

Winter | 2017

Child Development (PSY 301, section 02)

Instructor: Dr. Josita Maouene

Email: maouenej@gvsu.edu

Office: AuSable Hall, room 2213

Classroom: AuSable Hall, room 1310

Walk-in Office hours:

Mo, Wed, Fri : 11 am to noon

Prerequisite: Psychology 101



Course Description

In this course, we will focus 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 study of the roots of aggressive behavior development. A major emphasis will be put throughout the course on applying theoretical concepts learned in the textbook and during the lectures to real life in your personal project and in a case study.

Course objectives

- 1) Theoretic objective: Know the basic concepts and theories in developmental psychology from conception to adolescence.
- 2) Professional objective: Have practiced how to use the concepts in your personal and professional life (through a project).
- 3) Learned about the complexity of development through the case study of a teenager who became a murderer.
- 4) Writing objective: Have learned how to write a guided essay integrating newly-learned concepts.
- 5) Methodological objective: have learned different scientific techniques to gather facts on child development.

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.

Material

- Siegler, Deloache & Eisenberg (4rd Edition, 2014), How Children Develop. Worth Publishers.
- Karr-Morse, R. & Wiley, M. S. (1997 or the 2nd edition 2013). Ghosts in the Nursery: Tracing the roots of violence. Atlantic Monthly Press.

Project

Tutoring Project (due on the 9th week Mo March 13)

- Three hours (3 times an hour, unless the child is an infant or a toddler) of tutoring is required. The age of the child is left up to you. Helping a relative or the child of a friend of yours is possible.
- The primary goal here is to experience first-hand what teaching and learning means in a one-on-one interaction and how it relates to the concepts learned in class.
- **All the documents are on my BB under Course documents.**
- **The first deadline is Mo Feb 6 to give me the document entitled “slip tutoring” that you will have filled out.** It gives me the details of where you are going to go, when and whom you will be tutoring.

Grading

A three-hour tutoring project	50 points
Exams 1 (40 MCQ)	40 points
Exam 2 (40 MCQ)	40 points
Exam 3 (40 MCQ)	40 points
Quizzes on Ghosts	50 points
Total points	220 points

- Extra credits for 3 in-class guided essays maximum of **15** points (5 pts for each essay).
- You get either the 5 pts or zero point. **No make-up possible.**

Final Course Grades

93% & above = A	83% = B	70% = C-
90% -92.99% = A-	80% = B-	67% = D+
87% - 89.99% = B+	77% = C+	60% = D
and so on	73% = C	Below = F

Exam make-ups

There are no make-ups without documentation of illness or of a serious problem that prevented completion of exams.

Attendance

There is no attendance requested, **but beware that the guided essays for extra credits are done in class as are the quizzes on the book Ghosts from the Nursery.**

Accommodations for Students with special Needs

If there is any student in this class who has special needs because of a learning, physical, or other disability, please contact me and the Disability Support Resources (DSR) at (616) 331-2490. **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 I can develop a plan to assist you. It is the *student's responsibility* to request assistance from DSR.**

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 me.

Cell phones should be deactivated during class time. Electronic devices are prohibited for quizzes and exams.

Quiet food is ok.

Academic dishonesty

Students will do original work and will not take or receive the efforts of another person on any test or assignment, use unauthorized resources on quizzes or tests, plagiarize, or give/sell other students papers or assignments *not authorized by the instructor*. ***You are responsible*** for making yourself aware of and for understanding the policies and procedures that pertain to academic integrity. To that end, be sure to familiarize yourself with the GVSU Student Code [Section 223.01] related to academic integrity. **Furthermore, be sure to reference sources at all times.** If you are uncertain about such an issue prior to submission of an assignment, project, or test, please see your instructor so we can eliminate that uncertainty.

