THE COURSE**

**Methods of Instruction:**  Instructional strategies will include interactive slides with polling through TOPHAT, interactive videoclips, an individual journal, questions and reflections on Ghosts from the Nursery, and review sessions.

**Groups.** You will be asked to work with your neighbors, and answer polls and discussion questions through TOPHAT during activity and slide times throughout the entire course.

**Format:** This class uses an in person format which means we will meet three times a week in person, Mondays, Wednesdays and Fridays. I will have 2 prerecorded lectures because of a conference I am going to in March.

**COMMUNICATION**

* 1. All official Grand Valley State University email goes to your student (Gmail) account, including any email sent from Blackboard.  I will send email through Blackboard, so it is very important that you check your GVSU Gmail account on a regular basis.  Many times, I will send reminders, tips and general FYI information as an e‐mail message.  Likewise, I would also expect that you check our Blackboard class site on a regular basis (4+ times per week).
* 2. Email sent from Blackboard includes the course number.  When sending me an email message that does not originate in Blackboard, *please indicate the course number in the subject line and sign your name within the body of the message,* so that I know with whom I am corresponding.  If it is an urgent message, please also include the words “help” in the subject line.  Based on the sheer volume of email I receive every day, this will help me to give priority to urgent messages from my students.
* During the workweek (Monday – Friday) I will check my email several times between the hours of 9‐ 5.  You will receive a response within 24‐hours (and usually much quicker.)
* I often check my email at least once during the week-end, and reserve the right to limit my email access.  Therefore, please do not expect that I will return email messages on the weekend.
* Depending on when you send your message, it may be Monday before you hear back from me.

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**\*\*\*\*\*\*\*\*\*\*\*\*\*\*HOW TO SUCCEED IN PSYCH 301\*\*\*\*\*\*\*\*\*\*\*\*\*\***

* **Study the concepts each week and read the examples from ”How children develop” (on Bb and Tophat).**
* **Come to class and answer the questions on Tophat!**
* **The exams are manly on the concepts you study each week (list at the end of each chapter of your textbook). Create flashcards for those, early, each week.**
* **Understand experiments and their names**
* **Connect the name of a research with the name of the theory and its main points.**
* **Take Good Notes**: Fill-out your slides with notes, and make note of examples. *Additional lecture notes will be essential when you study for the exams.*
* **Take notes on the video clips and review them as questions on these will appear in the exams.**
* **Ask for Office Hours** **early.**
* **Come to and do the reviews** **and the exam practices**
* **Take the extra credit opportunity** **offered.**
* **Catch up participation points if you missed a lecture.**
* **Read the book Ghosts from the Nursery and do the assignments.**
* **Create 3 well organized hand-written note cards for each exam**.

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**Structure of the class**

The whole session is divided in **three units of 5 weeks each**:

UNIT 1: Theories and Methods, concepts chapters 1, 4 (partial), 9 (partial);

UNIT 2: Milestones of development from conception to adolescence, concepts chap. 2 (partial), 5, 6(partial), 14 (partial), 11 (partial);

UNIT 3: Ghosts from the Nursery, chapters 1-9.

The class is organized around weekly modules including the weekly assignments (15 of them).  The deadline for the weekly requirements is set at Sunday 11.59 pm. Monday is a grace period (=no deduction for lateness).

Each module has approximately the same structure:

1**) Learning objectives**

**2) Module requirements**

**3a) Journal entries (first 10 weeks)**

**3b) Questions and reflections on Ghosts (5 last weeks)**

**Requirements**

Assignments under weekly learning modules

**For the first 10 weeks (unit 1 and 2)**

* **Study the Concepts:** You find those inthe textbook at the end of each chapter of “How children develop”.

Pages are indicated in the schedule of the syllabus and also under the Bb tab “Weekly Learning Module - Requirements”.

