

**Child Development – PSY 301 – Fall 2022**  
Grand Valley State University - Department of Psychology

<b>Section 03</b>	<b>Section 06</b>
8:30 – 9:45 am Tues & Thurs 2132 Au Sable Hall	11:30 – 12:45 pm Tues & Thurs 1310 Au Sable Hall

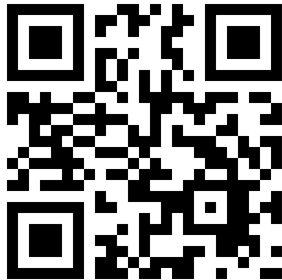
**Instructor: Naomi J. Aldrich, PhD**

**Office:** 2205 Au Sable Hall  
**Email:** aldrichn@gvsu.edu

**Office Hours:** 1:00-2:00 pm (T/TR)  
In office or via Zoom  
(Additional hours available per request)

**To Make Appointment** go to:  
<https://aldrichn.youcanbook.me/>

or scan below:



**Required Course Materials:**

**E-book with LaunchPad Access**  
*How Children Develop*, 6<sup>th</sup> Edition (Siegler et al., 2020) – ISBN: 9781319269562

As part of the **GVSU SAVE** program, your materials are billed as part of your tuition (**cost: \$98.00**)

***You will access these materials through our BlackBoard course;*** you do not need to purchase anything else (see page 2 for more information)

**Access to a Computer & High-Speed Internet**  
Must meet Blackboard browser requirements & have a microphone, speakers, and camera

**Prerequisite:** PSY 101  
(Minimum grade of D or higher)

## Course Material Information

### How to Access LaunchPad:

#### GO TO BLACKBOARD

- Look for “LaunchPad Tools” on our PSY 301 BlackBoard course (tab on left side). Here you can access the e-book and LaunchPad gradebook.
- You CANNOT access our specific course outside of BlackBoard so you must always go through BlackBoard to get to LaunchPad.
- When you click any LaunchPad link in BlackBoard, you will be asked to sign in using your GVSU student email address.
- You DO NOT need a code and you DO NOT need to enter any payment information (this is all taken care of through the GVSU SAVE program. Contact the Laker Store at [lakersave@gvsu.edu](mailto:lakersave@gvsu.edu) for more info, if needed).

### LaunchPad FAQs:

- Follow [these instructions for help](#) connecting your BlackBoard Learn and LaunchPad accounts.
- Recommended web browser is **Google Chrome**.
- **Make sure you have disabled your pop up blocker** (if it's on, a red dot will appear in the address bar when you try to open LaunchPad via BlackBoard) [How to Disable Pop Up Blocker in Chrome](#)
- Make sure you are using the **most up to date version** of Chrome. Here's how you can check: [Update Google Chrome](#)
- Students will also need to **clear cache/cookies** regularly (especially if assignments do not open): [How to Clear Cache and Cookies](#)
- It can also be helpful to **try an Incognito Window** in Chrome, if you're experiencing loading issues (due to cookies/cache). Here's how: [Incognito Window](#)
- Need Help? Contact Macmillan LaunchPad Customer Support via [online chat](#)
- For **urgent/time sensitive issues**, please **CALL** LaunchPad tech support at [\(800\) 936-6899](tel:8009366899)

## **Course Description**

**Overview:** The material for this course will be presented in a mixed-methods format meaning that I will use in-class activities and discussions (both instructor-led and student-led), and videos to supplement the course readings and lectures. 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, 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**

**Student Resources:** GVSU offers a variety of support for students. These include assistance with basic needs (such as food, housing, and laptops), academic support (such as tutoring and career advice), and wellness resources (such as health/mental health and opportunities to become more engaged with other students).

Here is a link to some of the resources currently available to students:

<https://www.gvsu.edu/care/campus-resources-15.htm> Please do not hesitate to reach out to me if you have any questions or if you are looking for a certain type of support. If I do not know the answer, I will try to find someone who does 😊.

**Disability Support Resources:** If you need academic accommodations because of a learning, physical, or other disability, please contact Disability Support Resources at 331-2490 to develop a plan of assistance that you can provide to me.

