

GRAND VALLEY STATE UNIVERSITY

Child Development – PSY 301, Section 2

Instructor: Prof. Josita Maouene

Email: maouenej@gvsu.edu

On-line presence: Wednesdays: noon to 12:50 pm via zoom link integrated in BB

Teaching assistant: Austin Kienutske

Pronouns: he/him/his

Email: kienutsa@mail.gvsu.edu

INDIVIDUAL VIRTUAL OFFICE HOURS:

On appointment
via Collaborate Ultra

Email me first or ask me before or after class!

The supported browser is chrome.

On Bb PSY 301, there is a menu item labeled, “Virtual Office Hours”. You’ll click on that menu item, then select “join session” .

Blackboard Course site: mybb.gvsu.edu

Blackboard Student Mobile App: 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). 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 video segments. A major emphasis will be put on applying theoretical concepts in weekly journal entries of 350-500 words, and on questioning as a pedagogy: while exploring your curiosity about child development (through Packback discussion board) and during group activities during weekly Zoom meetings via Bb.

Offered Fall and Winter semesters. PSY 101 prerequisite.

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

Pandemic procedure:

- Self-assessment

- If you think you were exposed or you have coved-19, here is the procedure:
- Fill in the self-assessment (link below) and it will flag you. Expect a phone call. It may not be the same day.
- <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>

Course 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, you will write a journal on your own development or that 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 textbook and book, software, accounts and supplies

Bookstore link to purchase material on-line:

https://eposweb-437.sequoiars.com/ePOS/form=robots/catalog.html&this_category=521&store=437

- 1) Bundle :**Ebook + 'Connect account'**: John W. Santrock. Children (2019, 14th edition) McGraw Hill (90 to 105\$).
- 2) **Packback account**: discussion board for large classes (25 to 30\$)
<https://www.packback.co/>

BELOW THE TWO SOFTWARES SYLLABI:

For this course, you will purchase access to McGraw-Hill Education's Connect (**for your weekly reviews and video segments and for your reading material or ebook**).

Here's how:

Purchase from Connect integrated in Blackboard

Purchase Connect access through your **Blackboard** account. Login to your school's Blackboard account, and enter your course, then click on the Connect link, which will take you to the Connect registration page where you can follow the prompts.

At that time, you will need to do one of the following:

- Enter your access code
- Purchase access online
- **Begin your 14-day Temporary Access period**

OPTION 1

Please note: After you register, you will have the option to purchase a low-cost, binder-ready, loose-leaf, print-version of the text through Connect. This is optional. If you choose to purchase a copy, a full-color, loose-leaf version will be shipped to you.

If you have a grant or a scholarship, you must purchase the access code from the bookstore in order to be reimbursed:

Purchase a Connect code at the bookstore and register either with the provided link or with the link provided by your instructor. During the registration process, you will be prompted to create a new account or login with an existing Connect username and password.

At that time, you will need to do one of the following:

- Enter your access code
- Purchase access online
- **Begin your 14-day Temporary Access period**

OPTION 2

HOW CONNECT FITS INTO YOUR OVERALL COURSE GRADE

Connect is required to complete your assignments and will be worth ~53% of your grade.

- | | |
|---|-----|
| • 25 Weekly Questions on your reading called Smart Learn worth a total of 5 pts. (1 attempt) | 8% |
| • Weekly Practice and Review of MCQ with video segments on the ebook material. Number of question varies (2 attempts). | 45% |

EXPECTATIONS AND POLICIES RELATED TO COURSE ASSIGNMENTS

Weekly reading question on Smart Learn & Weekly Practice and Review assignments will be scheduled, completed, and recorded in Connect. The grades will be automatically integrated in the Bb gradebook (but expect a delay).

All students are required to complete every assignment by the due date listed. Sundays, 11.59 pm.

Your first assignments are due on the second week of class !

TECHNICAL AND SUPPORT INFORMATION

If you are having trouble registering for or accessing Connect, please contact McGraw-Hill Education's Customer Support. Live chat, email, and phone support are available 7 days a week.

