

Child Development – PSY 301 – Spring 2021
Grand Valley State University - Department of Psychology

Section 01

Fully Online Course (asynchronous)
Administered via Blackboard & Launchpad

Instructor: Naomi J. Aldrich, PhD

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Office Hours: 10:00-12:00 pm (T/TR)
via Zoom (link in BB 'Office Hours' tab)
(additional hours available per request)

To Make Appointment Go To:
<https://aldrichn.youcanbook.me/>

Prerequisite: PSY 101 (minimum
grade of D or higher)

Required Course Materials:

E-book with LaunchPad Access
How Children Develop, 6th Edition (Siegler et al.,
2020) – ISBN: 9781319269562

GVSU Price: \$100.00, Link to Purchase:
<https://gvsu.verbacompare.com/comparison?id=3464957>

Access to a Computer & High-Speed Internet
Must meet Blackboard browser requirements &
have a microphone, speakers, and camera

Course Description

Overview: 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. 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

Resources due to COVID-19: This is an unprecedented time for all of us and as we adjust to our “new normal” it may be helpful to know what GVSU is offering to help students through the pandemic. Here is a link to some of the resources currently available to students: <https://www.gvsu.edu/care/covid-resources-20.htm>
Also, please do not hesitate to reach out to me if you have any questions or if you are in need. If I do not know the answer, I will find someone who does 😊 We are in this together.

A GVSU Virus Action Team (VAT), made up of faculty, staff members, and health experts are working daily to monitor the health and safety of the Grand Valley community. Visit: <https://www.gvsu.edu/lakerstogether/data-dashboard-37.htm> to review the most critical data related to the virus in the state, region and GVSU community.

Disability Support Resources: If you need academic accommodations because of a learning, physical, or other disability, please contact Disability Support Resources at 331-2490 to develop a plan of assistance that you can provide to me.

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

Course Website

This is a fully online course; all course materials are available through Blackboard and our LaunchPad course site:

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, just as you would for a traditional face-to-face course.

Course Expectations

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

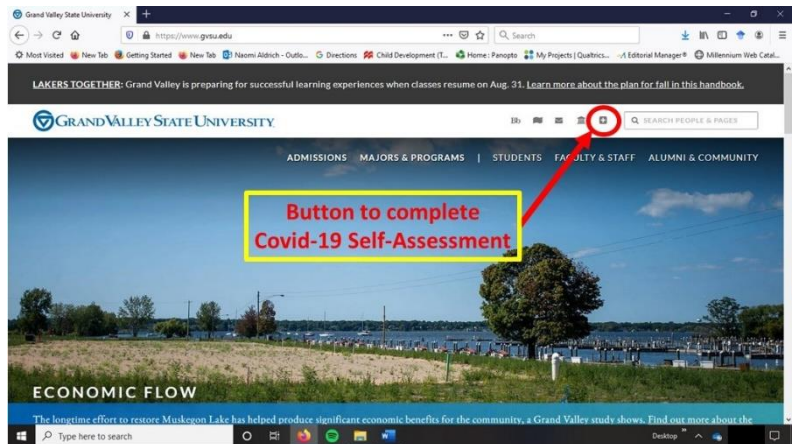
- **Be officially registered for the course.** Please remember that participation in the class is limited to students who are officially registered for the course. This will ensure that we will not have any unauthorized remote visitors to our online class. Visitors to classes are allowed only with specific 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. Although the class is fully online, I am not a robot; **I am a real human being and I am here to help you.** Please feel free to ask questions at any time; if you have questions about class material, the **Course Q & A** discussion board (see below) is a great place to post them so that the rest of the class can learn from the answers.
- **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, assignments, and within the **Course Q & A** tab in Blackboard. 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, check the troubleshooting guide in LaunchPad (if applicable), *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. Think about your tone in discussion posts, etc.

