

Child Development – PSY 301 – Fall 2018
Grand Valley State University - Department of Psychology

Section 4	Section 3	Section 9
8:30 – 9:45 am	10:00 – 11:15 am	11:30 – 12:45 pm
Tuesdays & Thursdays	Tuesdays & Thursdays	Tuesdays & Thursdays
1310 AuSable Hall	1310 AuSable Hall	1310 AuSable Hall

Instructor: Naomi J. Aldrich, PhD

Office: 2137 Au Sable Hall

Email: aldrichn@gvsu.edu

Office Hours: 2:00-4:00 pm
(Tuesdays/Thursdays)

Go to:

<https://aldrichn.youcanbook.me/>

Required Textbook:

Siegler, et al. (2017). *How Children Develop*, 5th Edition

Worth Publishers; ISBN: 9781319014230

Price at GVSU bookstore, New: \$195.00, Used: \$145.00

Publisher's Link to Purchase/Rent:

<https://store.macmillanlearning.com/us/product/How-Children-Develop/p/1319014232>

Prerequisite: PSY 101

(minimum grade of D or higher)

Course Description

Overview: The material for this course will be presented in a mixed-methods format meaning that I will use in-class activities (both instructor-led and student-led), and videos to supplement the lectures and course readings. In doing so, I expect you to become engaged with the material in a manner that deviates from strictly memorizing facts. We will focus on an overview of the theories, methods, and phenomena of child psychology, and will examine the implications of this information for enhancing child development. Multiple aspects of development, including physical, cognitive/intellectual, and social/emotional development from conception to adolescence, will be considered. The approach to the course topics is scientific, with an emphasis on recent research findings in developmental psychology.

Course Objectives: Upon successful completion of this course, students will be able to:

- 1) demonstrate an understanding of the basic concepts and theoretical paradigms that direct the field of Developmental Psychology
- 2) describe, and think critically about, changes within the developing person from conception to adolescence
- 3) discuss both traditional and current explanations for trends in children's physical, cognitive, and social/emotional growth
- 4) understand the scientific method and apply it to the understanding of child behavior and development
- 5) apply knowledge regarding child development to both observations of children and to interactions with children

Important GVSU Resources

Disability Support Resources: If you need academic accommodations because of a learning, physical, or other disability, please contact Disability Support Resources at 331-2490. Furthermore, if you have a physical disability and think you will need assistance evacuating this classroom and/or building in an emergency, please make me aware so I can develop a plan to assist you.

University Counseling Center: The University Counseling Center (UCC) provides personal, career, and group counseling to GVSU students for free. Furthermore, the UCC offers many self-help resources to students, including personal development assistance in dealing with issues of depression, loneliness, and how to manage stress, as well as study skill assistance such as test taking strategies, tips on how to successfully speak in front of a classroom, as well as guidance in writing research papers. For more information, please visit: <http://www.gvsu.edu/counsel/>. The UCC is located at 204 Student Services, Phone: 331-3266, Email: gvcounsel@gvsu.edu

Class Etiquette

Email: If you do not include “PSY 301” in the subject line, I may not read or respond to your email. Please use complete sentences and check for spelling errors. Also, please sign your full name and include your section number so I know who you are and what class you attend. **Please make sure to read your syllabus, as I will not reply to emails asking about course information that is listed on these pages.**

Classroom behavior: Students are expected to behave appropriately during class. You may use the following principle to guide your classroom behavior: **Your behavior should not be disruptive or distracting to the instructor or your classmates.** The following will help you determine appropriate classroom behaviors. The following list is not exhaustive.

- 1) **Come to class on time.** Your late entrance is distracting to everyone.
- 2) **Stay for the entire class period.** If you must leave early, sit near the exit and leave quietly.
- 3) **Put your cell phone on vibrate before coming to class.**
- 4) You may eat or drink quietly during class, but **please clean up after yourself.** Also, no food or drinks during exams.
- 5) **Talk only when you have been given the floor.** Talking with the people next to you is distracting to everyone. If you are asking your neighbor a question about the course, it is likely that everyone will benefit if you raise your hand & ask your question of the instructor.
- 6) **Be attentive.** You may not realize it, but it is distracting to your instructor if you read a magazine in the back of the classroom or doze off during class. I cannot focus on the information I am trying to convey if I am worried that I am boring you.

Course Requirements

Attendance Policy: It is your responsibility to be in class during the scheduled times. Be on time. Coming in late is rude to the other students. Failure to attend class regularly can negatively affect your grade as there will sometimes be opportunities for in-class points. **The dates on the class schedule for quizzes and for the submission of the observation project and for presentation of the group activity are firm.** Except for students with extenuating circumstances, I do not allow students to make-up quizzes/exams or turn in work late. Please email me or see me during office hours if you know ahead of time that you will miss class.

