

**Child Development – PSY 301 – Spring 2018**  
Grand Valley State University - Department of Psychology

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**Section 1**

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8:30 – 11:50 am  
Tuesdays & Thursdays  
2310 AuSable Hall

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**Instructor: Naomi J. Aldrich, PhD**

Office: 2137 Au Sable Hall

Email: [aldrichn@gvsu.edu](mailto:aldrichn@gvsu.edu)

Office Hours: 12:00-2:00 pm (Tuesdays/Thursdays)

**Go to:** <https://aldrichn.youcanbook.me/>

**Prerequisite:** PSY 101

(minimum grade of D or higher)

**Required Textbook:**

Siegler, et al. (2017). *How Children Develop*, 5<sup>th</sup> Edition

Worth Publishers; ISBN: 9781319014230

Price at GVSU bookstore, New: \$195.00, Used: \$145.00

Publisher's Link to Purchase/Rent:

<https://store.macmillanlearning.com/us/product/How-Children-Develop/p/1319014232>

**Course Description**

**Overview:** The material for this course will be presented in a mixed-methods format meaning that I will use in-class activities (both instructor-led and student-led), and videos to supplement the lectures and course readings. In doing so, I expect you to become engaged with the material in a manner that deviates from strictly memorizing facts. 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. Multiple aspects of development, including physical, cognitive/intellectual, and social/emotional development from conception to adolescence, will be considered. The approach to the course topics is scientific, with an emphasis on recent research findings in developmental psychology.

**Course Objectives:** Upon successful completion of this course, students will be able to:

- 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 knowledge regarding child development to both observations of children and to interactions with children

**Important GVSU Resources**

**Disability Support Resources:** If you need academic accommodations because of a learning, physical, or other disability, please contact Disability Support Resources at 331-2490. Furthermore, if you have a physical disability and think you will need assistance evacuating this classroom and/or building in an emergency, please make me aware so I 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: [gvcounsel@gvsu.edu](mailto:gvcounsel@gvsu.edu)

## Class Etiquette

**Email:** If you do not include “PSY 301” in the subject line, I may not read or respond to your email. Please use complete sentences and check for spelling errors. Also, please sign your full name and include your section number so I know who you are and what class you attend. **Please make sure to read your syllabus, as I will not reply to emails asking about course information that is listed on these pages.**

**Classroom behavior:** Students are expected to behave appropriately during class. You may use the following principle to guide your classroom behavior: **Your behavior should not be disruptive or distracting to the instructor or your classmates.** The following will help you determine appropriate classroom behaviors. The following list is not exhaustive.

- 1) **Come to class on time.** Your late entrance is distracting to everyone.
- 2) **Stay for the entire class period.** If you must leave early, sit near the exit and leave quietly.
- 3) **Put your cell phone on vibrate before coming to class.**
- 4) You may eat or drink quietly during class, but **please clean up after yourself.** Also, no food or drinks during exams.
- 5) **Talk only when you have been given the floor.** Talking with the people next to you is distracting to everyone. If you are asking your neighbor a question about the course, it is likely that everyone will benefit if you raise your hand & ask your question of the instructor.
- 6) **Be attentive.** You may not realize it but it is distracting to your instructor if you read a magazine in the back of the classroom or doze off during class. I cannot focus on the information I am trying to convey if I am worried that I am boring you.

## Course Requirements

**Attendance Policy:** It is your responsibility to be in class during the scheduled times. Be on time. Coming in late is rude to the other students. Failure to attend class regularly can negatively affect your grade as there will sometimes be opportunities for in-class points. **The dates on the class schedule for quizzes and for the submission of the observation project and for presentation of the group activity are firm.** There will be no make-ups for missed quizzes. Except for students with extenuating circumstances, I do not allow students to make-up quizzes/exams or turn in work late. Please email me or see me during office hours if you know ahead of time that you will miss class.