* **Journal entries:**  The semester long project is a journal of a Developmental (Auto)biography or DAP. It consists of a weekly post, of 350-500 words over 8 weeks. It is under Bb, “Weekly Learning Modules”. It is a link. **You have two possibilities to upload your entry: either you type directly in the submission box or you write your entry on a word doc and you upload it through the browser button.**

It is a reflection on your development from 0 to 18, with an integration of **5 concepts** of your choice from the concepts of the week (except for the first week where five concepts are given to you). You will be asked to report anecdotes, memories on different milestones of your development or that of a person you care for, if you do not have the possibility to ask for information on your prenatal development, birth, years 0-3, etc.

Two attempts at uploading (~30 min). Each journal is worth 10 pts. Total **80** pts.

* **1 point will be deducted** if the word count is missing at the end of your journal entry.
* If you forget to highlight or bold or CAPITALIZE the 5 concepts, a zero will be entered until you reupload the journal entry following the required format.
* If you don’t follow the instructions, **deduction of 25%.**
* They are due by Sunday midnight. Monday is a grace day. **Catch up possible during Spring break week and final week after emailing professor to explain situation (~valid excuse), 25% deduction maximum.**

**For the last 5 weeks (unit 3)**

* **Reading**the book “Ghosts from the Nursery”, 2 chapters per week, except this week, just chap. 1
* Click on the link 'Chap.x Q & R', download the doc called '10 Question Chap. x on Ghosts.docx', type your answers on the word doc attached and reupload it.
* On the questionnaire word doc, write five pieces of information on Jeffrey's story (pages in italics at the beginning of each chapter), worth **5 pts** and write one paragraph, total 250 words per chapter, reporting your reflections on that particular chapter (worth **2.5pts**)
* Answering 5 questions out of 10 proposed per chapter, chap.1 through 9 (worth **2.5 pts**).
* Each assignment is worth 10 pts. Total **90 pts.**
* You have to use **your own words for each part of the assignment,** you cannot copy from the book (otherwise it is plagiarism).
* You have 2 attempts.
* They are due by Sunday midnight. Monday is a grace period. **Catch up possible during final week after emailing professor to explain the situation** (~valid excuse). **Deduction of 25% max.**

Exams

**All 3 Exams will be taken through Tophat in class**. A code will be given to you right before the exam.

There will be 3 exams, non-cumulative, 40 MCQ, worth **40 pts** on the textbook content and lecture slides.

* *3 index cards 3 by 5 inches hand-written only both sides are allowed for each exam.*

In-class participation

I will propose polls and activities in each class, either individually or in groups.

Tophat has a grading system attributing automatically ½ pt for trying and ½ pt for correctness for questions and

1pt for discussion questions. The maximum of points (undetermined as of yet) will amount to ~15.9% of your grade

for in-class participation for a total of **55 pts.**

Catching up in-class participation points

**ACCOMMODATIONS**

If you are unable to attend:

1) If you had to miss class, I will assign the slides and the questions for participation points as graded homework in Tophat so that you can catch up. Due Sunday by midnight. Monday is a grade period, No deduction of points.

2) If you are sick and could not do the Tophat homework, there is a plan B. You find it under Bb again ' Caching up  participation points’.

Follow the 5 points procedure!

You have until the end of the unit to do so.

The procedure is the following : you email me [maouenej@gvsu.edu](mailto:maouenej@gvsu.edu), answering the following questions in your email:

1. What are two concepts you find the most difficult in this lesson?
2. Why do you think they are difficult?
3. What is your understanding of each concept?
4. Give an example for each concept drawn from your own childhood experience whenever possible.
5. What are you curious about this lesson as far as child development is concerned? **A source/reference is required!**

Assessment: If all is correct, full point, if something is missing, ½ point.

You need to do this for every lesson you missed so up to 3 a week.

The caching up period will close at the end of the unit the classes were missed unless extraordinary circumstances.

### Make up

* If you should have a legitimate reason for missing an exam, you are expected to let me know before the exam (email), **unless unforeseeable circumstances,** so a make-up exam can be arranged. **Provide documentation whenever possible.** I reserve the right to refuse to let you make up an exam if I judge that your excuse is not acceptable.

### Attendance

* Attendance will be taken **through Tophat** every time you log-in but **will not count** as a grade.

