

SYLLABUS
Child Development – PSY 301 – Winter 2024
Grand Valley State University – Department of Psychology

PSY 301 (Section 07) Monday, Wednesday and Friday 11:00-11:50am
Au Sable 2310

PSY 301 (Section 03) Monday, Wednesday and Friday 12:00-12:50pm
Au Sable Hall Room 2120

PSY 301 (Section 06) Monday, Wednesday and Friday 2:00-2:50pm
Mackinac Hall A1117

Instructor: Kasey Magnuson, MA, LLP

Telephone: #616.443.7150 (cell) Department Office #616.331.2195

Email Address: magnusok@gvsu.edu

Please put "Psych 301-section" in the subject line of your email with your full name. I will respond to emails within 1 business day. If its urgent, I suggest you text me (only if its urgent and can't wait until class time).

Please don't send messages via blackboard, I don't see those-send an actual email.

Office Hours: By appointment

2111 ASH (Au Sable Hall) 616-331-9234 dialing 1-9234 on campus

If GVSU policies, personal reasons and/or external circumstances prevent us from meeting in person, we will meet synchronously (same times as for our F2F meetings) via Zoom. Please understand this could happen a few times in the semester. *I have small kids, so if they are sick, I cannot come to class. I try to notify you as soon as possible, but if this is not okay with you, I suggest finding a different option for you. Also, if you are in my 9am class, there are times where I am a few minutes late because I cannot leave until my daughter gets on the bus. If this is also a problem, I suggest finding a different option for you.*

Instructor's Background

Education: BS Criminal Justice (GVSU)
 MA Counselling Psychology (WMU)

Required Text

This course is participating in [GVSU Save program](#). Your required course materials will be available prior to the first day of class through your Blackboard account. You will be charged for the course materials via your GVSU student account and a "GVSU SAVE Charge" will appear on your student bill. However, if you decide you don't want to participate, you will need to Opt-Out of the program and be sure you obtain the material on your own. To Opt-Out just click on the link in your Blackboard course page and follow the instructions.

Children 15th edition

By: John Santrock and Jennifer Lansford and Kirby Deater-Deckard

Loose leaf ISBN10: 1264003390

ISBN13: 9781264003396

Textbook ISBN10: 1260726797

ISBN13: 9781260726794

Course Objectives (Prerequisite is Psychology 101)

Upon successful completion, students will be able to:

- 1) Demonstrate an understanding of the basic concepts and theoretical paradigms that direct the field of Child 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 knowledge regarding child development to both observations of children and to interactions with children

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.

Course Description

I strongly believe that we learn better when we are active and engaged. Therefore, the material for this course will be presented in a mixed-methods format meaning that I will use individual and group activities and discussions (both instructor-led and student-led), and videos to supplement the course readings and lectures. There will be lecture, but it is important that you come to class prepared to participate in class discussions and activities. We will focus on an overview of the theories, methods, and phenomena of child psychology, and will examine the implications of this information for enhancing child development. We will be using Blackboard extensively for assessments, assignments, and communicating important updates, changes, and other information. **Please note that this is a developmental class, and I will speak about personal topics that are related to the course material. Yes, you will hear many stories about my children because it is VERY much related to the course material. If this will not enhance your learning, I suggest finding a course that better fits your needs.**

Course Expectations

To ensure a good learning environment for all students and facilitate high levels of responsiveness and support, I expect that you will:

- Be officially registered for the course. Please remember that participation in the class is limited to students who are officially registered for the course. This will ensure that we will not have any unauthorized visitors to our class. Visitors to classes are allowed only with specific faculty permission.
- Communicate early and often. If you are having difficulty with the course material, or if there is an out-of-class issue that is affecting your performance, the earlier I know about it the sooner I can help. Please feel free to ask questions at any time.
- Be proactive and persevere. Everyone enters this class with different levels of preparation and interest. Some information may seem to come easily to some and with difficulty to others. There is nothing wrong with finding this material challenging, especially if it is new to you or given the pace of this course. This course is designed to give you many opportunities to succeed, but it is up to you to take advantage of them.
- Use the resources available to you. I fully expect that most of you will have many questions throughout the course, and I want to be able to answer them as fully as possible. I have tried to anticipate many possible questions and answer them in course documentation –this syllabus and assignments. When you have a question about course policies, assignment requirements, etc., please check these resources first, before emailing me with your question. When you are working on assignments, please read and re-read the instructions, then email me. If your question has already been addressed in the documentation, you will get your answer faster this way, and if not, I will be able to give it more attention.
- Practice good email habits. Please put “PSY 301 section #” in the subject line of your emails for the fastest attention (if you send messages through Blackboard, it will do this for you). Please use complete sentences and check for spelling errors. Also, please sign your full name so I know who you are and what class you attend. Please be as specific as you can about your question.
- Show courtesy and respect to all class members. Be professional and use good manners in your interactions with me and with your classmates.

