

## GRAND VALLEY STATE UNIVERSITY

**Child Development – PSY 301, Section 1 at 9 am, section 5 at 11 am, section 2 at noon**

**Instructor**

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**Josita Maouene**

Associate Professor

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

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

**Teaching assistant:** Austin Kienutske

Pronouns: he/him/his

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

**Class Times and Location**

Mo, Wed, Fri: noon to 12.50 pm

Building: AuSable Hall 2120

### OFFICE HOURS:

**In person: Drop in** MW 2 pm to 2.45 pm  
or by appointment

For virtual Office hour on Blackboard  
email me first!

On BB, select “Virtual Office Hours” and then “join session” and select “join from browser”. Use Chrome as your browser.

**Blackboard Course site:** [mybb.gvsu.edu](http://mybb.gvsu.edu)

**Blackboard Student Mobile App:** [bit.ly/bbmobilestudent](http://bit.ly/bbmobilestudent)

### Course Description

#### Child Development

PSY 301/ 3 Credit Hours

This course focuses on the developmental changes that take place between conception and adolescence. We will cover several aspects of these changes including theories of development (why does it change), milestones of development in various domains (what changes) and a case study of the roots of aggressive behavior development with the book *Ghosts from the Nursery*. The approach to the course topics is scientific, with an emphasis on scientific observation and research finding in developmental psychology. An appreciation for cultural diversity is an integral part of this course and will be addressed in the lectures and video segments. A major emphasis will be put on the application of the concepts related to different periods of your childhood in a weekly journal entry of 350-500 words and on developing your curiosity about child development.

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

<p><b>This course is subject to the GVSU policies listed at <a href="http://www.gvsu.edu/coursepolicies">http://www.gvsu.edu/coursepolicies</a></b></p>
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## Pandemic related information

### Pandemic procedure:

- **Self-assessment is required everyday**
- Fill in the self-assessment (link below) and it will flag you. Expect a phone call.
- <https://www.gvsu.edu/lakerstogether/self-assessment-23.htm>
- Let me know also if I need to make arrangements (deadlines, etc.)
- Your health and your family's health should be your priority. If you are dealing with illness, sick family members, travel difficulties, a bad internet connection, increased anxiety, childcare challenges, or any other issues, please reach out and we will figure out accommodations.

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

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

### Required Technology

Besides Blackboard, Google, you must also have access to the following:

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

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

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

## SPECIFICS TO THE DELIVERY OF THE COURSE

If the class have to go on-line because of a quarantine or because the university requires it, The mode of instruction will change.

**We will meet ON-LINE and synchronously, three times a week meeting at the regular time we have met in the face-to-face mode. We will use Blackboard collaborate and I will record the classes and put them on BB under Recorded Lectures.**

**The on-line meetings are required as MCQ and discussion questions will continue on-line through Tophat. If you are unable to attend, you will need to catch up. See procedure under In-class participation (hereafter p.7).**

- “During the time that the class will be on-line, this will not be a correspondence course, designed to be a self-paced independent study. Students will still have course reading expectations, assignments with due dates, and interact with faculty and classmates”.

If you are new to online learning, check :

<https://www.gvsu.edu/online/what-to-expect-from-an-online-or-hybrid-7.htm>

and

<https://www.gvsu.edu/online/are-you-ready-for-online-learning-5.htm>

and

<https://www.gvsu.edu/online/essential-skills-for-online-learning-14.htm>

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

#### Technology requirements:

Besides Blackboard and Google, you must also have access to the following:

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

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

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

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

- **Read!** Read the chapter associated with each lecture. This will provide you with a broader context and **examples** for understanding the material presented in lectures and slides. Approximately 15% of the exam questions are from the book.
- **Do the work! Each week, keep to the reading. Apply the concepts in your journal.**
- **Take Good Notes:** Fill-out your slides with notes, and make note of examples. *Additional lecture notes will be essential when you study for the exams.*
- **Take notes on the video clips and review them as these will appear in the exams.**
- **Ask for Office Hours early !**
- **Come to the review sessions!**
- **Do the guided essays for extra credit points!**
- **Create 3 well organized hand written note cards for each exam!**