I use the attendance for an administrative purpose as I am required by the Registrar’s office to provide an exact date of the last class a student attended in certain cases.

I also use the attendance to check who needs to catch up.

* However, there is a direct relationship between participation and your grade. If you miss class, and you don’t catch up, your grade will be negatively impacted.
* See the [university’s attendance](http://catalog.gvsu.edu/content.php?catoid=38&navoid=1431#undergraduate_policies) (gvsu.edu/s/XZ) policy in the online catalog for more information.
* Students are responsible for material, announcements, and learning activities covered in class. Obtain lecture notes from a classmate if you miss class. You can communicate with classmates electronically via email and [Bb IM](http://gvsu.edu/s/Wm) (gvsu.edu/s/Wm)

GRADE DISTRIBUTION

| **Item** | **Number** | **Points or %** | **Total** |
| --- | --- | --- | --- |
| Individual and Group participation, polls and in-class activities through Tophat | Every class | ~16% | 55 |
| Journal entries on BB | 8 | 10 | 80 |
| 3 Exams through Tophat non-cumulative 40MCQ | 3 | 40 | 120 |
| 5 questions and reflections per chapter on Ghosts | 9 | 10 | 90 |
| **TOTAL: 345pts**  Extra credits  I make it a practice to give 1 extra credit opportunity, not more, in class. This happens at a fixed time, marked in the calendar. It will be a guided essay on Dynamic systems theories applied to an example of your own motor development.  Worth **10** points.  *For the guided essay, you get either the 10 pts for all* concepts *explained or zero*  *point. If you If you give me a partial guide essay, don’t expect any point*  *(it is an all or nothing)*. |  |  |

* Expect a time commitment of SIX hours each week to complete reading assignments and concept learning outside of class, journal or answering questions on the book Ghosts from The Nursery (for every hour in-class, at least two hours outside of class).

GRADING SCALE

Your grade will be determined using the standard campus grading scale shown below:

94 – 100% A 80 – 83.99% B- 66 – 69.99% D+

90 – 93.99 % A- 77 – 79.99% C+ 60 – 66.99% D

87 – 89.99% B+ 74 – 76.99% C <60% F

84– 86.99% B 70 – 73.99% C-

Note: At end of the semester, no round up to the next grade is to be expected if students have not taken the opportunity offered with the extra credits .