Student Well-Being

As a student, you may experience a range of issues that can negatively impact your learning, such as anxiety, depression, interpersonal or sexual violence, difficulty eating or sleeping, loss/grief, and/or alcohol/drug problems. These mental health concerns or stressful events may lead to diminished academic performance and affect your ability to participate in day-to-day activities. In order to support you during such challenging times, GVSU provides a number of confidential resources to all enrolled students, including the University Counseling Center (<http://www.gvsu.edu/counsel/> or 616-331-3266) and the Student Ombuds, Takeelia Garrett (garrettt@gvsu.edu).

Submitting Assignments

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. I can't open PAGES, so please don't send documents in this format.

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>

Readings

You are responsible for all assigned readings. This means you need to read and study the entire chapter (s) assigned. While I certainly will emphasize some material as being more important, it is all fair game for exams. There will be a good deal of text material that I do not cover in class that will be tested on exams. I *do not* provide study/review sheets for exams (only the final exam).

Writing Center

<http://www.gvsu.edu/wc/syllabus-blurb-8.html>

Course Structure and Requirements

Classroom work will be both lecture and discussion. Specific readings will be assigned each week and should be read prior to class. Lectures will often cover material not in the readings. Participation in class discussion is expected.

Grading

The maximum points a student can earn are 1000. The final grade will be determined by taking the total cumulative points and dividing by 100. This will provide a statistical average and the students' final letter grade will be determined by the following formula:

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	66-69 %
D	61-65%
E	60% or lower

A note about student dissatisfaction with grades:

An unfortunate reality of any course is that not all students will obtain the final grade they desire. Some students may even fail the course. As an instructor of the course, my responsibility is to ensure that evaluation procedures were fair. To a very large extent, this can be determined by how the class is performing overall. If your performance as a member of this class is substantially below the general class performance, then you cannot simply claim that the evaluation procedures were unfair. Some careful thought must be given to what else might possibly be wrong, and how it might be changed. To minimize any damage to your student records, it is important that you consult with me

very early once difficulty arises (e.g., discuss this with me during an office hour.) Remain vigilant about your progress in the course. When students approach me late in the term claiming that they NEED a specified grade, what can I (the instructor) do for them? the answer will be disappointing. If the grading procedures were fair, YOU as a student are in control and responsible for your own grade. As an instructor, I must be fair and unbiased with the grading procedures, which includes sticking to the same procedures that applied to the entire class. Deviations on my part from the outlined procedures for any single student amounts to cheating those students who were evaluated under the original scheme.

Exams and quizzes

Exams

There will be **six** exams worth 50 points each which will include questions from the textbook and lecture material. Exams will consist of 50 multiple choice questions (1 point for each question). Each exam will cover approximately 2-4 chapters of material. The exams are designed to assess your comprehension of the material, rather than superficial memorization. All make up exams will be essay in format and given at the convenience of the instructor. **NO MAKE-UP EXAMINATIONS WILL BE ALLOWED UNLESS PRIOR ARRANGEMENTS (within 24 hours of exam date/time) ARE MADE WITH THE INSTRUCTOR. ALL exams are given via zoom; we do NOT meet *in person* for exams. Exams are given at the time of class on Zoom (with cameras on). If you need to take an exam early, this can be arranged for the class before the exam date (and will be *in person*).** You will get one 3 x 5 notecard per chapter for each exam. For example, if an exam has three chapters, you get 3 notecards, back and front). Please note all information in the textbook and lecture are fair game for exams. *We do not have enough time to cover everything in each chapter, so you will be responsible for learning some of the material on your own.* Please note that if you are late for an exam, you are only given until the end of class to complete. Your time starts when you open the exam (i.e. test time is 50 minutes, if you should show up for the exam 20 minutes late, this gives you only 30 minutes to complete the exam).

Cumulative Final Chapters 1-16 (5-6 questions per chapter). A verbal study guide will be provided in class.