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#### Objectives

- 1) Demonstrate an understanding of the basic concepts and theoretical paradigms that direct the field of Developmental Psychology
- 2) Describe, and think critically about, changes within the developing person from conception to adolescence.
- 3) Discuss both traditional and current explanations for trends in children's physical, cognitive, and social/emotional growth.
- 4) Understand the scientific method and apply it to the understanding of child behavior and development.
- 5) Apply and create knowledge regarding child development to both observations of children and to interactions with children (due to the special context of the COVID pandemic, there will be no live observations or interactions with children this semester, instead you will write a journal on your own development or on the development of people you know).

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.

### Required book, Accounts, and Supplies

- 1) Textbook: ‘How children Develop’
- 2) Tophat (software account) for in-class polling and exams
- 3) ‘Ghosts from the Nursery’ (book)
- 4) Note cards 3 by 5 inches or a quarter of a A4 page 1 side
- 5) Phone, ipad or tablet or laptop for in-class questions

Below all the details:

### TEXTBOOK

- Siegler, Deloache, Eisenberg & Saffran (4<sup>rd</sup> Edition, 2014), How Children Develop. Worth Publishers.

**Edition 5 , 2017, is also ok, but it will cost more.**

### TOPHAT

TOPHAT will be used for **activities and interactive polling and exams** : the access is direct through <https://tophat.com/> (30\$) **so you will need either a laptop, a smartphone, an ipod or a tablet.** If you do not have any of those, let me know, there are ways to provide you with a laptop.

The unique course url is: <https://app.tophat.com/e320093/>

The join code is: 320093

**Beware that the grace period here is 7 days!**

**We will start using Tophat the first day of class !**

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

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

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### GHOSTS FROM THE NURSERY, book

Karr-Morse, R. & Wiley, M. S. (2<sup>nd</sup> edition 2013, FIRST edition is ok too !!). Ghosts in the Nursery: Tracing the roots of violence. Atlantic Monthly Press.

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### SPECIFICS TO THE DELIVERY OF THE COURSE

Professor Maouene | PSY 301| Fall 2021

**Methods of Instruction:** Instructional strategies will include interactive slides with polling through TOPHAT, interactive videoclips, an individual journal, questions on Ghosts from the Nursery, 2 guided essays for extra credits and 3 review sessions.

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

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

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

- . Contact me if you have any questions or concerns.

## COMMUNICATION

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

### Structure of the class

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

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

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

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

The class is organized around weekly modules including the

weekly assignments (15 of them). The deadline for the weekly requirements is set at Sunday 11.59 pm.

Each module has approximately the same structure:

- 1) Learning objectives
- 2) Module requirements
- 3a) Journal first 10 weeks
- 3b) Questions on Ghosts 5 last weeks

## Requirements

### Assignments

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

- **Reading** the textbook sections from one or two chapters per week from “How children develop”. Pages are in the schedule of the syllabus and also under weekly learning module: requirements.
- **Journaling:** The semester long project is a journal of a Developmental (Auto)biography or DAP. It consists of a weekly post, of 350-500 words over 8 weeks. It is under BB, weekly learning modules. It is a link. **You have two possibilities to upload your entry : either you type directly in the submission box or you write your entry on a word doc and you upload it through the browser button.**

It is a reflection on your development from 0 to 18, with an integration of **5 concepts** of your choice from your reading of the week (except for the first week where five concepts are given to you). You will be asked to report anecdotes, memories on different milestones of your development or that of a person you care for, if you do not have the possibility to ask for information on your prenatal development, birth, years 0-3, etc. 2 attempts at uploading (~30 min). Each journal is worth 10 pts. Total **80** pts.