LAKERS TOGETHER PROTECTING EACH OTHER

COVID-Related Course Requirements

Daily Self-Assessment:

Everyone is required to complete a daily COVID-19 self-assessment **regardless of whether you are coming to campus or not.** The self-assessment app can be completed using a smart phone, computer, or tablet and it is located on GVSU's home page:



There is also a direct link to the self-assessment on our Blackboard course site (“Link to Self-Assessment” green tab on left). If you have not yet done so, you should also review GVSU’s plan for current students here:

<https://www.gvsu.edu/lakerstogether/current-students-29.htm>

Please remember:

To ***show courtesy and respect to all Lakers***, we need to work together to maintain social distancing and help each other remember these new requirements even when we are not on the GVSU campus. This is a new situation for everyone, but we can get through this together!

Additional Course Requirements

Due Dates: Please note that, although there are no scheduled meeting times for the course, there are frequent, regular due dates spread throughout the semester – you should not expect to complete all of the course work in a short period. **Please pay attention to the Course Schedule (last page of this syllabus) for due date information. All due dates are firm.** Except for students with extenuating circumstances, I do not allow students to make-up module quizzes/exams or turn in work late. Please email me or see me during office hours if you know ahead of time that you have a conflict.

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 module 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 module 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/>

Course Requirements – Evaluation Criteria

Pre-Class Assignments: You are required to complete these before beginning any modules:

- Reading this Syllabus
- Introduction on **Think & Share** Discussion Board with Picture = 10 points
- LaunchPad “Getting Started Quiz” = 5 points
- Blackboard Pre-Test Assessment = 5 points (for completing)

✦ **Total Pre-Class Points = 20 points**
✦ **Together, pre-class points count for 2% of your final grade**

LaunchPad Assignments: In every chapter of our book, LaunchPad provides a number of assignments designed to assist you in learning the material and in preparing you for the module quizzes. I have assigned four types of assignments but please note that you may see other unassigned materials that you can freely use in addition to those assigned.

- **Developing Lives:** These assignments occur from Chapter 1 – Chapter 14. Developing Lives is a sophisticated, interactive experience in which you will “raise” a virtual child from sperm and egg to teenager. You will provide a personal profile, select a virtual partner (or choose to be a single parent) and mark the arrival of your newborn (represented by a unique avatar based on the parents’ characteristics). As the child grows, you will respond to events both planned and unforeseen, making important decisions (nutrition choices, doctor visits, sleeping location) and facing uncertain moments (illness, divorce, a new baby), with each choice affecting how the child grows. There are 6 units in this system: Introduction (creating your parent profile), Prenatal, Babies & Toddlers, Early Childhood, Middle Childhood, and Adolescence. Points in these assignments will be given in two areas: the activity of raising the child and quizzes. **Each Developing Lives activity & Quiz must be completed by the module’s due date, if not you will not be able to advance to the next activity/quiz.**

✦ **Each Activity is worth 10 points**
✦ **Total Activity Points = 6 activities x 10 points = 60 points**
✦ **Each Quiz is worth 6 points**
✦ **Total Quiz Points = 5 quizzes x 6 points = 30 points**
✦ **Together, Developing Lives counts for 9% of your final grade**

- **Learning Curve:** These may be the most important assignments in LaunchPad. This is an adaptive learning tool and there are 2 – 3 in each chapter, so there are 2 – 6 in each module. There is a target score you must reach in order to obtain the full 5 points, but you can continue to practice the material as long as you wish.

- ✦ **Each Learning Curve is worth 5 points**
- ✦ **Total Learning Curve Points = 24 x 5 points = 120 points**
- ✦ **Together, Learning Curve counts for 12% of your final grade**

- **Human Development Video Activity:** There are many videos in this course and a few have activities in LaunchPad associated with them. Each module contains one video activity that will require you to engage more in depth with a topic by responding to various types of questions (multiple choice, essay, etc.). You will need to complete the video activity assignment completely and accurately to receive credit for these assignments. Students will receive partial credit if the assignment is incomplete or completion is poor or inaccurate.

