

Child Development – PSY 301 – Spring 2019
Grand Valley State University - Department of Psychology

Section 1

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

Instructor: Naomi J. Aldrich, PhD

Required Textbook:

Office: 2137 Au Sable Hall

Email: aldrichn@gvsu.edu

Siegler, et al. (2017). *How Children Develop*,
5th Edition - ISBN: 9781319014230

Office Hours: 12:00-2:00 pm (T/TR)

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

Go to:

<https://aldrichn.youcanbook.me/>

Publisher's Link to Purchase/Rent:

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

Prerequisite: PSY 101

(minimum grade of D or higher)

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, 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

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 learning activity are firm.** 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. **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.** In-class quizzes are closed book; they 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 is worth 40 points**
- ✦ **Total Quiz Points = 14 quizzes x 40 points = 560 points**
- ✦ **Together, quizzes count for 56% of your final grade**

Learning Activity: Each student will sign up for a learning activity (LA) topic (topics listed on the class schedule). Each student will 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 you decide to do this is up to you. Possibilities include, but are not limited to: creating a game, role-playing, video demonstrations, etc. **I strongly suggest that you meet with me during office hours to discuss your ideas before presentation to the class.** Rubrics will be distributed in class for grading of the learning activity (also available on Blackboard and will be discussed more in class).

- ✦ My grading of your performance is worth 75 points
- ✦ Classmates' grading of your performance (averaged) is worth 50 points
- ✦ Total Learning Activity Points = 75 + 50 = 125 points
- ✦ The Learning Activity counts for 12.5% of your final grade

Observation Project: The study of developmental psychology is greatly enhanced by the opportunity to observe children and conduct research. Therefore, there is an outside observation project required for PSY 301. Details for completing the Observation Project are available on Blackboard and will be discussed more in class. Rubrics will be distributed in class for grading of the group conference presentation and your contribution to the group (also available on Blackboard and will be discussed more in class). **Each student is required to complete both the individual and group requirements listed below:**

Individual Requirements:

- Interview/test 2 children: one “younger” (5-7 years) and one “older” (9-11 years)
- Complete a data packet (6 developmental assessments) per child
- Turn in FOR EACH CHILD:
 - ✓ A signed parental consent form
 - ✓ A picture of you working with child
 - ✓ A typed, complete data packet

- ✦ Individual Data Collection is worth 90 points
- ✦ Individual Data Collection counts for 9% of your final grade

Group Requirements*:

- Complete “Group Preferences” sheet in class for me to divide class into 6 research groups
- Create appropriate coding/scoring method for your research assessment
- Compare “younger” to “older” children’s performance using class’ data
- Each group is required to:
 - ✓ Create a PowerPoint presentation to summarize their project
 - ✓ Present their project and findings at our “Child Development Conference”
 - ✓ Submit 10 multiple-choice questions on their project and findings to class via Blackboard for possible inclusion on final “conference” exam

- ✦ **My grading of your group’s performance is worth 60 points**
- ✦ **Classmates’ grading of your group’s performance (averaged) is worth 30 points**
- ✦ **Your group members’ evaluation of your contribution (averaged) is worth 30 points**
- ✦ **Total Conference Presentation Points = 60 + 30 + 30 = 120 points**
- ✦ **The Conference Presentation counts for 12% of your final grade**

****NOTE: Because of the number of students enrolled in the course, some students will complete the group requirements individually. For these students, the group grading points will be based on my grading of the project.***

Final “Conference” 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. I will choose 5 of the 10 questions submitted by each group to include on the final exam as well as 5 additional questions written by me.

- ✦ **Final Conference Exam is worth 105 points**
- ✦ **Final Conference Exam counts for 10.5% 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:

Student Assessment:	Points Earned:	Points Possible:
<i>Daily Quizzes</i>		
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
<i>Learning Activity</i>		125
<i>Observation Project</i>		
Data Collection		90
Conference Presentation		120
Final Conference Exam		105
Total Points Earned		1,000

Grading scale to determine your final grade for the course:

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 / Deadlines	Quiz (TH: Take Home)
1a 1b	5/7	Ch. 1: pgs. 1 – 8	Introduction to Class Why Study Children?	Meet Up	
2a 2b	5/9	Ch. 1: pgs. 11 – 25 Ch. 1: pgs. 25 - 38	Child Development Themes Research Methods	Validity	Ch. 1 Quiz TH due 5/14
3a 3b	5/14	Ch. 2: pgs. 43 - 70 Ch. 2: pgs. 71 - 86	Prenatal Childbirth & Newborn		
4a 4b	5/16	Ch. 3: pgs. 91 - 113 Ch. 3: pgs. 113 - 136	Nature & Nurture Brain & Body		Chapter 2 Quiz
5a 5b	5/21	Ch. 4: pgs. 141 - 167 Ch. 4: pgs. 172 - 183	Piaget & Info-Processing Sociocultural & Dyn. Systems	LA: Piaget Observation Data Due! LA: Vygotsky	Chapter 3 Quiz
6a 6b	5/23	Ch. 5: pgs. 208 - 218 Ch. 5: pgs. 218 - 227	Motor Development Learning in Infancy		Chapter 4 Quiz
7a 7b	5/28	Ch. 6: pgs. 239 - 273 Ch. 7: pgs. 287 - 305	Communicative Behaviors *Conceptual Knowledge on BB*	*Obs. Groups Assigned *Project ½ Work Day	Chapter 5 Quiz Ch. 6 & 7 Quizzes TH due 5/30
8a 8b	5/30	Ch. 8: pgs. 325 – 336 & 349 Ch. 9: pgs. 371 - 384	Intelligence – Testing & (Influences on BB) Psychoanalytic & Learning	Intelligence Tests LA: Erikson	
9a 9b	6/4	Ch. 9: pgs. 384 - 396 Ch. 10: pgs. 417 - 445	Social Cognition & Ecological Emotion Regulation, Influences & Understanding	LA: Bronfenbrenner LA: Temperament	Chapter 8 Quiz Ch. 9 & 10 Quizzes TH due 6/11
10a 10b	6/6	No Class! Ch. 12: pgs. 509 – 544	Project Work Day! *Family Influences on BB*	Final Exam Questions Due via BB Email!	
	6/7	Deadline for Withdrawal			
11a 11b	6/11	Ch. 11: pgs. 465 – 480 Ch. 11: pgs. 481 - 504	Attachment Self-Identity	LA: Harlow LA: Marcia	Ch. 12 Quiz
12a 12b	6/13	Ch. 13: pgs. 549 - 580 Ch. 14: pgs. 589 - 604	Friendship & Peer Groups Morality	LA: Sociometric Status LA: Kohlberg	Ch. 11 Quiz Ch. 13 & 14 Quizzes TH due 6/18
13a 13b	6/18	Conference Preparation & Study for Exam	Our Child Development Conference! Final Exam (over conference presentations)		