TENTATIVE COURSE SCHEDULE

Date	Topic	Readings & Assignment <u>due that day</u>
Week 1	UNIT 1: What is development? Historical foundations Themes Theories and methods	
Mo Jan 9	Introduction	
Wed Jan 11	What is development, what develops ?	
Fri Jan 13	Science and historical foundations	Textbook chap.1 pp. 1-10 Study the concepts p.37
Week 2		
Mo Jan 16	Martin Luther King Day	
Wed Jan 18	Themes	Textbook chap. 1 pp. 11-22 Study the concepts p.37
Fri Jan 20	Theories of Cognitive Development I • Piaget I	Textbook chap. 4 pp. 129-145 Study the concepts concerned with Piaget p.169
Week 3		
Mo Jan 23	Theories of Cognitive Development I • Piaget II	

Wed Jan 25	Theories of Cognitive Development II <ul style="list-style-type: none"> • Dynamic Systems Theories (DST) 	Read Textbook chap. 4 pp.161-167
Fri Jan 27	Theories: Guided Essay on Dynamic System Concepts for 5 extra credits	Study the 10 concepts of DST given in class
Week 4		
Mo Jan 30	Theories of Cognitive Development III <ul style="list-style-type: none"> • Info processing and socio-cultural 	Textbook chap. 4 pp.145-161 Study the concepts of Socio-cultural theories of cognitive development p.169
Wed Feb 1	Theories of Social Development I <ul style="list-style-type: none"> • Freud and Erikson • Watson, Skinner, Bandura 	Textbook chap. 9 pp. 339-356 Study the concepts p.381
Fri Feb 3	Theories of Social Development II <ul style="list-style-type: none"> • Selman, Dodge, Dweck, • Bronfenbrenner 	Textbook chap. 9 pp. 356-379 Study the concepts p. 381
Week 5		
Mo Feb 6	Presentation of the Tutoring Project: The physical-cognitive and socio-emotional aspects of learning and educating	Slip due for Tutoring Project
Wed Feb 8	Review session	
Fri Feb 10	Exam 1 40 multiple-choice-questions	

Week 6	UNIT TWO MILESTONES	
Mo Feb 13	Prenatal development I An active fetus	Textbook chap. 2 pp. 39-66 Study the concepts p. 83
Wed Feb 15	Pre-natal development II An active fetus	Textbook chap. 2 pp.67-81 Study the concepts p.83
Fri Feb 17	Infancy I perception (preferences and reflexes)	Textbook chap. 5 pp.171-191 Study the concepts p.213
Week 7		
Mo Feb 20	Infancy II Motor development	Textbook chap. 5 pp.188-198 Study the concepts p.213
Wed Feb 22	Infancy III Learning about the physical world (Baillargeon)	Textbook chap. 5 pp.198-208 Study Baillargeon's experiments
Fri Feb 24	Toddlers: Symbol learning (DeLoache)	Textbook chap. 6 pp.252- 254 Study DeLoache's experiments
Week 8		
Mo Feb 27	Middle childhood I Moral development Piaget the precursor	Textbook chap.14 pp. 553- 558 Study Piaget's concepts of

	Kohlberg's theory	moral development
Wed March 1	Middle childhood II: Moral Development: Kohlberg's theory Critiques Types of moral Judgments	Textbook chap. 14 pp. 558- 563 Study Kohlberg's concepts of moral development
Fri March 3	Middle childhood III Prosocial behavior Antisocial behavior	Textbook chap. 14 pp. 563-591
Week 9	SPRING BREAK	March 5-10
Week 10		
Mo March 13	Adolescence I The evolution of the concept of adolescence	Tutoring project due (50 pts)
Wed March 15	Adolescence II Identity formation	Study ppt on the evolution of the concepts of adolescence and review the concepts of DST applied to adolescence
Fri March 17	Adolescence III Final comments	Textbook chap.11 pp. 443-449 study Marcia's concepts p.443-445
Week 11		
Mo March 20	Guided Essay: from prenatal to adolescence development For 5 extra credits	
Wed March 22	Review session	