**Academic Integrity:** 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.**

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

**Quizzes:** There will be a 10-question multiple-choice quiz on the previous chapter’s material given during the first 10 minutes of class and sometimes as a take-home assignment. Dates for these quizzes are indicated on the class schedule (last page of the syllabus). In-class quizzes will be collected 15 minutes after class starts and no quizzes will be handed out after the first 5 minutes of class, so it is critical that you arrive to class in a timely fashion. Because quizzes will document a student’s attendance and class readiness, there are no make-up quizzes. There are a total of 14 quizzes over the semester and all in-class quizzes are closed book and will evaluate what you have learned in the readings and through lectures, class activities, and videos. All material in the assigned textbook chapters is testable. There will be no make-up quizzes without extenuating circumstances. Each quiz will count towards 4% of your final grade.

**Group Activity:** The class will be divided into 10 activity groups and each group will sign up for a topic (topics listed on the class schedule). Each group will work together to design a 15-20 minute in-class activity of the assigned material. **The primary goal of the activity is to develop an in-class demonstration that will creatively engage your fellow classmates in learning the material.** The ways in which the group decides to approach this goal is left up to the group. Possibilities include, but are not limited to: creating a game, role-playing, video demonstrations, etc. **I strongly suggest that groups meet with me during office hours to discuss your ideas before presentation to the class. You are required to turn in a typed description of your group activity the day of your presentation.** Your grade for the group activity will be based on: the grade assigned to the group by me (50%), the average grade assigned to you by your group members regarding your contribution to the group (25%), and the average grade assigned to your group by your classmates (25%). The group activity grade will be 14% of your final grade.

**Observation Project:** The study of developmental psychology is greatly enhanced by the opportunity to observe actual children and conduct research. Therefore, there is an outside observation project required for PSY 301. Details for completing the Observation Project will be available on Blackboard. **Each student is required to complete:**

**1 observation of a younger child (5 to 7 years) and 1 observation of an older child (9 to 11 years)**

**Observation Project - Individual Requirements:**

You will observe and test several abilities, skills, capacities of two children (see above) in various areas of development, and are required to complete a set of data sheets for each child. To complete the data sheets, you are required to audiotape each session (1 per child) and transcribe the children's responses. You are also required to submit parental consent forms and pictures of you working with the children as verification of your sessions. More details and discussion of the project will be given in class. Your completion of data collection (i.e., data sheets, consent forms, pictures) will count for 5% of your final grade.

**Observation Project - Group Requirements:**

The class will be divided into 6 research groups and each group will be assigned a topic by me. Each group topic will be addressed with a set of measures within the Assessment Packet for each student to have completed by 2 children. Once the class's observations are complete, the group will receive the Data Packet containing children's responses to their assessments. The group is then responsible for coding/scoring the assessments and comparing the data by age group (younger vs. older). **Each group should meet with me to discuss their coding/scoring procedures before completing data analysis.** Each group will then create a short PowerPoint presentation to present their results on the last day of class at our Child Development Conference. The group is also responsible for submitting 10 multiple-choice questions on their research topic and results of their project to me for possible inclusion on the final exam as well as sending them to the class via Blackboard. Your grade for the group conference presentation will be based on: the grade assigned to you by me (50%), the average grade assigned to you by your group members regarding your contribution to the group (25%), and the average grade assigned to your group by your classmates (25%). The group conference presentation will be 15% of your final grade.

**Final Exam:** There will be a 35 multiple-choice question exam on the last day of class after our Child Development Conference. The questions will cover information from the observation project presentations during the conference. Prior to the conference, each observation group will submit 10 questions to me for possible inclusion on the exam and will also submit these to the class via Blackboard. Out of these questions, I will choose 5 from each group to include on the final exam as well as 5 additional questions written by me. The final exam will count as 10% of your final grade.