- **1 point will be deducted** if the word count is missing at the end of your journal entry.
- If you forget to highlight or bold or CAPITALIZE the 5 concepts, a zero will be entered until you reupload the journal entry following the required format.

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

- **Reading** the book “Ghosts from the Nursery”, 2 chapters per week.
- Answering 5 questions out of 10 proposed per chapter, chap.1 through 9. Under BB under weekly learning module.
- Each questionnaire is worth 5 pts. Total **45** pts. They are by **Sunday midnight**.
- A point will be deducted for lateness (max total 4/5).
- You have to use **your own words** in your responses, you cannot copy from the book (otherwise it is plagiarism).

### Exams

**All 3 Exams will be taken through Tophat in class.** A code will be given to you right before the exam. A simulation will precedes the first exam to make sure everybody is onboard.

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

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

**If we have to move on-line, the first two MCQ exams will be replaced by 2 guided essays/open questions on the material, which you will write during class time (3 index cards allowed still). Each exam is worth 40 pts. The final exam will be dropped.**

### In-class participation

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

**Tophat** has a grading system attributing automatically ½ pt for trying and ½ pt for correctness for questions and 1pt for discussion questions. The maximum of points (undetermined as of yet) will amount to **18.3%** of your grade for in-class participation for a total of **55 pts**. **A mid-term percentage will be reported in your BB gradebook as Tophat has its own gradebook .**

### Catching up in-class participation points

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

- 1) What are two concepts you find the most difficult in this lesson?
- 2) Why do you think they are difficult?
- 3) What is your understanding of each concept?
- 4) Give an example for each concept drawn from your own childhood experience.
- 5) What are you curious about this lesson as far as child development is concerned (add a source) ?

Austin will then add the points you missed that day to the Tophat gradebook.

### Make up

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

### Attendance

- Attendance will be taken **through Tophat** every time you log-in but will not count as a grade. I use the attendance for an administrative purpose as I am required by the Registrar's office to provide an exact date of the last class a student attended in certain cases. I also use the attendance to check who needs to catch up.
- However, there is a direct relationship between participation and your grade. If you miss class, and you don't catch up, your grade will be negatively impacted.
- See the [university's attendance](http://gvsu.edu/s/XZ) ([gvsu.edu/s/XZ](http://gvsu.edu/s/XZ)) policy in the online catalog for more information.
- Students are responsible for material, announcements, and learning activities covered in class. Obtain lecture notes from a classmate if you miss class. You can communicate with classmates electronically via email and [Bb IM](http://gvsu.edu/s/Wm) ([gvsu.edu/s/Wm](http://gvsu.edu/s/Wm)).

### Assessment system

Item	Number	Points or %	Total
Individual and Group participation, polls and in-class activities through Tophat	Every class	~18%	55
Journal on BB	8	10	80
3 Exams on Tophat non-cumulative 40MCQ	3	40	120
5 questions per chapter on Ghosts	9	5	45

**TOTAL: 300 pts**

### Extra credits

I make it a practice to give 5 extra credits opportunities, not more. They happen in class at fixed times, marked in the calendar as “guided essays”. No other opportunities will be offered. These opportunities are hand written. A maximum of **10** points is possible (5 pts for each essay).

You get either the 5 pts for all concepts explained or zero point per essay. If you give partial guided essay, don't expect any point (it is an all or nothing).

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

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

93 – 100% A	80 – 82.99% B-	66 – 68.99% D+
90 – 92.99 % A-	76 – 79.99% C+	60 – 65.99% D
86 – 89.99% B+	73 – 75.99%	<60% F
83– 85.99% B	70 – 72.99% C-	

**Note: At end of the semester, no round up to the next grade is to be expected if students have not taken the opportunity offered with the 15 extra credits points .**