Fri March 24	Exam 2 40 multiple-choice-questions	
Week 12	UNIT THREE CASE STUDY	Aggressive Behavior Development & "Ghosts from the Nursery"
Mo March 27	Neural development I	Ghosts chap. 1
Wed March 29	Neural development II	Ghosts chap. 2
Fri March 31	Neural development III	Ghosts chap. 3
Week 13		
Mo Apr 3	Parenting style I	Ghosts chap. 4
Wed Apr 5	Parenting style II	Ghosts chap. 5
Fri Apr 7	Temperament I	Ghosts chap. 6
Week 14		
Mo Apr 10	Temperament II	Ghosts chap. 7
Wed Apr 12	Attachment I	Ghosts chap. 8
Fri Apr 14	Attachment II	Ghosts chap. 9
Week 15		
Mo Apr 17	Final Quizz on Ghosts	Ghosts chap. 10
Wed Apr 19	Guided essay on Ghosts for 5 extra credits	Ghosts chap. 11
Fri Apr 21	Review session	
Week 16	Exam, 40 multiple-choice Questions non cummulative	Mo April 24, 8 to 9.50 Same classroom

Disclaimer

Unforeseen circumstances may lead to adjustments in this syllabus. If any changes are necessary, I will announce them in class as soon as possible.

Winter 2017 Academic Calendar

Registration Drop and Add	March 21 - January 13
Payment Deadline	December 16 by 5:00 pm
Classes Begin	January 9
100% Tuition Refund Deadline	January 13 by 5:00 pm
Last Day to Add, Register, or Pay	January 13 by 5:00 pm
Martin Luther King, Jr. Day Recess	January 16
75% Tuition Refund Deadline	February 3
Mid-term Evaluations	February 20-24
Mid-term Grades Due from Faculty	February 28 by 12:00 pm
Mid-term Grades Available to Students	March 1
Spring Break	March 5-12
Drop with a "W" Grade Deadline	March 10
Classes End	April 22
Examinations and Semester Ends	April 24-29
Commencement	April 29
Grades Due from Faculty	May 2 by 12:00 pm
Grades Available to Students	May 4

CLASS TIME	EXAM
Monday at 8:00 am	Monday, April 24, 8:00 am - 9:50 am
Monday at 8:30 am	Monday, April 24, 8:00 am - 9:50 am
Monday at 9:00 am	Tuesday, April 25, 8:00 am - 9:50 am
Monday at 9:30 am	Tuesday, April 25, 8:00 am - 9:50 am
Monday at 10:00 am	Tuesday, April 25, 12:00 pm - 1:50 pm
Monday at 10:30 am	Tuesday, April 25, 12:00 pm - 1:50 pm
Monday at 11:00 am	Wednesday, April 26, 10:00 am - 11:50 am
Monday at 11:30 am	Wednesday, April 26, 10:00 am - 11:50 am
Monday at 12:00 pm	Wednesday, April 26, 2:00 pm - 3:50 pm
Monday at 12:30 pm	Wednesday, April 26, 2:00 pm - 3:50 pm
Monday at 1:00 pm	Tuesday, April 25, 2:00 pm - 3:50 pm
Monday at 1:30 pm	Tuesday, April 25, 2:00 pm - 3:50 pm
Monday at 2:00 pm	Monday, April 24, 2:00 pm - 3:50 pm
Monday at 2:30 pm	Monday, April 24, 2:00 pm - 3:50 pm
Monday at 3:00 pm	Thursday, April 27, 2:00 pm - 3:50 pm
Monday at 3:30 pm	Thursday, April 27, 2:00 pm - 3:50 pm
Monday at 4:00 pm	Wednesday, April 26, 4:00 pm - 5:50 pm
Monday at 4:30 pm	Wednesday, April 26, 4:00 pm - 5:50 pm
Monday at 5:00 pm	Monday, April 24, 4:00 pm - 5:50 pm

Note: If your examination time does not appear above, it will be announced in class by your instructor after the beginning of the semester.

Evening Classes: Final examinations for evening classes (those beginning 5:30 p.m. or later) will be held on the first regular meeting time during the final examination period. Note that classes which begin at 5:30 p.m. will begin their exams at 6:00 p.m.

Saturday Classes: Final examinations will be held during the regular meeting time.

Common Exams: Some courses with multiple sections hold common exams outside of the schedule noted above. The instructor will announce the examination time in class.