### Grade Evaluation

As indicated above, credit for this course will be based on student performance in these areas. You can track your grades here:

Grading scale to determine your final grade for the course:

Student Assessment:	Points Earned:	Points Possible:
Chapter 1 Quiz		40
Chapter 2 Quiz		40
Chapter 3 Quiz		40
Chapter 4 Quiz		40
Chapter 5 Quiz		40
Chapter 6 Quiz		40
Chapter 7 Quiz		40
Chapter 8 Quiz		40
Chapter 9 Quiz		40
Chapter 10 Quiz		40
Chapter 11 Quiz		40
Chapter 12 Quiz		40
Chapter 13 Quiz		40
Chapter 14 Quiz		40
Group Activity		140
<i>Observation Project</i>		
Data Collection		50
Conference Presentation		150
Final Exam		100
<b>Total Points Earned</b>		<b>1,000</b>

Grade:	Percentage:	Points Needed:
A	93% and above	at least 925
A-	90% - 92%	at least 895
B+	87% - 89%	at least 865
B	83% - 86%	at least 825
B-	80% - 82%	at least 795
C+	77% - 79%	at least 765
C	73% - 76%	at least 725
C-	70% - 72%	at least 695
D+	67% - 69%	at least 665
D	63% - 66%	at least 625
F	62% or lower	624 or fewer

## Class Schedule

Class #	Dates	Readings (to be done before class)	Topics & In-Class Activities		
			Lecture	Activity	Quiz
1a	5/8		Introduction to Class		
1b			Why Study Children?	Group Meet Up	
2a	5/10	Chapter 1: pgs. 1 – 25	Themes of Child Development		
2b		Chapter 1: pgs. 25 – 38	Research Methods	Validity	Ch. 1 Quiz (take-home due 5/15)
3a	5/15	Chapter 2: pgs. 43 - 70	Prenatal		
3b		Chapter 2: pgs. 71 - 86	Childbirth & Newborn		
4a	5/17	Chapter 3: pgs. 91 – 113	Nature & Nurture		Chapter 2 Quiz
4b		Chapter 3: pgs. 113 - 136	Brain & Body		
5a	5/22	Chapter 4: pgs. 141 – 167	Piaget & Information-Processing <b>Observation Data Due!!!!</b>	Group: Piaget	Chapter 3 Quiz
5b		Chapter 4: pgs. 172 – 183	Sociocultural & Dynamic Systems	Group: Vygotsky	Ch. 4 & 5 Quizzes (take-home due 5/29)
6a	5/24	Chapter 5: pgs. 208 – 218	Motor Development	<b>No Class!</b>	
6b		Chapter 5: pgs. 218 – 227	Learning in Infancy	*All materials on BB*	
7a	5/29	Chapter 6: pgs. 239 – 273	Communicative Behaviors		Ch. 6 Quiz (take-home due 5/31)
7b		Chapter 7: pgs. 287 – 305	*Conceptual Knowledge on BB*	<b>Project ½ Work Day</b>	
8a	5/31	Chapter 8: pgs. 325 – 336 & 349	Intelligence – Testing & (Influences on BB)	Intelligence Tests	Chapter 7 Quiz
8b		Chapter 9: pgs. 371 – 384	Psychoanalytic & Learning	Group: Erikson	Ch. 8 Quiz (take-home due 6/5)
9a	6/5	Chapter 9: pgs. 384 – 396	Social Cognition & Ecological	Group: Bronfenbrenner	
9b		Chapter 10: pgs. 417 – 445	Emotion Regulation, Influences & Understanding	Group: Temperament	Ch. 9 Quiz (take-home due 6/7)
10a	6/7	Chapter 11: pgs. 465 – 480	Attachment	Group: Harlow	Chapter 10 Quiz
10b		Chapter 11: pgs. 481 – 504	Self-Identity	Group: Marcia	
	<b>6/8</b>	<b>Deadline for Withdrawal</b>			
11a	6/12	Chapter 12: pgs. 523 – 532	Family Dynamics	Group: Baumrind	Chapter 11 Quiz
11b		Chapter 12: pgs. 509 – 522 & 532 – 544	*Family Structure & Context on BB*	<b>Project ½ Work Day</b>	<b>Final Exam Questions due by end of class!!</b>
12a	6/14	Chapter 13: pgs. 549 – 580	Friendship & Peer Groups	Group: Sociometric Status	Chapter 12 Quiz
12b		Chapter 14: pgs. 589 – 604	Morality	Group: Kohlberg	Ch. 13 & 14 Quizzes (take-home due 6/20)
13a	<b>6/19</b>	<b>Study for Exam</b>	<b>Our Child Development Conference!</b>		
13b			<b>Final Exam (over conference presentations)</b>		