When contacting a support agent, you will always receive a case number. It will be important to save this case number if additional follow up or documentation is needed.

Website: www.mhhe.com/support | Phone: (800) 331-5094 Hours (EST)

Sunday: 12 PM - 12 AM

Monday - Thursday: 24 hours

Friday: 12 AM - 9 PM Saturday: 10 AM - 8 PM

Ensure your computer meets system requirements by going to this link:

<http://connect.mheducation.com/connect/troubleshoot.do>

PACKBACK SYLLABUS

Why are we using Packback instead of Blackboard?

You might be wondering why we are using Packback instead of Blackboard to host our discussions this term. I have over 140 students this current term - Packback is able to give you feedback on your posts to improve the quality of your writing - something that My TA and I are unable to do manually for all 140 of you. Your grades will also be automatically calculated, which will allow me to spend more time engaging with your posts rather than grade 420 posts each week!

How to Register on Packback:

If you were on the original roster for this course, your account has already been created by Packback & added to the correct community!

1. **Search** your inbox for an email from holla@packback.co with the subject line “**Finish registration for Instructor Maouene’s course**” - **This may be hiding in spam, so search thoroughly!**
2. **Click “set account password”** to get started! (If you already have a Packback account, just log in)
3. Once you’re logged in, **click “join a community”**. When this course’s community appears, click “join community”
4. **Input payment information** & follow the prompts to complete checkout.
5. Enter the community & start asking questions!

If you **did not receive a welcome email**, head to packback.co, create an account (use your *school email!*), and find our community with the community look-up key **53cc7453-e6c5-4ba3-bea0-e9439db9f59e**

Packback Posting Requirements:

There will be a Weekly Sunday at 11.59 pm PM EST deadline for submissions.

Note: Packback utilizes Artificial Intelligence that will *moderate (remove) posts* if they don’t meet the [Community Guidelines](#). If your post is moderated, you will receive a coaching email, prompting you to edit & re-submit for credit. **However**, it can take up to 24 hours for the Packback team to moderate a post and send a coaching email. *This is why it is important that you complete your Packback questions and responses before the deadline!*

In order to receive your points per week, you should submit the following per each deadline period:

- **1 open-ended Question** per week with a minimum **Curiosity Score of 60**, each worth 40% or **4 pts** of each assignment grade.
- **2 Responses** per week with a minimum Curiosity Score of 60, each worth 30% or **3 pts** each of each assignment grade
 - **1 response must be to the pinned Professor question posted each week.**
 - **1 response must be to a question that your peers have posted.**
- *Half credit will be provided for questions and responses that do not meet the minimum curiosity score.*

- *In terms of points: 3 posts a week =10pts over 11 weeks= 110 pts.*

Packback is [**~14%**] of the overall course grade.

- [How to Write Amazing Posts on Packback, and Why You Should!](#)
- [Welcome to Packback Questions](#)

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video:

vimeo.com/packback/Welcome-to-Packback-Questions

Required Technology

Besides Blackboard, Zoom 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>

SPECIFICS TO THE DELIVERY OF THE COURSE

MODE OF INSTRUCTION:

ON-LINE with once a week meeting on Wednesdays for group activities, your questions/ and info/feedback, using Zoom (access via Bb).

The on-line meeting is required. If you are unable to attend, you will need to catch up.

PROCEDURE FOR CATCHING UP ZOOM MEETINGS:

After the **second meeting**, ask Austin (your TA) to let you know who are the classmates who are working that day too throughout the semester. Create a group with those persons and figure out when you can meet weekly. Then you can participate by listening to the instructions for the weekly activity that will be posted under zoom activities/recordings on Bb after the meeting.

Once you have completed the group activity send it to Austin (TA), kienutsa@mail.gvsu.edu for him to record your participation and that of your group members in Bb.

The Zoom meetings will happen on **Wednesdays, at noon on** BB, tab ‘Wednesdays at noon (Zoom)’.

The first meeting is on Wednesday, Jan 20 2021. We will do introductions and your professor will present important aspects of the course.