Chapter quizzes

There will be chapter quizzes. These quizzes are administered IN CLASS on Blackboard. Because of the difficulty of the subjects, chapter quizzes may provide a better learning experience and overall retention of material. These **cannot** be made up; you **MUST** be in class to take the quiz. You must bring a device to take this quiz. You will get one 3 x 5 notecard per chapter for each quiz. For example, if a quiz has 1 chapter, you get 1 notecard, back and front). Please note all information in the textbook and lecture are fair game for exams. **Please do not message me regarding making a quiz up, I DO NOT allow make up quizzes under any circumstances unless you have accommodations with the University or can provide a doctor's note of illness for missing class. I drop three quizzes, so if you are sick or must miss class, that quiz grade will be a zero, and therefore one of your dropped quizzes (so it's not used against you).** At any time, you can take a quiz early if you know you will be gone from class. You just need to let me know beforehand. If you have a great excuse for missing a quiz (even if excused by the University), you still cannot make up a quiz. You **do not** have access to quizzes after you take them at the assigned time in class. This is not an option in the new blackboard ultra.

Assignments/Papers

You have several assignments. Please see blackboard for each assignment's details. I suggest submitting early so you don't have to worry if assignment will be submitted late. **All assignments are due by 11:59pm on the date assigned unless otherwise specified in class.** Assignments can be submitted up to 24 hours late with a 50% deduction. Even if it is just 5 minutes late, it will still be marked down. For example, if an assignment is worth 100 points and due Monday at 11:59pm, if you submit between 11:59pm Monday and 11:59pm Tuesday, the paper is worth only 50 points (less any deduction of points). Anything past 11:59pm Tuesday is given a zero. If you are even late by minutes, I will still deduct. You also **MUST** notify me if this is the case. Otherwise, I may not see your submitted paper. **ALL** papers must be in APA formatting, with a proper title page, in text citations and a reference page with credible sources. Failure to do so, will result in a zero on the paper.

All material from class is fair game for the exams. I will make lecture slides available on Blackboard, but (as you will discover) these slides will not include all the details covered in class! If you do need to miss class for some reason, be sure to get notes from somebody. I **do not** provide lecture notes for missed classes—please do not ask as I can make

no exceptions on this out of fairness to all students; **ask a classmate for missed notes**. Also, classes are NOT held on zoom if you are absent. This was a temporary fix during COVID, but is no longer an option in most courses.

Extra Credit

There are two opportunities for two 10 point “extra” assignments. These assignments are given IN class and you must be present to get the directions. I *do not* post extra credit directions. This is the bonus of making sure you attend class. If you missed class and find out extra credit was offered, ask a friend, because I will not share with you those details. You **must** be present in class for the directions. Extra credit can never be late under any circumstances, this opportunity is a privilege, so submit those early in case something comes up on the date it is due.

Plagiarism/Academic Dishonesty

Plagiarism: any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one’s own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writing of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism. 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.

Academic Integrity

Academic integrity often feels ambiguous, as the specific behaviors that are considered misconduct vary somewhat across disciplines and courses. My guiding principle is that I want to know what YOU have learned in this course. Behaviors that facilitate your learning the material are acceptable; behaviors that make it appear as if you have learned the material when you have not are unacceptable. Behaviors that create the appearance of an unfair advantage or allow others to question whether you have really learned the material, such as having access to unapproved materials during a quiz/exam, are also unacceptable.

Students are expected to work within GVSU’s Code of Student Conduct.

Please see <http://www.gvsu.edu/studentcode/> for more information and familiarize yourself with these policies regarding dishonorable conduct. No matter how mild or severe the cheating, it is entirely unacceptable, and I will enforce the current policies fully.

It is always OK to:

- Ask questions.
- Study with classmates.
- Work together with classmates on homework or projects, so long as each of you performs your own work and, in the end, can explain it in your own unique words.
- Use sources to support your ideas and arguments, so long as you (1) restate the material in your own words, showing me what you think it means rather than copying and pasting or narrowly paraphrasing, and (2) you give credit to the original source with a citation. The words should be yours, but you still need to give credit to the source of the ideas.