**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](mailto:gvcounsel@gvsu.edu)

**Psych Friends:** If you feel you could use some extra help/guidance/support in any academic domain or for your well-being, please consider scheduling an appointment with a mentor through Psych Friends. Psych Friends mentors are upper-level undergraduate peer mentors who are trained to provide support in many areas including: effective study and time management techniques, exam preparation and reflection skills, comprehension of the psychology and behavioral neuroscience major requirements, tips for engaging in the field, strategies for education continuation, methods for maintaining physical and mental health.

**Schedule an appointment here:** <https://www.gvsu.edu/navigate>

**Questions? Email:** [psychfriends@gvsu.edu](mailto:psychfriends@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 principles 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.

## General 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:** Academic integrity often feels ambiguous, as the specific behaviors that are considered misconduct vary somewhat across disciplines and courses. My guiding principle is that **I want to know what YOU have learned in this course.** Behaviors that facilitate your learning the material are acceptable; behaviors that make it *appear* as if you have learned the material when you have not, are unacceptable. Behaviors that create the appearance of an unfair advantage or allow others to question whether you have really learned the material, such as having access to unapproved materials during a quiz/exam, are also unacceptable.

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.**

**It is always OK to:**

- Ask questions.
- Study with classmates.
- Work together with classmates on homework or projects, so long as each of you performs your own work and, in the end, can explain it in your own unique words.
- Use sources to support your ideas and arguments, so long as you (1) restate the material in your own words, showing me what you think it means rather than copying and pasting or narrowly paraphrasing, and (2) you give credit to the original source with a citation. The words should be yours, but you still need to give credit to the source of the ideas.

**It is never OK to:**

- Have any materials (e.g., textbooks, notes in any form) accessible during module quizzes unless I have explicitly given you permission. This includes access to electronic devices (e.g., smart watches) that could conceivably be used to store notes; I want you to avoid even the appearance of improper behavior.
- Present anyone else's words or work as if they are your own. If you are defining terms, you should state them in your own words and cite the source. In this course, there is no reason to use direct quotations.
- Allow anyone else to present your words or work as their own. Enabling someone else's academic misconduct is also academic misconduct, even if you are not benefiting from it.
- Share module quiz questions or details with anyone who has not yet taken the exam (e.g., for "test files" maintained by some student organizations). I rewrite tests substantially each semester, so this is not likely to benefit you anyway.

**These lists are not exhaustive – if you have any questions at all, please ask.**

**This course is subject to the GVSU policies listed at:**

**<http://www.gvsu.edu/coursepolicies/>**

## **Course Requirements – Evaluation Criteria**

**Quizzes:** There will be a 5-question multiple-choice quiz for each assigned reading. The purpose of the quizzes is to encourage students to keep up with the readings and will be available in LaunchPad weekly. **Quizzes will open on Monday at 8:00am and will stay open until 11:00pm on Sunday. You will have one attempt to take a quiz and must complete it in one sitting. Each quiz will be timed, allowing students 10 minutes (2 minutes per question).** Because quizzes will document a student's class readiness, there are no make-up quizzes.

- ✦ **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**

**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.

- ✦ **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**

**Group Learning Activity:** Each student will sign up for a learning activity topic (topics listed on the class schedule) during the first week of class. There are 10 learning activity groups with 3-5 students in each. 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 to discuss their 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 Learning Activity is worth 80 points**
- ✦ **Classmates' grading of your Learning Activity (averaged) is worth 20 points**
- ✦ **Your group members' evaluation of your contribution (averaged) is worth 20 points**
- ✦ **Total Learning Activity Points = 80 + 20 + 20 = 120 points**
- ✦ **The Learning 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 posted for grading of the group conference presentation and your contribution to the group.