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If Zoom does not work, or goes down, we will continue to BB collaborate, tab Individual Office Hours.

You will use blackboard as your classroom, and when you log-in, you may be the only one to access the course site at that time - or you may not know if anyone else is also logged-in. if you are new to online learning, this may feel strange at first, but you'll soon realize that it's one of the advantages of taking an online course: most of the time, you can access the course materials and discussion when it is convenient to you during the week. however, they are due dates weekly! Online learning provides for flexible scheduling within the week.

New to on-line classes?

- “An on-line course is not a correspondence course, designed to be a self-paced independent study. In on-line courses, students still have course reading expectations, assignments with due dates, and interact with faculty and classmates”.
- Vital to success in an online course is your ability to be an independent learner. You will need to be **self-disciplined, self-motivated, very organized**, and have good **time management** skills, so that you keep up and stay engaged”.

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>
- If you are novice to zoom: check video tutorials: [https://support.zoom.us/hc/en-us/articles/206618765-](https://support.zoom.us/hc/en-us/articles/206618765-Zoom-)
[Zoom-](#)

Technology requirements

Besides Blackboard, Zoom 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>

Structure of the class

The class is organized around weekly modules called weekly assignments (14 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**

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- 3) Journaling
- 4) Packback posts
- 5) Connect Assignments

Requirements

Each weekly module includes reading pages from the ebook and do a smartbook exercise (Learn Smart), creating a journal entry, doing a group activity on zoom, posting on Packback and practice and review of material with MCQ on Connect.

Reading and questions: Each week you will be asked to read **one chapter** of your ebook. This is the reference for the material to study. You'll find the concepts you need to master usually at the end of the chapter under key terms but also in the margins and in the text in bold (~60 min).

Learn Smart (Smartbook): every week 25 MCQ will check definitions of key terms (~20 min). You have one attempt.

Zoom group activity: Each week we meet on zoom in BB, there will be a general question (with subquestions) and the formation of a random group. You will be asked to divide the work of investigation among the members of your group, that is find a response with a source to the questions and then pool them and then discuss those findings and a recorder will present the findings to the rest of the class. You will be asked to put your name on the chat and your source as well as one specific input to your group to get the participation points (50 min).

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 14 weeks. 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. 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).

Packback Posts: The discussion board in Packback provides a weekly online community powered by artificial intelligence. This platform is specifically designed to **encourage curiosity as you can ask any question you are interested about development** and to increase **critical thinking** (as you can 'counter' or 'support' a response) & writing skills.

You absolutely need to learn to use the difference between the verb 'affect' and the noun 'effect'. A point will be deducted for the incorrect usage of 'affect' and 'an/the effect'!

On Packback, you'll be encouraged & rewarded for asking open-ended and **complex questions with good quality sources**.

The gradebook is in Packback not in BB. Austin (TA) reports the grades in BB gradebook (20 min).

Practice and Review MCQ: Every week, you will have a review on your read of the week.

These are MCQ. The number of questions varies (between 25 min to 50 min). The gradebook is integrated in BB. Expect a delay.

You have **2 attempts. No collaboration on this as it is meant to check where you are at in your studying for your own self-assessment.**

In total, between 205 min and 255 min or between 3h 25 min and 4.15 min/week.

Make up

- If you should have a legitimate reason for missing a requirement, please email my teaching assistant or myself.

Keeping up the pace

- Students are responsible for material, announcements, and learning activities. You can communicate with classmates electronically via email and [Bb IM](mailto:gvsu.edu/s/Wm) (gvsu.edu/s/Wm).