**TENTATIVE COURSE SCHEDULE**

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic** | **Assignments due that week by Sunday midnight unless otherwise stipulated** |
|  | **UNIT 1: What is development?**  **Historical foundations**  **Themes**  **Methods and Theories** |  |
| Week 1  Mo Jan 9 | Admintrivia |  |
| Wed Jan 11 | Chap.1, Lesson 1: What is development, what develops? |  |
| Fri Jan 13 | Chap. 1, Lesson 2: Historical Foundations | textbook **chap. 1** pp. 2-22. Study the key terms pp. 37 **+ Journal 1** |
| Week 2 |  |  |
| Mo Jan 16 | **Martin Luther King Day** | No class |
| Wed Jan 18 | Chap. 1, Lesson 3: Research Methods in Development | textbook chap. 1  pp. 22-36. Study the key terms pp. 37 |
| Fri Jan 20 | **Theories of Cognitive**  **Development (chap.4): sensorimotor origin**  Lesson 5: The precursor Piaget I | textbook chap. 4  pp. 129- 135. Study the key terms pp. 169 + **journal 2** |
| Week 3 |  |  |
| Mo Jan 23 | Theories of Cognitive  Development  Lesson 6: The precursor Piaget II: **Methods** | textbook **chap. 4**  pp. 135-155. Study the key terms pp. 169 |
| Wed Jan 25 | Latest theories of Cognitive and motor development  Lesson 7: (Thelen & Smith) Dynamic Systems Theories (DST) chap.4 | textbook **chap. 4** p. 161 + **pdf**  Study the key terms pp. 169 + slides and pdf |
| Fri Jan 27 | ***EXTRA CREDIT I Application DST concepts in class***  *Use the 11 concepts from the pdf on DST and the Bb slides*  *Due Sunday by midnight too* | **journal 3** |
| Week 4 |  |  |
| Mo Jan 30 | Chap.4 Lesson 8: **Theories of Cognitive Development: socio-cultural origins** (Vygotsky, Rogoff, Tomasello) | textbook **chap. 4**  pp. 155-161. Study the key terms pp. 169 |
| Wed Feb 1 | Chap. 9 Lesson 9  The precursors: The **Psychoanalysis** and Freud and Erikson | textbook **chap. 9**  pp. 340-348. Study the key terms p. 381 |
| Fri Feb 3 | Chap.9 Lesson 10 : The behaviorists or  Learning Theories of social development  (Watson, Skinner, Bandura) | textbook **chap. 9**  pp. 348-356. Study the key terms p. 381  **Journal 4** |
| Week 5 |  |  |
| Mo Feb 6 | Lesson 11: Theories of **Social Development (chap. 9)** **Social cognitivists**: Selman, Dodge, Dweck. **Ecological:** Bronfenbrenner | textbook **chap. 9**  pp. 348-356 and 366-368. Study the key terms p. 381 |
| Wed Feb 8 | **Review exam unit 1 in-class** |  |
| Fri Feb 10 | Exam 1  40 multiple–choice-questions | Chap.1,4 (partial), 9 (partial) and study the key terms p 37, 169 and 381. 3 note cards handwritten 3x5 i allowed. |
| Week 6 | **UNIT 2 Milestones in development from conception to adolescence** |  |
| Mo Feb 13  Wed Fen 15 | Lesson 1 Prenatal Development (chap.2)  Historical perspectives, conception, early  Prenatal stages  Lesson 2: Prenatal development II (chap.2)  Milestones | textbook **chap. 2** pp.39-56. Study the key terms p. 83  *(leave out section on hazards, we will study those in Ghosts!)*  textbook **chap. 2** pp.66-83. Study the key terms pp. 83 |
| Fri Feb 17 | Lesson 3: The Newborn cycles, reflexes, sensory preferences, testing newborns (chap. 2) (chap.5) | textbook **chap.5** pp.172-188. Study the key terms p. 213  **Journal 5** |
| Week 7 |  |  |
| Mo Feb 20 | Lesson 5: Infancy **Chap. 5**  Motor development and emotional and cognitive development: Fear of height, Hand rail (Adolph) | textbook **chap. 5** pp.189-198. Study the key terms pp. 213 |
| Wed Feb 22 | Lesson 6 Infancy: Cognition  Learning about the physical world (Baillargeon) | textbook **chap. 5** pp.198-213. Study the key terms pp. 213 |
| Fri Feb 24 | Lesson 7: Toddlers: Symbol learning (chap.6)  Non linguistic symbols  (Deloache) | textbook chap. 6 pp. 252-256 **+ Journal 6** |
| Week 8 |  |  |
| Mo Feb 27 | Lesson 8: Middle childhood I (**Chap.14)**  Moral development  Piaget the precursor | Lesson 8: Middle childhood I (**Chap.14)**  Moral development  Piaget the precursor  Kohlberg’s theory |
| Wed March 1 | Lesson 9: Middle childhood II: Moral  Development: Kohlberg’s theory  and Critiques | textbook chap. 14  Kohlberg’s moral development  pp. 558-566. Study the key terms of Kohlberg’s theory |
| Fri March 3 | Lesson 10: Middle childhood III: Moral  Development: the role of culture and guts | Only on slides + **journal 7** |
| Week 9  Week 10 | **SPRING BREAK March 6-10** |  |
| Mon March 13  Wed March 15 | Lesson 11 Adolescence I  Myths  Lesson 12 Identity formation  Erikson and James Marcia  Part II | Study slides and video on Evolution of the concept of adolescence, myths and brain development  Textbook chap. 11 pp.446-449. Study the key terms of Erikson and James Marcia on identity development |
| Fri March 17 | Lesson 12 Identity development  Culture Part III  On-line review | Textbook chap. 11 pp.446-449. Study the key terms for ethnic identity and sexual youth minority identity development  **Journal 8** |
| Week 11 |  |  |
| Mo March 20 | Exam Unit 2  40 multiple-choice-questions  Concepts are given in the exam checklist on BB  3 note cards handwritten 3x5 are allowed. | Chap.2 (partial), chap.5, chap. 6 (partial), chap. 14 (partial) and chap. 11 (partial). |
| Wed March 22 | **Unit 3: A case study of violent behavior development in an adolescent: GHOSTS from the Nursery**  Professor at  SRCD Conference, no in-class meeting  Lesson 1 Intro to Ghosts on-line  Prerecorded lecture on Bb | Listen to prerecorded lecture !  Ghosts chap. 1 + 5 questions  & reflections |
| Fri March 24 | Professor at  SRCD Conference, no in-class meeting | Ghosts chap. 2 + 5 questions & reflections |
| Week 12 |  |  |
| Mo March 27 | Neural Development I | Ghosts chap. 3 + 5 questions & reflections |
| Wed March 29 | Lesson 2 Neural development II |  |
| Fri March 31 | Lesson 3 Neural development III | Ghosts chap. 4 + 5 Q & R |
| Week 13 |  |  |
| Mo Apr 3 | Lesson 4 Neural development IV | Ghosts chap. 5 + 5 Q & R |
| Wed Apr 5 | Lesson 5 Temperament I |  |
| Fri Apr 7 | Lesson 6 Temperament II | Ghosts chap. 6 + 5 Q & R |
| Week 14 |  |  |
| Mo Apr 10 | Lesson 7 Parenting style I | Ghosts chap. 7+ 5 Q & R |
| Wed Apr 12 | Lesson 8 Parenting style II |  |
| Fri Apr 14 | Lesson 9 Attachment I | Ghosts chap. 8+ 5 Q & R |
| Week 15 |  |  |
| Mo Apr 17  Wed Apr 19  Fri Apr 21 | Lesson 10 Attachment II  Lesson 11 Attachment III  **Review session** | Ghosts chap. 9 + 5 Q & R |
| Week 16  Wed April 26 | Exam unit 3, 40 MCQ on slides unit 3 and chap.2 and 3 of Ghosts (neural development)  non cumulative | Same classroom  Concepts are given in the exam checklist on BB  3 note cards handwritten 3x5 i allowed.  **Exam:**  Wednesday, April 26, 10:00 am - 11:50 am |