Academic Integrity: Students are expected to work within GVSU's Code of Student Conduct. Please see <http://www.gvsu.edu/studentcode/> for more information and familiarize yourself with these policies regarding dishonorable conduct. **No matter how mild or severe the cheating, it is entirely unacceptable, and I will enforce the current policies fully.**

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

Quizzes: There will be a 5-question multiple-choice quiz on each day's assigned reading posted on Blackboard before every class meeting (except for exam days). The purpose of the quizzes is to encourage students to keep up with the readings and they are due by 12:00am (midnight) before class. **The quiz before classes on Tuesdays will open on Blackboard on Monday at 12:00am and will stay open until 12:00am on Tuesday (midnight BEFORE our class meeting). The quiz before classes on Thursdays will open on Blackboard on Wednesday at 12:00am and will stay open until 12:00am on Thursday (midnight BEFORE our class meeting).** Because quizzes will document a student's class readiness, there are no make-up quizzes.

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| <ul style="list-style-type: none">✦ Each Quiz is worth 5 points✦ Total Quiz Points = 23 quizzes x 5 points = 115 points✦ Together, quizzes count for 11.5% of your final grade |
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Exams: Each student will take three examinations (and a final "conference" exam discussed below). Dates for these exams are indicated on the last pages of the syllabus. Exams 1, 2, and 3 will each include 50 multiple-choice questions and are closed book; they will evaluate what you have learned in the readings and through lectures, class activities, and videos. All material in the assigned textbook chapters is testable. There will be no make-up exams without extenuating circumstances.

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| <ul style="list-style-type: none">✦ Exams 1, 2, and 3 are each worth 150 points✦ Total Exam Points = 3 exams x 150 points = 450 points✦ Together, Exams 1 – 3 count for 45% of your final grade |
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Group Activity: The class will be divided into 10 activity groups and each group will sign up for a topic (topics listed on the class schedule). Each group will work together to design a 15-20 minute in-class activity of the assigned material. **The primary goal of the activity is to develop an in-class demonstration that will creatively engage your fellow classmates in learning the material.** The ways in which the group decides to approach this goal is left up to the group. Possibilities include, but are not limited to: creating a game, role-playing, video demonstrations, etc. **I strongly suggest that groups meet with me during office hours to discuss your ideas before presentation to the class.** Rubrics will be distributed in class for grading of the group activity (also available on Blackboard and will be discussed more in class).

- ✦ My grading of your group's performance is worth 60 points
- ✦ Classmates' grading of your group's performance (averaged) is worth 30 points
- ✦ Your group members' evaluation of your contribution (averaged) is worth 30 points
- ✦ Total Group Activity Points = 60 + 30 + 30 = 120 points
- ✦ The Group Activity counts for 12% of your final grade

Observation Project: The study of developmental psychology is greatly enhanced by the opportunity to observe children and conduct research. Therefore, there is an outside observation project required for PSY 301. Details for completing the Observation Project are available on Blackboard and will be discussed more in class. Rubrics will be distributed in class for grading of the group conference presentation and your contribution to the group (also available on Blackboard and will be discussed more in class). **Each student is required to complete both the individual and group requirements listed below:**

Individual Requirements:

- Interview/test 2 children: one "younger" (5-7 years) and one "older" (9-11 years)
- Complete a data packet (6 developmental assessments) per child
- Turn in FOR EACH CHILD:
 - ✓ A signed parental consent form
 - ✓ A picture of you working with child
 - ✓ A typed, complete data packet

- ✦ Individual Data Collection is worth 90 points
- ✦ Individual Data Collection counts for 9% of your final grade

Group Requirements:

- Complete “Group Preferences” sheet in class for me to divide class into 6 research groups
- Create appropriate coding/scoring method for your research assessment
- Compare “younger” to “older” children’s performance using class’ data
- Each group is required to:
 - ✓ Create a PowerPoint presentation to summarize their project
 - ✓ Present their project and findings at our “Child Development Conference”
 - ✓ Submit 10 multiple-choice questions on their project and findings to class via Blackboard for possible inclusion on final “conference” exam

- ✚ **My grading of your group’s performance is worth 60 points**
- ✚ **Classmates’ grading of your group’s performance (averaged) is worth 30 points**
- ✚ **Your group members’ evaluation of your contribution (averaged) is worth 30 points**
- ✚ **Total Conference Presentation Points = 60 + 30 + 30 = 120 points**
- ✚ **The Conference Presentation counts for 12% of your final grade**

Final “Conference” Exam: There will be a 35-multiple-choice question exam on the last day of class after our Child Development Conference. The questions will cover information from the observation project presentations during the conference. I will choose 5 of the 10 questions submitted by each group to include on the final exam as well as 5 additional questions written by me.