Grading system

Item	Number	Points	Total
Packback: professor and students Q&A ~14%	1	10	110
Journaling: Developmental (auto)biography ~ 28%	13	10	130
Group activity on Zoom ~16%	12	12	120
Connect: Reading and Learning Smart (25 questions per week) ~8%	12	5	60
Connect: Practice and Review MCQ ~ 46%	12	varies	350
Total			770

Week	Dates	Connect (McGrall Hill) Reading+ Smartbook	Connect (McGrall Hill) Practice & Review	Packback Discussion board	Journal	Zoom Group activity	
week 1	Jan 19-22	n/a	n/a	n/a	10	10	
week 2	Jan 25-29	5	34	10	10	10	
week 3	Feb 1-5	5	28	10	10	10	
week 4	Feb 8-12	5	18	10	10	10	
week 5	Feb 15-19	5	25	10	10	10	
week 6	Feb 22-26	5	25	10	10	10	
week 7	March 1-5	5	30	10	10	10	
week 8	March 8-12			n/a (breather March 10)		n/a	
week 9	March 15-19	5	49	10	10	10	
week 10	March 22-26	5	25	10	10	10	
week 11	March 29-April 2	5	25	n/a (breather April 1)	10	n/a	
week 12	Apr 5-9	5	16	10	10	10	
week 13	Apr 12-16	5	25	10	10	10	
week 14	Apr 19-23	5	50	10	10	10	
Total		60	350	110	130	120	TTL 770
Percentages		0.08	0.46	0.14	0.17	0.16	

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-	

- 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.
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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 (PSY 301 noon) 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 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.
- Students do not have the right to record classroom lectures and discussions without securing prior permission from the course instructor, but do have the right to take written notes (or typed notes on a computing device). There may be some cases where students with documented learning or physical disabilities need such electronic assistance; in these cases, the student would have documentation from Disability Support Resources (DSR), be in touch with the instructor well ahead of time to arrange appropriate accommodations, and have signed an agreement with DSR not to share the recordings. DSR has included other information about such requests in [their FAQ for faculty and staff](#).

Regarding the use of camera during Zoom meetings:

- In order to increase active participation and engagement in this class, students are expected to turn on their webcam during Zoom meetings. Students that do not wish to be on camera or are unable to use a camera (e.g., due to technical difficulty or lack of access to a device with a camera) may use the chat instead.

WEEKLY SCHEDULE

I have kept the regular meeting days in the schedule to provide some structure to the students who need a fixed schedule with daily study time. But of course it is only a suggestion!

All the requirements are due by Sunday night 11.59 of the week it was assigned.

Week 1	Getting your two accounts set up+ check syllabus and Bb. Meeting with professor and class mates.	
Tues Jan 19	<ul style="list-style-type: none"> 📍 1. Check the Begin here link on BB 📍 2. Read syllabus on BB 	
Wed Jan 20	<ul style="list-style-type: none"> 📍 1. Zoom meeting 11 to 11.50 (access through BB). Introductions, groups formation. Digital tools presentation. 2. Journal entry week 1 	The project for this semester: Developmental Autobiography or DAP. Reflections on my early years 0-18 through BB journaling.
Fri Jan 22	<ul style="list-style-type: none"> 📍 1. Get Packback access code : check it, ask for a trial period if you don't have the money (info on syllabus for how to sign up). 📍 2. Get the McGraw Hill bundle ebook + Connect access code (McGraw Hill). Use the trial period if you don't have the money. (info on syllabus for how to sign up). 	
Week 2	Learning Module	
Mo Jan 25	<p><u>Chapter 1 Introduction</u> <i>Why is caring for children important? What characterizes development? How is Child Development a science?</i></p>	Read Ebook chap. 1 pp. 1-43 + Smartbook 5pts
Wed Jan 27	<ul style="list-style-type: none"> 📍 Zoom meeting 11 to 11.50 (access through BB) 📍 Journal entry week 2 📍 3 Posts on Packback 	
Fri Jan 29	Practice and review chap. 1 MCQ on Connect through Bb	
Week 3	Learning Module	
Mo Feb 1	<p><u>Chapter 2 Biological beginnings</u> <i>What is the evolutionary perspective? What are the genetic foundations of development? What are some reproductive challenges and choices? How do heredity and environment interact?</i></p>	Read Ebook chap. 2 pp.45-71 + Smartbook 5pts

Wed Feb 3 📍 Zoom meeting 11 to 11.50 (access through BB)
 📍 Journal entry week 3
 📍 3 Posts on Packback

Fri Feb 5 Practice and review chap. 2 MCQ on Connect through Bb

Week 4 Learning Module

Mo Feb 8 **Chapter 3 Prenatal development** Read Ebook chap. 3
 What is the course of prenatal development? pp. 73-98 + Smartbook 5pts
 What are some important strategies that enhance the expectant mother's health and prenatal care
 What are some potential hazards?