It is never OK to:

- Have any materials (e.g., textbooks, notes in any form) accessible during exams and/or quizzes unless I have explicitly given you permission. This includes access to electronic devices (e.g., smart watches) that could conceivably be used to store notes; I want you to avoid even the appearance of improper behavior.
- Present anyone else’s words or work as if they are your own. If you are defining terms, you should state them in your own words and cite the source. In this course, there is no reason to use direct quotations.
- Allow anyone else to present your words or work as their own. Enabling someone else’s academic misconduct is also academic misconduct, even if you are not benefiting from it.
- Share quiz questions or details with anyone who has not yet taken the exam (e.g., for “test files” maintained by some student organizations). I rewrite tests substantially each semester, so this is not likely to benefit you anyway. These lists are not exhaustive –if you have any questions at all, please ask.

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

Students do not have the right to record classroom lectures and discussions without securing prior permission from the course instructor but do have the right to take written notes (or typed notes on a computing device). There may be some cases where students with documented learning or physical disabilities need such electronic assistance; in these cases, the student would have documentation from Disability Support Resources (DSR), be in touch with the instructor well ahead of time to arrange appropriate accommodations and have signed an agreement with DSR not to share the recordings. DSR has included other information about such requests in their FAQ for faculty and staff.

Disabilities Support Resources

Any student who requires accommodation because of a physical or learning disability must contact Disability Support Resources (<http://www.gvsu.edu/dss>) at 616-331-2490 as soon as possible. After you have documented your disability, please make an appointment, or see me to discuss your specific needs. If you have a disability and might need assistance evacuating the classroom in an emergency, please contact the instructor so she can develop a plan to assist you.

University Counseling Center

The University Counseling Center (UCC) provides personal, career, and group counseling to GVSU students for free. Furthermore, the UCC offers many self-help resources to students, including personal development assistance in dealing with issues of depression, loneliness, and how to manage stress, as well as study skill assistance such as test taking strategies, tips on how to successfully speak in front of a classroom, as well as guidance in writing research papers. For more information, please visit: <http://www.gvsu.edu/counsel/>
The UCC is located at 204 Student Services, Phone: 331-3266, Email: gvcounsl@gvsu.edu

Office of Undergraduate Research and Scholarship (OURS):

The Office of Undergraduate Research and Scholarship provides support for undergraduates to pursue the research and creative practice in their discipline. Essentially, we support curious students, by connecting them with ways to discover, research, and explore. Students work with faculty on student initiated, or faculty-initiated research.
<https://www.gvsu.edu/ours/>

Study Abroad: Contact the Padnos International Center <https://www.gvsu.edu/studyabroad/> There are programs in every region of the world!

Liaison Librarian and Knowledge Market

In addition to many online resources, the GVSU University Libraries has 3 campus locations where you may access library materials: Mary Idema Pew Library Learning & Information Commons (Allendale campus), Steelcase Library (Grand Rapids campus), and Frey Library (Grand Rapids, Center for Health Sciences). Liaison librarian. Each department has a designated librarian to support your research needs. Samantha Minniss our liaison librarian for psychology. Her email is minniss@gvsu.edu. Here is a link to the library's subject guide to psychology
<https://libguides.gvsu.edu/psych>

Knowledge Market

Our highly trained student consultants work one-on-one or in small groups to help with your library research, writing, or oral presentations. For information about the Knowledge Market or to make an appointment, visit www.gvsu.edu/library/km.

Blackboard Website

To access Blackboard, go to <https://mybb.gvsu.edu/> and enter your log in and password. Use of Blackboard is integral to this course and students must log on a few times each week in order to complete course requirements, receive important announcements and updates, and communicate with me and other students about course content. Blackboard will contain pertinent course information, grades, lecture materials, announcements, readings, assignments, and exams. Students are responsible for all information provided via Blackboard. The full, detailed description of all assignments, exams, and due dates will be found in Blackboard.

If you are new to Blackboard: Link to check if your browser is compatible:

https://help.blackboard.com/Learn/Instructor/Getting_Started/Browser_Support/Browser_Checker

Technical difficulties with Blackboard: If you experience technical problems with Blackboard, contact the help desk by email or phone -helpdesk@gvsu.edu or 616-331-3513.

Link to help website: <http://www.gvsu.edu/it/learn/>

The expectation at Grand Valley State University is that a three-credit course constitutes approximately 9-12 hours of work per week, including time viewing lectures, completing readings and other assignments, and otherwise engaging with the course. You are most likely to be successful in this course if you set aside regular time each week.