- ✦ **Each HD Video Activity is worth 5 points**
- ✦ **Total HD Video Activity Points = 6 x 5 points = 30 points**
- ✦ **Together, HD Video Activities counts for 3% of your final grade**

- **Quizzes:** At the end of each module there will be a multiple-choice quiz on each chapter's material (10 questions per chapter). The number of questions per quiz will vary with how many chapters are covered in a module so you will need to plan accordingly (Module 1 = one chapter = 10 questions; Module 4 = three chapters = 30 questions). Dates for these quizzes are indicated on the class schedule and **quizzes will open at 8:00am on Saturday morning**. Although you will be taking these at home, the quizzes are closed book and closed note and are designed to be an assessment of **YOUR** learning. 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. **You will have one attempt to take a quiz and must complete it in one sitting. Each quiz will be timed, allowing students 1 minute 30 seconds per question** (this is the same amount of time students in my traditional face-to-face classes are given to complete exam questions). **You can expect to be given 15 minutes to complete a one chapter quiz, 45 minutes to complete a three chapter quiz, etc.** There will be no make-up quizzes without extenuating circumstances.

- ✦ **Each Chapter = 10 Questions**
- ✦ **Each Quiz Question is worth 2.5 points**
- ✦ **Total Quiz Points = 14 chapters x 25 points = 350 points**
- ✦ **Together, Quizzes count for 35% of your final grade**

Blackboard Assignments & Group Activities: Each module will be presented on Blackboard and contains a variety of lecture materials, videos, and assignments that correspond to the chapter readings and LaunchPad assignments. **All modules will open on Blackboard at 8:00am on Tuesday.**

- **TED Talk Thinking Tasks:** There will be a total of 6 Thinking Tasks over the semester to foster your critical thinking and writing skills. These tasks will involve you watching an assigned TED Talk and creating a thread in the **Think & Share Discussion Board**. In your Think & Share thread, you will respond to two questions and reply to two other students' responses.

- ✦ **Each Thinking Task Thread is worth 10 points (5 points per question)**
- ✦ **Replies to 2 students is worth 5 points**
- ✦ **Total Thinking Task Points = 6 x 15 points = 90 points**
- ✦ **Together, Thinking Tasks counts for 9% of your final grade**

- **Learning Activity:** Each student will sign up for a learning activity (LA) topic (topics listed on the class schedule) during the first week of class. There are 10 Learning Activity groups with 2-3 students in each. With your group, you will design a product to help children in your topic's area and create a video-recorded TV commercial to present the product to your chosen target market (parents, teachers, medical field, etc.). Your group will email me the number of the recording they want posted and your group will create a post within the **Learning Activity Discussion Board forum** for review by your fellow classmates. Rubrics will be posted for grading of the learning activity (and will be discussed more in on-line materials).

- ✦ **My grading of your Learning Activity is worth 50 points**
- ✦ **Classmates' grading of your Learning Activity (averaged) is worth 15 points**
- ✦ **Your group members' evaluation of your contribution (averaged) is worth 15 points**
- ✦ **Total Learning Activity Points = 50 + 15 + 15 = 80 points**
- ✦ **The Learning Activity counts for 8% 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 Module 1 on-line materials. Rubrics will be posted for grading of the group conference presentation and your contribution to the group. **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 picture of a signed parental consent form
 - ✓ A picture/screenshot of you working with child
 - ✓ A typed, complete data packet

<p>✦ Individual Data Collection is worth 70 points</p> <p>✦ Individual Data Collection counts for 7% of your final grade</p>
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Group Requirements:

- Complete “Group Preferences” sheet (posted on Blackboard) 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 with group members’ video recording individual sections.
 - ✓ Present their project and findings at our “Child Development Conference” via posting the PowerPoint video-recording in the Conference Forum.
 - ✓ **The Conference Presentations are to be completed by noon on June 22nd.**
 - ✓ **Each student will have until 11:00pm on June 23rd to ask questions and provide comments to each group’s posting.** Each student is required to review the other 5 group’s presentation and **grade the group’s presentation using the provided rubric by 11:00pm on June 23rd.**
 - ✓ 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 50 points**
- ✦ **Classmates’ grading of your group’s performance (averaged) is worth 15 points**
- ✦ **Your group members’ evaluation of your contribution (averaged) is worth 15 points**
- ✦ **Total Conference Presentation Points = 50 + 15 + 15 = 80 points**
- ✦ **The Conference Presentation counts for 8% of your final grade**