Wed Feb 10 📍 Zoom meeting 11 to 11.50
 📍 Journal entry week 4
 📍 3 Posts on Packback

Fri Feb 12 Practice and review chap. 3 MCQ on Connect through Bb

Week 5 Learning Module

Mo Feb 15 **Chapter 5 Infancy** Read Ebook chap.5
 Physical Development pp. 120-155 + Smartbook 5pts

Wed Feb 17 📍 Zoom meeting 11 to 11.50
 📍 Journal entry week 5
 📍 3 posts on PB

Fri Feb 19 Review chap. 5 MCQ on Connect via Bb

Week 6 Learning Module

Mo Feb 22 **Chapter 6 Infancy** Read Ebook chap.6 pp. 156-186
 Cognitive Development + Smartbook 5pts

Wed Feb 24 📍 Zoom meeting 11 to 11.50
 📍 Journal entry week 6
 📍 3 posts on PB

Fri Feb 26 Review chap. 6 MCQ on Connect via Bb

Week 7		Learning Module
Mo March 1	Chap. 7 Infancy <i>Socio-emotional development</i>	Read Ebook chap.7, pp.188-218 + Smartbook 5pts
Wed March 3	<ul style="list-style-type: none"> 🕒 Zoom meeting 11 to 11.50 🕒 <u>Journal entry week 7</u> 🕒 3 posts on PB 	
Fri March 5	Review chap. 7 MCQ on Connect via Bb	
Week 8		Learning Module
Mo March 8	Chap. 9 Early Childhood <i>Cognitive development</i>	Ebook chap.9 pp. 244-273 + Smartbook 5pts
Wed March 10	Breather Day <u>No zoom meeting</u> 3 posts on PB	<u>No Packback that week for the breather</u>
Fri March 12	<u>Journal entry week 8</u> Review Chap.9 MCQ on Connect via Bb	
Week 9		Learning Module
Mo March 15	Chap.11 Middle and Late Childhood <i>Physical development</i>	Ebook chap.11 pp. 313-340 + Smartbook 5pts
Wed March 17	<ul style="list-style-type: none"> 🕒 Zoom meeting 11 to 11.50 🕒 <u>Journal entry week 9</u> 🕒 3 posts on PB 	
Fri March 19	Review Chap.11 MCQ on Connect via Bb	
Week 10		Learning module
Mo March 22	Chap.12 Middle and Late Childhood <i>Cognitive development</i>	Ebook chap. 12 pp. 341-378 + Smartbook 5pts
Wed March 24	<ul style="list-style-type: none"> 🕒 Zoom meeting 11 to 11.50 🕒 <u>Journal entry week 10</u> 🕒 3 posts on PB 	
Fri March 26	Review chap. 12 MCQ on Connect via Bb	

