PSY 301 – Child Development
Fall, 2014

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Office Hours: MWF 1-2, and by appointment

Section 03 MWF 11-11:50 142 LHH
Section 02 MWF 12-12:50 2302 ASH
Section 10 MWF 2-2:50 2146 ASH


Course Objectives: This course is designed to provide students with a broad survey of research and theories in child development from conception through adolescence. Developmental trends in the areas of physical, cognitive, and social/emotional development will be discussed. Students will learn about current knowledge in child development, research findings, theoretical explanations for observed trends, practical applications of material, and traditional as well as current issues in the field.

Exams: Exam 1 Fri., Sept. 19
Exam 2 Fri., Oct. 10
Exam 3 Fri., Oct. 31
Exam 4 Wed., Nov. 19

Sec. 03 – Wed., Dec. 10, 10-11:50
Exam 5 Sec. 02 - Wed., Dec. 10, 2-3:50
Sec. 10 – Mon., Dec. 8, 2-3:50

Each exam will consist of multiple choice questions. Exams will be graded on a percent basis. Exams will cover only material presented since the previous exam (both text and class material).

Attendance & Exam Policy: You are expected to be in class and are responsible for everything that goes on in class. Should you miss class for any reason, it is your responsibility to find out what went on in class. You are also expected to take exams on days scheduled. If you should have a legitimate reason for missing an exam, you are expected to let me know before the exam (call/email and leave message), so a make-up exam can be arranged (in most cases, plan on taking make-ups immediately before the next class, if possible). I reserve the right to refuse to let you make up an exam if you do not contact me prior to the exam you miss, I do not feel your excuse is acceptable, or you repeatedly miss scheduled exams.

Term Paper: Observation/Testing of a Child’s Developmental Capacities. Due Fri., Nov. 21, beginning of class- late papers not accepted. Paper should be typed, double-spaced, font size 12, 1 inch margins, approx. 8-10+ pages of text. The paper will be graded on a percent basis and will be worth equivalent of one exam. You will observe and test several abilities, skills, capacities of a child (between the ages of 5-12 years) in various areas of development, and write a paper explaining exactly what you did, how the child responded, and interpret your results in terms of course material. More details and discussion of the project will be given in class.

Grades: Final grades will be based on calculating the mean percent of the five exam scores and the paper score (thus, each counts 1/6). Grades will be assigned according to the following distribution:

A = 93-100%  B+= 87-89.9%  C+= 77-79.9%  D+= 67-69.9%
A-= 90-92.9%  B = 83-86.9%  C = 73-76.9%  D = 60-66.9%
B-= 80-82.9%  C-= 70-72.9%  F = 0-59.9%

Extra Credit- There will be an extra credit option with the term paper that will be explained later.
DATE                                               COURSE OUTLINE                                          READINGS
Aug.25-29                                          Introduction, Research Methods in Development         Chpts.1,2,3
Sept. 1                                             No class-Labor Day recess
Sept. 3-5                                           Research Methods, Developmental Theories
Sept. 8-12                                          Theories, Heredity & Environment
Sept. 15-19                                         Prenatal Development, Birth, Newborn
                                                     Fri.-Exam 1 (Chpts. 1,2,3)
Sept. 22-26                                          Physical, Perceptual and Motor Development
Sept. 29-Oct.3                                      Cognitive Development- Piaget, Vygotsky
Oct. 6-10                                           Cognitive Development
                                                     Fri.-Exam 2 (Chpts. 4,5,6)
Oct. 13-17                                          Information Processing, Intelligence
Oct. 20-24                                          Language and Communication
Oct. 27-31                                          Language Dev.
                                                     Fri.-Exam 3 (Chpts. 7,8,9)
Nov. 3-7                                            Emotional Development, Self & Others
Nov. 10-14                                          Self, Moral Development
Nov. 17-21                                          Moral Development
                                                     Wed.-Exam 4 (Chpts. 10,11,12)
                                                     Fri.- Paper Due Nov. 21
                                                     Gender Development (Fri. lecture)
Nov. 24                                             Gender Development
Nov. 26-28                                          No Class-Thanksgiving Recess
Dec. 1-5                                            Family, Peer, and Outside Influences, Conclusion

Sec. 03- Wed., Dec. 10, 10-11:50
Exam 5 (Chpts. 13,14,15)- Sec. 02- Wed., Dec. 10, 2-3:50
                                                      Sec. 10- Mon., Dec. 8, 2-3:50

This syllabus is subject to change at the educated whim of the instructor.
*Students take this course for many reasons. Some are taking the course as a requirement for admission to the College of Education. This course supports the vision, mission, and values of the COE, which include: Vision-We envision our future as a community of educators who promote teaching excellence, active scholarship, and social responsibility. Mission-We develop quality educators to teach, lead, and serve in local and world communities. Values-We promote inquiry, ethics, collaboration, and decision making.

**Annoyances of Mass Distraction:** This section should not be needed (and is not needed for about 90% of you, and I thank you in advance). Yet here it is for the rest: You are here to give your full attention to this class. If I feel you are being annoying or a distraction, either to yourself, to other students, or to me as the instructor, I will tell you to leave. That covers most everything, but a few comments to add.

I do not want to see a phone (or similar e-device). Turn it off and put it away. I am serious. A turned off phone on a desk, even if not being used or touched is Not Acceptable! I will tell you to leave.

You may use a laptop (or like device) to take notes IF you sit in the front row (or two, maybe) and you use it to take notes ONLY and you clearly show through your actions that this is all that you are doing. You must also talk to me first to get my approval, and convince me you will not use it for other purposes during class time.

I also find that when two students are continually talking throughout the class it is extremely annoying, distracting, and rude (so don’t get that surprised look on your face when I tell you to leave).

If you have a very legitimate reason for needing to have a device available, please talk to me ahead of time and get my approval.

**Academic Integrity:** You received a Student Code when you entered GVSU, which contains very strict policies for academic integrity and honesty. This includes policies on what constitutes cheating and plagiarism. I have no tolerance for either, so familiarize yourself with the policies if needed. Ignorance is not an excuse. It is really rather simple. If you are using someone else’s work or ideas and are not giving them credit, that would be a no-no. On a paper it would be plagiarism, on an exam (looking at their answers) it would be cheating. Cheating/plagiarism will result in a score of 0 for that particular exam/paper.