Grand Valley maintains a Religious Inclusion Policy ([PC 9.6](https://mail.exchange.gvsu.edu/owa/redir.aspx?C=Lee5U3IvnH-gmp_3fvY79HLsX7B6lBKGBmqcpsCbowO7H0Eq3gHWCA..&URL=https%3a%2f%2fwww.gvsu.edu%2fpolicies%2fpolicy.htm%3fpolicyId%3d129535EB-9F42-2683-61E9033594C870D2)) that commits the university to accommodate religious and faith observances and holidays for students, faculty and staff members.  Please let me know as soon as possible if I need to make arrangements.

**Pandemic related information**

* Let me know also if I need to make arrangements (deadlines, etc.)
* Your health and your family's health should be your priority. If you are dealing with illness, sick family members, travel difficulties, a bad internet connection, increased anxiety, childcare challenges, or any other issues, please reach out and we will figure out accommodations.

To know the level of alert we are at and the numbers on the dashboard, please check at:

<https://www.gvsu.edu/lakerstogether/data-dashboard-37.htm>

**Required Technology**

Besides Blackboard (Bb), you must also have access to the following:

•            If you are not familiar with Blackboard: <https://www.gvsu.edu/elearn/help/blackboard-student-help-2.htm>

* High-speed internet access
* Computer with sound card and speakers (in order to watch videos); operating system that meets current Blackboard browser requirements.
* Microsoft Word & a program that reads pdf file
* Video camera & microphone (built into computer or external); an iPad, iPhone, or Android device may suffice
* A more complete list of technology : <https://www.gvsu.edu/online/technology-requirements-for-onlinehybrid-courses-8.htm>