Week 11	Learning Module	
Mo March 29	<u>Chap.13 Middle and Late Childhood</u> <i>Socioemotional development</i>	Read Ebook chap. 13 pp. 379-415 + Smartbook 5pts
Wed March 31	<ul style="list-style-type: none"> 📍 Zoom meeting 11 to 11.50 📍 <u>Journal entry week 11</u> 📍 3 posts on PB 	<u>No zoom meeting for the breather</u> <u>No Packback that week for the breather</u>
	<u>Thursday April 1st second Breather</u>	
Fri April 2	Review chap. 13 MCQ on Connect via Bb	
Week 12	Learning Module	
Mo April 5	<u>Chap.14 Adolescence</u> <i>Physical development</i>	Read Ebook chap. 14, pp.416-446 +Smartbook 5pts
Wed April 7	<ul style="list-style-type: none"> 📍 Zoom meeting 11 to 11.50 📍 <u>Journal entry week 12</u> 📍 3 posts on PB 	
Fri April 9	Review chap. 14 MCQ on Connect via Bb	
Week 13	Learning Module	
Mo April 12	<u>Chap.15 Adolescence</u> <i>Cognitive development</i>	Read Ebook chap. 15, pp. 447-472 + Smartbook 5pts
Wed April 14	<ul style="list-style-type: none"> 📍 Zoom meeting 11 to 11.50 📍 <u>Journal entry week 13</u> 📍 3 posts on PB 	
Fri April 16	Review chap.15 MCQ on Connect via Bb	
Week 14	Learning Module	
Mo April 19	<u>Chap.16 Adolescence</u> <i>Socioemotional development</i>	Read Ebook chap. 15, pp. 473-507 + Smartbook 5pts
Wed April 21	<ul style="list-style-type: none"> 📍 Zoom meeting 11 to 11.50 📍 <u>Journal entry week 14</u> 📍 3 posts on PB 	

Fri April 23

Review chap.16 MCQ on Connect via Bh

Week 15

No exam

April 26-30

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 and [Blackboard](#) at: 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), 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.

There is a gradebook in Packback that I will be using too on a day to day basis for in-class participation scores.

Assignments and Assessments

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

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

University Policies

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/) at 616.331.2490.

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

Student Code of Conduct

Professor Maouene | PSY 301 | Winter 2021

Standards of 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.

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

Academic Integrity

Integrity of Scholarship and Grades

Truth and honesty: The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The university expects that both faculty members and students will honor these principles and in so doing protect the validity of university grades. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged. Compliance shall include compliance with the following specific rules:

1. No student shall knowingly, without authorization, procure, provide, or accept any materials which contain questions or answers to any examination or assignment.
2. No student shall, without authorization, complete, in part or in total, any examination or assignment for another person.
3. No student shall, without authorization, allow any examination or assignment to be completed, in part or in total, by another person.
4. No student shall knowingly plagiarize or copy the work of another person and submit it as his or her own.
5. No student shall submit work that has been previously graded or is being submitted concurrently to more than one course without authorization from the instructor(s) of the class(es) to which the student wishes to submit it.

Plagiarism

Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writing of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism. 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.

Disability Support Resources

If you are in need of accommodations due to a learning, physical, or other disability you must present a memo to me from Disability Support Resources (DSR), indicating the existence of a disability and the suggested reasonable accommodations. If you have not already done so, please contact the Disability Support Resources office (4015 JHZ) by calling 331-2490 or email to dsrgvsu@gvsu.edu. Please note that I cannot provide accommodations based upon disability until I have received a copy of the DSR issued memo. All discussions will remain confidential. Furthermore, if you have a physical disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so I can develop a plan to assist you.

Financial Hardships

GVSU remains committed to supporting you because of the impacts of the COVID-19 pandemic and is here to help you in times of financial need, including technology requirements. Financial hardship funds are available to help student's meet their basic needs, and help cover educational costs (such as housing, food, and textbooks) that a student could not otherwise pay out of pocket. Please visit the GVSU [Special Circumstance & Financial Hardship Requests](#) web page for more information.

Liaison Librarian and Knowledge Market. In addition to many online resources, the GVSU University Libraries has 3 campus locations where you may access library materials: Mary Idema Pew Library Learning & Information Commons (Allendale campus), Steelcase Library (Grand Rapids campus), and Frey Library (Grand Rapids, Center for Health Sciences). Liaison librarian

Each department has a designated librarian to support your research needs. **Samantha Minnis** is our liaison librarian for psychology. Her email is minniss@gvsu.edu. Here is a link to the library's subject guide to psychology <https://libguides.gvsu.edu/psych>

Knowledge Market

Our highly trained student consultants work one-on-one or in small groups to help with your library research, writing, or oral presentations. For information about the Knowledge Market or to make an appointment, visit www.gvsu.edu/library/km.

Changes to the Syllabus

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