Useful Resources & Contacts – Quick Glance

Online and hybrid courses pose unique challenges, but there are a number of sources that are available to help you navigate those challenges. Please don't hesitate to use them, as soon as you need (or think you may need) help.

Tutoring Center (free online tutoring and drop-in sessions for many GVSU courses/subjects)

Online: <http://www.gvsu.edu/tc>

Email: tutoring@gvsu.edu

Phone: (616) 331-3451

IT Help (for help with Blackboard, Collaborate, Zoom, etc.)

Online: <http://www.gvsu.edu/it>

Email: helpdesk@gvsu.edu

Phone: (616) 331-2101 and (855) 435-7488 (Toll-free)

Tips for Successful Learning in Online Classes

Online: <https://www.gvsu.edu/library/km/tips-for-online-learning-43.htm>

Disability Support Resources

Online: <http://www.gvsu.edu/dsr>

Email: dsrgvsu@gvsu.edu

Phone: (616) 331-2490

Writing Center (for online help with writing)

Online: <http://www.gvsu.edu/wc>

Phone: (616) 331-2922

Email: dsrgvsu@gvsu.edu

Library & Knowledge Market Help

Online: <http://www.gvsu.edu/library>; <https://www.gvsu.edu/library/library-online-services-88.htm#help>

Email: minniss@gvsu.edu (Samantha Minnis, Library Liason for Psychology)

Psych Friends

Allows students to receive guidance and support from upper-level undergraduate peer mentors who seek to enhance the academic success and well-being of those they assist. The primary domains of focus include effective study and time management techniques; exam preparation and reflection skills; comprehension of the psychology and behavioral neuroscience major requirements; tips for engaging in the field; strategies for education continuation; and methods for maintaining physical and mental health.

For any questions, email psychfriends@gvsu.edu

To schedule an appointment with a mentor, go to <https://www.gvsu.edu/navigate/>.

Required Readings and Assigned Class Dates

Week of:	Topics	Readings
<i>Week One</i>		
January 8	Introduction to class	Ch1
January 10	Chapter 1 Introduction	
January 12	Chapter 1 Introduction DO Pre-assessments <i>Go over Babies Assignment</i>	
<i>Week Two</i>		
January 15	NO CLASS-MLK	
January 17	Chapter 1 Introduction	Ch 2
	Chapter 1 quiz online, bring laptop to take it	
January 19	Chapter 2 Biological Beginnings	
<i>Week Three</i>		
January 22	Chapter 2 Biological Beginnings- GO OVER APA	
January 24	Chapter 2 Biological Beginnings AND KAHOOT	
	Chapter 2 quiz online, bring laptop to take it	
January 26	Exam 1 Chapters 1 and 2 (50) ONLINE	Ch 3
<i>Week Four</i>		
January 29	Chapter 3 Prenatal Development	
	Babies Assignment (Ch 3) (200)	
January 31	Chapter 3 Prenatal Development	
February 2	Chapter 3 Prenatal Development	Ch 4
	Chapter 3 quiz online, bring laptop to take it	
<i>Week Five</i>		
February 5	Chapter 4 Birth AND KAHOOT	
	Chapter 4 quiz online, bring laptop to take it	
February 7	Exam 2 Chapters 3 and 4 (50) ONLINE	Ch 5
February 9	Chapter 5 Physical Development in Infancy	Ch 6
	Chapter 5 quiz online, bring laptop to take it	
<i>Week Six</i>		
February 12	Chapter 6 Cognitive Development in Infancy	Ch 7
	Chapter 6 quiz online, bring laptop to take it	
February 14	Chapter 7 Socio-emotional Development in Infancy	
February 16	Chapter 7 Socio-emotional Development in Infancy AND KAHOOT	
	Chapter 7 quiz online, bring laptop to take it	
<i>Week Seven</i>		
February 19	Exam 3 Chapters 5, 6, and 7 (50) ONLINE	Ch 8
February 21	Chapter 8 Physical Development in Early Childhood	Ch 9
	Chapter 8 quiz online, bring laptop to take it <i>Go over Study Guide</i>	
February 23	Chapter 9, Cognitive Development in Early Childhood	Ch 10
	Chapter 9 quiz online, bring laptop to take it	
<i>Week Eight</i>		
February 26	Chapter 10 Socio-emotional Development in Early Childhood AND KAHOOT	
	Chapter 10 quiz online, bring laptop to take it <i>Go over Toy Assignment</i>	
February 28	NO CLASS- Study Guide Exam 4	
March 1	NO CLASS- Study Guide Exam (40) 4 Due	
<i>Week Nine</i>		
March 4	No Class-Spring Break	