- ✚ **Final Conference Exam is worth 105 points**
- ✚ **Final Conference Exam counts for 10.5% of your final grade**

Grade Evaluation

As indicated above, credit for this course will be based on student performance in these areas. You can track your grades here:

Student Assessment:	Points Earned:	Points Possible:
<i>Daily Quizzes</i>		
Quiz #1		5
Quiz #2		5
Quiz #3		5
Quiz #4		5
Quiz #5		5
Quiz #6		5
Quiz #7		5
Quiz #8		5
Quiz #9		5
Quiz #10		5
Quiz #11		5
Quiz #12		5
Quiz #13		5
Quiz #14		5
Quiz #15		5
Quiz #16		5
Quiz #17		5
Quiz #18		5
Quiz #19		5
Quiz #20		5
Quiz #21		5
Quiz #22		5
Quiz #23		5
<i>Group Activity</i>		120
<i>Exam #1</i>		150
<i>Exam #2</i>		150
<i>Exam #3</i>		150
<i>Observation Project</i>		
Data Collection		90
Conference Presentation		120
Final Conference Exam		105
Total Points Earned		1,000

Grading scale to determine your final grade for the course:

Grade:	Percentage:	Points Needed:
A	93% and above	at least 925
A-	90% - 92%	at least 895
B+	87% - 89%	at least 865
B	83% - 86%	at least 825
B-	80% - 82%	at least 795
C+	77% - 79%	at least 765
C	73% - 76%	at least 725
C-	70% - 72%	at least 695
D+	67% - 69%	at least 665
D	63% - 66%	at least 625
F	62% or lower	624 or fewer

Class Schedule

Class #	Dates	Readings (to be done before class)	Topics & In-Class Activities	
			Lecture	Activity / Deadlines
1	8/28		Introduction to Class	
2	8/30	Ch. 1: pgs. 1 – 8 & review group topics	Why Study Children?	Group Meet Up
	9/4	No Class!	Labor Day Recess	
3	9/6	Ch. 1: pgs. 11 – 25	Child Development Themes	
4	9/11	Ch. 1: pgs. 25 - 38	Research Methods	Validity
5	9/13	Ch. 2: pgs. 43 - 70	Prenatal	
6	9/18	Ch. 2: pgs. 71 - 86	Childbirth & Newborn	
7	9/20	Ch. 3: pgs. 91 - 113	Nature & Nurture	
8	9/25	Ch. 3: pgs. 113 - 136	Brain & Body	
9	9/27	Ch. 4: pgs. 141 - 167	Piaget & Info-Processing	Group: Piaget
10	10/2	Ch. 4: pgs. 172 - 183	Sociocultural & Dyn. Systems	Group: Vygotsky
11	10/4	Ch. 5: pgs. 208 - 218	Motor Development	Observation Data Due!
12	10/9	Ch. 5: pgs. 218 - 227	Learning in Infancy	
13	10/11	Study for Exam	Exam #1 (Chapters 1 - 5)	
14	10/16	Ch. 6: pgs. 239 - 273	Communicative Behaviors	*Obs. Groups Assigned
15	10/18	Ch. 7: pgs. 287 - 305	*Conceptual Knowledge on BB*	*Project 1/2 Work Day
16	10/23	Ch. 8: pgs. 325 – 336 & 349	Intelligence – Testing & Influences	Intelligence Tests
17	10/25	Ch. 9: pgs. 371 - 384	Psychoanalytic & Learning	Group: Erikson
	10/26	Deadline for Withdrawal		
18	10/30	Ch. 9: pgs. 384 - 396	Social Cognition & Ecological	Group: Bronfenbrenner
19	11/1	Ch. 10: pgs. 417 - 445	Emotion Regulation, Influences & Understanding	Group: Temperament
20	11/6	Study for Exam	Exam #2 (Chapters 6 - 10)	
21	11/8	Ch. 11: pgs. 465 – 480	Attachment	Group: Harlow
22	11/13	Ch. 11: pgs. 481 - 504	Self-Identity	Group: Marcia

Class Schedule Continued

Class #	Dates	Readings (to be done before class)	Lecture	Activity / Deadlines
23	11/15	Ch. 12: pgs. 523 - 532	Family Dynamics	Group: Baumrind
24	11/20	Ch. 12: pgs. 509 – 522 & 532 - 544	*Family Structure & Context on BB*	*Project ½ Work Day Final Exam Questions Due at end of class!
	11/22	No Class!	Thanksgiving Recess	
25	11/27	Ch. 13: pgs. 549 - 580	Friendship & Peer Groups	Group: Sociometric Status
26	11/29	Ch. 14: pgs. 589 - 604	Morality	Group: Kohlberg
27	12/4	Study for Exam	Exam #3 (Chapters 11 - 14)	
28	12/6		Project Work Day	
29	Finals Week	Conference Preparation...	Our Child Development Conference! Final Exam (over conference presentations) ↘ meets in same classroom, see below ↙	

Section 4 Monday December 10 th 10:00 – 11:50 am

Section 3 Wednesday December 12 th 8:00 – 9:50 am
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Section 9 Wednesday December 12 th 12:00 – 1:50 pm