## TENTATIVE COURSE SCHEDULE

Date	Topic	Assignments due that week by Sunday midnight unless otherwise stipulated
<b>UNIT 1: What is development?</b> <b>Historical foundations</b> <b>Themes</b> <b>Methods and Theories</b>		
Week 1		
Mo Aug 30	Admintrivia	
Wed Sep 1	Lesson 1: What is development, what develops?	
Fri Sep 3	Lesson 2: Historical Foundations	textbook chap. 1 pp. 2-10. Study the key terms pp. 37 + <b>Journal 1</b>
Week 2		
Mo Sep 6	LABOR DAY	
Wed Sep 8	Lesson 3: Themes in Research on Development	textbook chap. 1 pp. 10-22. Study the key terms pp. 37
Fri Sep 10	Lesson 4: Research Methods in Development	textbook chap. 1 pp. 22-36. Study the key terms pp. 37 + <b>journal 2</b>
Week 3		
Mo Sep 13	<b>Theories of Cognitive Development (chap.4)</b> Lesson 5: The precursor Piaget I	textbook chap. 4 pp. 129- 135. Study the key terms pp. 169
Wed Sep 15	Theories of Cognitive Development Lesson 6: The precursor Piaget II	textbook chap. 4 pp. 135- 161. Study the key terms pp. 169
Fri Sep 17	Lesson 7: Theories of Cognitive Development: socio-cultural (Vygotsky, Rogoff, Tomasello)	textbook chap. 4 pp. 155-161. Study the key terms pp. 169 + <b>journal 3</b>

Week 4		
Mo Sep 20	<b>Latest theories of Cognitive and motor development</b> Lesson 8 (Thelen & Smith) <b>Dynamic Systems Theories</b> (DST) chap.4	textbook chap. 4 pp. 161 Study the key terms pp. 169
Wed Sep 22	<b>Guided essay for 5 extra credits</b> 11 concepts applied to a skill you have learned as a child	Use the 11 concepts from the pdf on BB/slides
Fri Sep 24	<b>Theories of Social Development I (chap.9)</b> Lesson 9: Freud and Erikson	textbook chap. 9 pp. 340-348. Study the key terms pp. 381
Week 5		
Mo Sep 27	Lesson 10: Theories of <b>Social Development II (chap. 9)</b> Watson, Skinner, Social cognitivists: Bandura, Selman, Dodge, Dweck	textbook chap. 9 pp. 348-361. Study the key terms pp. 381 + <b>journal 4</b>
Wed Sep 29	Finish theories of social development / <b>Review 1</b>	
Fri Oct 1	<b>Exam 1</b> 40 multiple-choice-questions/only if face-to-face	Chap.1,4 (partial), 9 partial) and study the key terms p 37, 169 and 381. 3 note cards hand written 3x5 i allowed
<b>UNIT TWO MILESTONES CONCEPTION- ADOLESCENCE</b>		
Week 6		
Mo Oct 4	Lesson 1: Pre-natal development I	textbook chap. 2 pp.39-56. Study the key terms pp. 83
Wed Oct 6	Lesson 2: Pre-natal development II	(leave out section on hazards, we will study those in Ghosts!)
Fri Oct 8	Lesson 3: The birth and the newborn	textbook chap. 2 pp.66-83. Study the key terms pp. 83 + <b>Journal 5</b>
Week 7		
Mo Oct 11	Lesson 4: Infancy I ( <b>Chap.5</b> ) perception	textbook chap.5 pp.172-188. Study the key terms pp. 213
Wed Oct 13	Lesson 5: Infancy II Motor development	textbook chap. 5 pp.189-198. Study the key terms pp. 213