- **Final “Conference” Exam:** There will be a 35-multiple-choice question exam due after reviewing the presentations within our Child Development Conference Forum. 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 70 points**
- ✦ **Final Conference Exam counts for 7% of your final grade**

- **Extra Credit – *Babies!*:** The new Netflix docuseries **Babies (2020)** explores the groundbreaking science that reveals how infants learn and discover during their very first year. There are a total of 6 episodes focusing on the importance of attachment/bonding, food, crawling, sleep, language, and walking. You can earn extra credit by watching episodes of this series and participating in an optional discussion board forum (**Babies!**). You will earn 1 extra credit point for each post that includes at least one substantive question, response to a question posed by someone else, or a substantive comment about something you found interesting in that episode. Note that a substantive question/comment/reply should usually be more than just a single sentence, and should be about the material covered in that particular episode (not about course due dates, etc.). **You can watch the episodes and participate in the Babies! forum at any time throughout the semester until 11:00 pm on June 23rd.**
- Link to the series: <https://www.netflix.com/title/80117833>
- Link to 30-day free trial of Netflix: <https://www.netflix.com/>
- Other opportunities for extra credit may be given occasionally throughout the semester. No student may accumulate more than 20 extra credit points total across all activities completed (in other words, even if you complete all extra credit opportunities offered, only your first 20 extra credit points will be counted toward your grade). Extra credit opportunities will always be made available to the class as a whole – individuals may not negotiate special arrangements for extra credit. Additional extra credit will **NOT** be given in any circumstances after final grades have been posted.

Grade Evaluation

Credit for this course will be based on performance in these areas. You can track your grades here:

Assessment:	Points Earned:	Points Possible:	Assessment:	Points Earned:	Points Possible:	Assessment:	Points Earned:	Points Possible:
Pre-Class			Learning Curve			Mod. Quizzes		
Disc. Board Intro w/ Pic		10	Module 1 (1a)		5	Mod. 1 (Ch. 1)		25
Getting Started Quiz		5	Module 1 (1b)		5	Mod. 2 (Ch. 2 & 3)		50
Pre-Test		5	Module 2 (2a)		5	Mod. 3 (Ch. 4 & 5)		50
Total Points:		20	Module 2 (2b)		5	Mod. 4 (Ch. 6, 7, & 8)		75
			Module 2 (3a)		5	Mod. 5 (Ch. 9, 10, & 11)		75
			Module 2 (3b)		5	Mod. 6 (Ch. 12, 13, & 14)		75
LaunchPad			Module 3 (4a)		5	Total Points:		350
Developing Lives			Module 3 (4b)		5			
Intro Activity		10	Module 3 (5b)		5	Blackboard		
Prenatal Activity		10	Module 4 (6a)		5	TED Talk Tasks		
Prenatal Quiz		6	Module 4 (6b)		5	TT1: Learning by Paul		15
Babies & Toddlers Activity		10	Module 4 (7a)		5	TT2: Trauma by Harris		15
Babies & Toddler Quiz		6	Module 4 (8a)		5	TT3: Language by Kuhl		15
Early Child. Activity		10	Module 5 (9a)		5	TT4: Think by Gopnik		15
Early Child. Quiz		6	Module 5 (9b)		5	TT5: Lies by Lee		15
Middle Child. Activity		10	Module 5 (9c)		5	TT6: Teens by Blakemore		15
Middle Child. Quiz		6	Module 5 (10a)		5	Total Points:		90
Adolescence Activity		10	Module 5 (10b)		5			
Adolescence Quiz		6	Module 5 (11a)		5	Learning Activity		80
Total Points:		90	Module 5 (11b)		5			
			Module 6 (12a)		5	Observation Project		
HD Video Activity			Module 6 (13a)		5	Data Collection		70
Module 1		5	Module 6 (13b)		5	Conference Presentation		80
Module 2		5	Module 6 (14a)		5	Final Conference Exam		70
Module 3		5	Total Points:		120	Total Points:		220
Module 4		5						
Module 5		5				Extra Credit		20
Module 6		5						
Total Points:		30						