If you do *not* have access to the technology you need for this course (or your other courses), please contact the financial aid office ASAP as there are some university resources available to assist you:

<https://www.gvsu.edu/financialaid/financial-hardship-requests-226.htm>

**Pdf, word**

* You will need to be able to open PDF files and can find links to download this from the “Online Orientation” (http://www.gvsu.edu/online) or from the GVSU IT website.
* The standard GVSU word processing program is Word, and that is what I will use.  Word documents in the course site are as posted as .docx or .doc.
* If this is not compatible for what you have access to, please let me know.  I prefer documents submitted to me as Word documents, and will not accept incompatible programs (if you are unsure, please save your document as rich text format (.rtf) or send me a “test” document to make sure that we are compatible.  Contact me if you have any questions or concerns.

As a GVSU student, you have access to Microsoft Office 365 for free. You will find the information on how to access this at <https://www.gvsu.edu/it/gvsu-softwarehardwareapps-69.htm>

* Contact me if you have any questions or concerns.

## **Class Policies**

### GVSU Email and Course Communications

Students are responsible for all communications sent via Blackboard and to their [GVSU email account](http://www.gvsu.edu/it/student-e-mail-46.htm)s.  [GVSU student email](http://mail.gvsu.edu/) can be accessed by visiting: mail.gvsu.edu and [Blackboard](http://mybb.gvsu.edu/) at: mybb.gvsu.edu

### Social Media, Cloud Accounts, and Privacy

As an emerging professional, your online persona and “personal brand” is important.

Under [FERPA](http://FERPA) (www.gvsu.edu/registrar/ferpa-access-to-student-records-21.htm), as a student, your educational records are considered confidential. If you have any concerns about privacy, please contact the instructor immediately. Also please note that all course communications will fall under the Student Code of Conduct and Academic Integrity policies referenced below.

### Grades

Scores are posted in Blackboard as soon as possible after the due date. To see scores and detailed grading feedback, click “My Grades”from the Blackboard course main navigation. Some percentage scores are posted on Tophat and transferred to BB.

### Assignments and Assessments

Each student is required to complete all learning activities by the due date deadline, as indicated in the syllabus and in the Launchpad calendar.

No assignments are accepted via email, unless discussed otherwise with the professor.

There are [several available computer labs](http://www.gvsu.edu/it/lab-hours-66.htm) (gvsu.edu/it/lab-hours-66.htm) available for you to complete course work. Note: GVSU Lab Assistants are not tutors, however, they are available to help with lab computer issues. Your instructor is available to help with assignment questions.

## **University Policies**

### Registrar - Last Day to Drop

Last day to drop with a “W” is March 10 by 5pm. Students must initiate drop through [Registrar](http://www.gvsu.edu/registrar/course-withdrawals-6.htm) (gvsu.edu/registrar/course-withdrawals-6.htm).

**Incomplete:** Under special circumstances, a grade of Incomplete (I) can be granted. See me as soon as possible to arrange this, and to 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.

### Disability Support Resources

If you need accommodations because of a learning, physical, or other disability, please contact your instructor and [Disability Support Resources](http://www.gvsu.edu/dsr/) (gvsu.edu/dsr/) at 616.331.2490.

[Assistive technology computers](https://www.gvsu.edu/dsr/accessible-computer-labs-68.htm) are available in many GVSU computer labs (gvsu.edu/dsr/accessible-computer-labs-68.htm). Also, Blackboard has a [commitment to accessibility statement](http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx) (blackboard.com/accessibility.aspx) providing information about accessibility in all of their products.

### Student Code of Conduct

[Standards of conduct](http://www.gvsu.edu/studentcode/)  <http://www.gvsu.edu/conduct/>

are established in order to generate an atmosphere in which the goals and objectives of the institution can flourish. Individual rights can only be ensured with acceptance of individual and group responsibilities and respect for the rights of others. Individuals attending GVSU automatically place themselves under the applicable rules and regulations of the institution.