Fri Oct 15	Lesson 6: Infancy III Learning about the physical world (Baillargeon)	textbook chap. 5 pp.198-213. Study the key terms pp. 213 + <b>Journal 6</b>
<b>Week 8</b>		
Mo Oct 18	Lesson 7: Toddlers: Symbol learning ( <b>chap.6</b> ) Some pointers to language symbols and non linguistic symbols (Deloache)	textbook chap. 6 pp. 252-256
Wed Oct 20	Lesson 8: Middle childhood I ( <b>Chap.14</b> ) Moral development Piaget the precursor Kohlberg's theory	textbook chap.14 pp. 554-558. Study the key terms of Piaget's theory
Fri Oct 22	Lesson 9: Middle childhood II: Moral Development: Kohlberg's theory Critiques	textbook chap. 14 Kohlberg's moral development pp. 558-566. Study the key terms of Kohlberg's theory. + <b>journal 7</b>
<b>Week 9</b>		
Mon Oct 25	<b>FALL BREAK</b>	<b>No reading assignment/no class</b>
Wed Oct 27	Lesson 11: Adolescence I	Evolution of the concept of adolescence, myths and brain development
Fri Oct 29	Lesson 12: Adolescence II Identity formation	Textbook chap. 11p.446-449. Study the key terms of Piaget's and Marcia's theory on identity formation + <b>Journal 8</b>
<b>Week 10</b>		
Mo Nov 1	Drop with a "W" Grade Deadline Guided Essay 2 milestones from prenatal to adolescence development For 5 extra credits	October 29
Wed Nov 3	Review session	
Fri Nov 5	<b>Exam Unit 2</b> <b>40 multiple-choice-questions</b> only if face-to-face	Chap.2 (partial), chap.5, chap. 6 (partial), chap. 14 (partial) and chap. 11 (partial). Concepts are given in the exam checklist on BB 3 note cards hand written 3x5 i allowed.
<b>Week 11</b>		
	<b>UNIT THREE</b> <b>CASE STUDY from</b>	A case of aggressive behavior

<b>"Ghosts from the Nursery"</b>		development
Mo Nov 8	Lesson 1 Intro to Ghosts Neural Development I	Ghosts chap. 1 + 5 questions
Wed Nov 10	Lesson 2 Neural development II	
Fri Nov 12	Lesson 3 Neural development III	Ghosts chap. 2 + 5 questions
<b>Week 12</b>		
Mo Nov 15	Lesson 4 Neural development IV	Ghosts chap. 3 + 5 questions
Wed Apr 17	Lesson 5 Temperament I	
Fri Apr 19	Lesson 6 Temperament II	Ghosts chap. 4 + 5 questions
<b>Week 13</b>		
THANKSGIVING NOV 24-28		
Mo Nov 22	<b>No class. Students use this hour to answer Questions on chap. 5 of Ghosts</b>	Ghosts chap. 5+ 5 questions
<b>Week 14</b>		
Mo Nov 29	Lesson 7 Parenting style I	Ghosts chap. 6+ 5 questions
Wed Dec 1	Lesson 8 Parenting style II	
Fri Dec 3	Lesson 9 Attachment I	Ghosts chap. 7+ 5 questions
<b>Week 15</b>		
Mo Dec 6	Lesson 10 Attachment II	Ghosts chap. 8+ 5 questions
Wed Dec 8	Lesson 11 Attachment	
Fri Dec 10	<b>Review session</b>	Ghosts chap. 9+ 5 questions
Week 16	<b>Exam unit 3, 40 MCQ on slides unit 3 and chap.2 and 3 of Ghosts (neural development) non cumulative</b> Only if face-to-face	Same classroom Concepts are given in the exam checklist on BB 3 note cards hand written 3x5 i allowed.  <b>Exam:</b> Wednesday, December 15, 12:00 pm - 1:50 pm for Mo noon class

Grand Valley maintains a Religious Inclusion Policy ([PC 9.6](#)) that commits the university to accommodate religious and faith observances and holidays for students, faculty and staff members. Please let me know as soon as possible if I need to make arrangements.

## Class Policies

### GVSU Email and Course Communications

Students are responsible for all communications sent via Blackboard and to their GVSU email accounts. [GVSU student email](#) can be accessed by visiting: [mail.gvsu.edu](mailto:mail.gvsu.edu) and [Blackboard](#) at: [mybb.gvsu.edu](http://mybb.gvsu.edu)

### Social Media, Cloud Accounts, and Privacy

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

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

### Grades

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

### Assignments and Assessments

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

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

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

## University Policies

### Registrar - Last Day to Drop

Last day to drop with a “W” is **October 29**. Students must initiate drop through [Registrar](#) ([gvsu.edu/registrar/course-withdrawals-6.htm](http://gvsu.edu/registrar/course-withdrawals-6.htm)).