Grade Evaluation continued

Summary of Earned Grades:

Assessments:	Points Earned:	Points Possible:
Pre-Class		20
Developing Lives		90
HD Video Activity		30
Learning Curve		120
Module Quizzes		350
TED Talk Tasks		90
Learning Activity		80
Observation Project		220
Extra Credit		
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

Notes about the Course Schedule:

Our class consists of 6 modules that each represent approximately 2-3 weeks of traditional face-to-face instruction.

On the next page you will find the **Course Schedule**, which provides a complete list of the topics, readings, project assignments, and quizzes for each module. Please become familiar with this document and refer to it often.

The schedule is subject to change somewhat if needed. Due dates are unlikely to change, but any major changes will be announced via a Blackboard announcement, with an updated version of the document posted on the Syllabus page.

Please complete assigned readings **prior to viewing the lecture** (if applicable) for which they are listed (e.g., you should read Chapter 2 **before** you watch the lecture covering the material). 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. Additional Blackboard and LaunchPad activities and assignments will be presented as you complete tasks within each module. **Modules will always open at 8:00am Tuesday morning.** Unless otherwise noted in the schedule, **most module's activities and assignments are due by 11:00pm** (Eastern time) on the next **Monday**; you may always turn in assignments before the day they are due. **There are a few exceptions, so please make sure to check the course schedule and read the module's instructions on Blackboard carefully.** **Learning Activity recording numbers are always to be emailed to me by 8:00 am on the first day the module opens,** so you will need to plan ahead.

Course Schedule:

Module	Start Dates (at 8am)	Topic	Readings	Developing Lives & Observation Project	Online Learning Activity	Module Due Dates
1	May 11	Introduction Why Study Children? History, Themes, & Methods	Welcome to LaunchPad Ch. 1	Developing Lives: Create your profile Start finding 2 children	Learning Activity Sign-up	Pre-test: May 14 Mod. 1: May 17
2	May 18	Prenatal, Birth, & Newborn Biology & Behavior	Ch. 2 Ch. 3	Developing Lives: Prenatal		Mod. 2: May 24
3	May 25	Cognitive Development Motor, Learning, & Memory	Ch. 4 Ch. 5: pgs. 158 – 159 & 176 – 196	Developing Lives: Babies & Toddlers Observation Data Due on May 28!	Piaget Vygotsky	Mod. 3: May 31
4	June 1	Language Development & Symbol Use Conceptual Development & Intelligence	Ch. 6 Ch. 7: pgs. 235 – 255 Ch. 8: pgs. 275 – 283 & 312 - 315	Developing Lives: Early Childhood		Mod. 4: June 7
5	June 8	Social Development Emotional Development Attachment & Self-Identity	Ch. 9 Ch. 10: pgs. 352 – 378 & 385 – 388 Ch. 11: pgs. 389-420	Developing Lives: Middle Childhood	Erikson Bronfenbrenner Temperament Harlow Marcia	Mod. 5: June 14
	June 11	Deadline for Withdrawal		Final Exam Questions Due June 11!		
6	June 15	The Family Peer Relationships & Moral Development	Ch. 12: pgs. 424 – 443 & 454 - 457 Ch. 13 & Ch. 14: pgs. 488 - 502	Developing Lives: Adolescence	Baumrind Sociometric Status Kohlberg	Mod. 6: June 21
	June 22 June 23	Conference Presentations (final recording # emailed to me by noon) Conference & Final Exam (over conference presentations)			Rubrics, Final Exam, & Post-test Due June 23 by 11pm	