**Accommodations for Non Native Speakers of English**

If there is any student in this class who is 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 your professor.

*Cell phones rings* should be silenced during class time.

*Quiet food* is ok.

### Academic Integrity

All course assignments, learning activities, and assessments, are to be authored and completed individually, by the student themselves. Failure to be able to correctly cite, explain and defend your submissions is an indication that it is not your work. While assisting another student in learning is part of the academic process, completing the assigned work as a team or group effort (with the exception of group projects as assigned by the instructor) is not allowed and will be considered Academic Dishonesty. No Academic Dishonesty will be tolerated and such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Grand Valley. For further information see the Student Code, and the consequences include penalties established by [GVSU’s Academic Integrity](http://www.gvsu.edu/conduct/academic-integrity-14.htm) policy (gvsu.edu/conduct/academic-integrity-14.htm).

### Campus Emergencies

In case of fire, immediately proceed to the nearest exit during a fire alarm. Use a staircase, not an elevator. To sign up for campus emergency alerts and to access more information, please visit the [GVSU Emergency website](http://gvsu.edu/emergency) (gvsu.edu/emergency).

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 Your professor can develop a plan to assist you.

## Learning Resources

See the “Help & Support” *s*ection of Blackboard for help with using Blackboard; a link to the Blackboard Student Mobile App and Blackboard IM; GVSU computer lab hours and locations; [GVSU IT HelpDesk](http://www.gvsu.edu/it/helpdesk/) (gvsu.edu/it/helpdesk/); accessibility and [Disability Support Resources](http://www.gvsu.edu/dsr/) (gvsu.edu/dsr/).

**A link to RETENTION RESOURCES in blackboard with the different support services available to students will be there all semester.**

**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.

## Changes to the Syllabus

The instructor reserves the right to change the contents of this syllabus. Students will be given notice of relevant changes in class, through a Blackboard announcement or email.

ACADEMIC CALENDAR

| **Event** | **Date** |
| --- | --- |
| Registration Drop and Add | March 21 - January 13 |
| Payment Deadline | December 16 by 5:00 pm |
| Classes Begin | January 9 |
| Credit/No Credit Deadline | January 13 by 5:00 pm |
| Last Day to Add, Register, or Pay | January 13 by 5:00 pm |
| 100% Tuition Refund Deadline | January 13 by 5:00 pm |
| Martin Luther King, Jr. Day Recess | January 16 |
| 75% Tuition Refund Deadline | February 3 by 5:00 pm |
| Mid-term Evaluations | February 20-24 |
| Mid-term Grades Due from Faculty | February 28 by 12:00 pm |
| Mid-term Grades Available to Students | March 2 |
| Spring Break | March 5-12 |
| Withdraw with a "W" Grade Deadline | March 10 by 5:00 pm |
| Classes End | April 22 |
| Examination Week | April 24-29 |
| Commencement | April 28-29 |
| Semester Ends | April 29 |
| Grades Due from Faculty | May 2 by 12:00 pm |
| Grades Available to Students | May 4 |

The posted refund deadlines apply to courses that meet the entire semester/session. Classes that meet for only part of the session/semester have different refund deadlines. Those refund deadlines can be found by using the [searchable course schedule](http://www.gvsu.edu/registrar/course) or by contacting the Registrar’s Office at (616) 331-3327 or email [regdept@gvsu.edu](mailto:regdept@gvsu.edu).

For any course, the credit/no credit deadline is the same as the 100% tuition refund deadline for that course.

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. The [Tuition Refund Calculation page](https://www.gvsu.edu/studentaccounts/refunds-53.htm) has additional information and examples. Please contact the Registrar's Office for more information.

Visit our [calendars page](https://www.gvsu.edu/registrar/calendars-79.htm) for past and future semester dates and a printer-friendly version of the registration calendar.

Grand Valley State University offers students the ability to take [15 credits for the same cost as 12 credits](https://www.gvsu.edu/registrar/finish-faster-with-15-credits-106.htm).