**Incomplete:** Under special circumstances, a grade of Incomplete (I) can be granted. See me as soon as possible to arrange this, and to provide me with written documentation of why the course could not be completed. Note that an Incomplete grade must be completed by the end of the next academic semester, or is automatically converted to an F. An Incomplete will not be given for falling behind in the course or wanting to repeat the course for a better grade.

### Disability Support Resources

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

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

### Student Code of Conduct

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

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

### [Accommodations for Non Native Speakers of English](#)

If there is any student in this class who has special needs because they are in the process of learning English as a second language, please contact Dr. Maouene so that she can develop a plan to support your learning.

### [Respect](#)

Communication with your instructor is good. Communicating with other members of the class is good. We will maintain a respectful atmosphere in the classroom for all scholars regardless age, gender, sexual orientation, ethnicity, disabilities. If you experience a lack of respect at any point, please contact your professor.

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

*Quiet food* is ok.

### [Academic Integrity](#)

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

### [Campus Emergencies](#)

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

Furthermore, if you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency, please make me aware so that the university and Your professor can develop a plan to assist you.

### [Learning Resources](#)

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

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

**Meijer Writing Center:** To assist you with any writing project, at any stage of your writing process. The center's well-trained peer consultants can help you to brainstorm ideas, organize content, integrate research, polish a draft, and correctly document sources. Make an appointment or visit during drop-in hours. Visit <http://www.gvsu.edu/wc/> or Call 331-2922.

**SASC Tutoring Center:** Need help understanding your course content or writing a paper? Want to learn more efficient study strategies? SASC Tutoring Center can assist with most courses and academic writing assignments. Visit <http://www.gvsu.edu/tc/> for the most current information on services, hours, and locations.

### Changes to the Syllabus

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

### Fall 2021 Academic Calendar

Tuition refunds are based on the difference between the amount paid and the amount due for credits remaining after courses are dropped. The block tuition rate may result in a smaller or no refund being available for dropping a course.

Visit our [calendars page](#) for past and future semester dates and the registration calendar. Grand Valley State University offers students the ability to take [15 credits for the same cost as 12 credits](#).

### Fall 2021 Academic Calendar [Download Calendar](#)

Event	Date
Registration Drop and Add	March 22 - September 3
Payment Deadline	August 20 by 5:00 pm
Convocation	August 27
Classes Begin	August 30
Credit/No Credit Deadline	September 3 by 5:00 pm
Last day to Add, Register, or Pay	September 3 by 5:00 pm
100% Tuition Refund Deadline	September 3 by 5:00 pm
Labor Day Recess	September 5-6

Event	Date
75% Tuition Refund Deadline	September 24 by 5:00 pm
Mid-term Evaluations	October 11-15
Mid-term Grades Due from Faculty	October 19 by 12:00 pm
Mid-term Grades Available to Students	October 21
Fall Break	October 24-26
Drop with a "W" Grade Deadline	October 29
Thanksgiving Recess	November 24-28
Classes End and Commencement	December 11
Examination Week	December 13-18
Semester Ends	December 18
Grades Due from Faculty	December 21 by 12:00 pm
Grades Available to Students	December 23

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

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

Tuition refunds are based on the difference between the amount paid and the amount due for credits remaining after courses are dropped. The block tuition rate may result in a smaller or no refund being available for dropping a course. The [Tuition Refund Calculation page](#) has additional information and examples. Please contact the Registrar's Office for more information.

Visit our [calendars page](#) for past and future semester dates and a printer-friendly version of the registration calendar.

Grand Valley State University offers students the ability to take [15 credits for the same cost as 12 credits](#).