March 6	No Class-Spring Break	
March 8	No Class- Spring Break	
<i>Week Ten</i>		
March 11	Exam 4 Chapters 8, 9 and 10 (50) ONLINE	Ch 11
March 13	Chapter 11 Physical Development in Middle and Late Childhood	
March 15	Chapter 11 Physical Development in Middle and Late Childhood Toy assignment (230)	
<i>Week Eleven</i>		
March 18	Brooke's VISIT	Ch 12
	Chapter 11 quiz online, bring laptop to take it	
March 20	Chapter 12 Cognitive Development in Middle and Late Childhood	
March 22	Chapter 12 Cognitive Development in Middle and Late Childhood	
<i>Week Twelve</i>		
March 25	Chapter 12 Cognitive Development in Middle and Late Childhood	Ch 13
	Chapter 12 quiz online, bring laptop to take it	
March 27	Chapter 13 Socio-emotional Development in Middle/Late Childhood (ONLINE CLASS)	
March 29	Chapter 13 Socio-emotional Development in Middle/Late Childhood AND KAHOOT Chapter 13 quiz online, bring laptop to take it	
<i>Week Thirteen</i>		
April 1	Exam 5 Chapters 11, 12 and 13 (50) ONLINE	Ch 14
April 3	NO class	
April 5	Chapter 14 Physical Development in Adolescence	Ch 15
	Chapter 14 quiz online, bring laptop to take it	
<i>Week Fourteen</i>		
April 8	Chapter 15 Cognitive Development in Adolescence	
April 10	Chapter 15 Cognitive Development in Adolescence	Ch 16
	Chapter 15 quiz online, bring laptop to take it	
April 12	Chapter 16 Socio-emotional Development in Adolescence	
<i>Week Fifteen</i>		
April 15	Chapter 16 Socio-emotional Development in Adolescence AND KAHOOT Chapter 16 quiz online, bring laptop to take it	
April 17	Exam 6 Chapters 14, 15, and 16 (50) ONLINE	
April 19	Review for final (in class)	

FINAL Chapters 1-16 ONLINE (100)

11 am classes final exam Wednesday, April 24, 10:00 am - 11:50 am
12pm classes final exam Wednesday, April 24, 12:00 pm - 1:50 pm
2pm classes final exam Wednesday, April 24, 2:00 pm - 3:50 pm

Note that I do not always discuss topics in the order in which they are presented in the text, may not discuss everything you read in a chapter, and we will sometimes cover material that is not included in the text.

Annoyances of Mass Distraction:

This section should not be needed (and is not needed for about 90% of you, and I thank you in advance). You are here to give your attention to this class. If I feel you are being annoying or a distraction, either to yourself, to other students, or to me as the instructor, I will ask you to leave. This includes the following: I do not want to see

a phone (or similar e-device). Turn it off and put it away. A phone on a desk, even if not being used or touched is not acceptable. This includes giving the appearance of using/checking a phone/device (trying to be sneaky, in other words). I also find that when two students are continually talking throughout the class it is extremely annoying, distracting, and rude.

Final Notes (some are worth repeating again)

This course is intended to examine critical issues in child development and may include controversial or uncomfortable subjects. Please respect your fellow students (and the instructor) and use this class as an opportunity to explore these issues in a safe environment.

-Please follow email etiquette when contacting instructor: watch spelling and grammar, please allow for brief answers (about one paragraph), and please respectful in correspondence.

-This syllabus is a frame of reference, and your instructor has the discretion to deviate from it when it is in the best interest of the class. Any major changes will be announced in class and on Blackboard.

-Please turn off all cell phones or other devices that will distract other students. Cell phones cannot be on or out during exams. If I see a cell phone, you will receive a zero on the exam. Do not take or make calls in class! I may ask you to leave if I see you using cell phone or other device in class.

If you decide not to finish this class for any reason, you need to notify the records office in writing by filing a drop form or online. This does not require the instructor's signature. For your protection, also notify the instructor in writing that you have dropped your class. Keep your own copy of the drop slip in a safe place until after you receive your final grades for the semester.

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.

Fire: Immediately proceed to the nearest exit during a fire alarm. Do not use elevators.