**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 picture of a signed parental consent form
  - ✓ A picture/screenshot of you working with child
  - ✓ A complete data packet submitted via Qualtrics survey

<p>✦ <b>Individual Data Collection is worth 90 points</b></p> <p>✦ <b>Individual Data Collection counts for 9% of your final grade</b></p>
--

### **Group Requirements:**

- Complete “Group Preferences” sheet (will be posted online) 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’s 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 80 points**
- ✦ **Classmates’ grading of your group’s performance (averaged) is worth 20 points**
- ✦ **Your group members’ evaluation of your contribution (averaged) is worth 20 points**
- ✦ **Total Conference Presentation Points = 80 + 20 + 20 = 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**

**Extra Credit Opportunities (not required):** There are two types of extra credit offered in this course. **You may choose which type works best for you and you may mix across categories. However, no student may accumulate more than 25 extra credit points total across all activities completed (in other words, even if you complete all extra credit opportunities offered, only your first 25 extra credit points will be counted toward your grade).** Extra credit opportunities will always be made available to the class as a whole – individuals may not negotiate special arrangements for extra credit. Additional extra credit will **NOT** be given in any circumstances after final grades have been posted. **The last day to complete/turn in extra credit is the day of the final exam by 5:00pm.**

- **Learning Curve (on LaunchPad):** These may be the most important assignments in LaunchPad. **This is an adaptive learning tool and there are 2 – 3 assessing your knowledge of each chapter (24 possible for this course, 1 point each).** There is a target score you must reach in order to earn your point, but you can continue to practice the material for as long as you wish.
- **ESPN 30 for 30 Documentary “The Marinovich Project” (link available via Blackboard):** Students will have the opportunity to write an essay discussing the implications of nature and nurture in Marinovich’s life after watching the film (3 page maximum, double-spaced & typed; **10 points**). Details and prompts will be given in class.

## Grade Evaluation

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

### Grading scale to determine your final grade for the course:

Student Assessment:	Points Earned:	Points Possible:
<b>Reading Quizzes</b>		
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
<b>Learning Activity</b>		
		120
<b>Exam #1</b>		
		150
<b>Exam #2</b>		
		150
<b>Exam #3</b>		
		150
<b>Observation Project</b>		
Data Collection		90
Conference Presentation		120
Final Conference Exam		105
<b>Extra Credit</b>		
<b>Total Points Earned</b>		<b>1,000</b>

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

**Course Schedule:**

Class #	Dates	Readings (To be done before class)	Topics & In-Class Activities	
			Lecture	Activity & Deadlines
1	8/30		Introduction to Class	
2	9/1	Welcome to LaunchPad, Ch 1.1 Review topics & sign-up	Why Study Children?	Group Meet Up
3	9/6	Ch. 1.2 & 1.3	Child Development Themes	
4	9/8	Ch. 1.4	Research Methods	Validity
5	9/13	Ch. 2.1 & 2.2	Prenatal	
6	9/15	Ch. 2.3 & 2.4	Childbirth & Newborn	
7	9/20	Ch. 3.1 & 3.2	Nature & Nurture	
8	9/22	Ch. 3.3 & 3.4	Brain & Body	
9	9/27	Ch. 4.1 & 4.2	Piaget & Info-Processing	Group: Piaget
10	9/29	Ch. 4.3, 4.4, & 4.5	Sociocultural & Dyn. Systems	Group: Vygotsky
11	10/4	Ch. 5.2	Motor Development	<b>Observation Data Due!</b>
12	10/6	Ch. 5.3	Learning & Memory in Infancy	
13	<b>10/11</b>	<b>Study for Exam</b>	<b>Exam #1 (Chapters 1 - 5)</b>	
14	10/13	Ch. 6.1, 6.2, 6.3, & 6.4	Communicative Behaviors	<b>*Obs. Groups Assigned</b>
15	10/18	Ch. 7.1 & "Causality" in 7.2	*Conceptual Knowledge on BB*	<b>*Project ½ Workday</b>
16	10/20	Ch. 8.1, 8.2, 8.3, & 8.5	Intelligence – Testing & Influences	Intelligence Tests
	<b>10/25</b>	<b>No Class! Fall Break!</b>		
17	10/27	Ch. 9.1 & 9.2	Psychoanalytic & Learning	Group: Erikson
	<b>10/28</b>	<b>Deadline for Withdrawal</b>		
18	11/1	Ch. 9.3 & 9.4	Social Cognition & Ecological	Group: Bronfenbrenner
19	11/3	Ch. 10.1, 10.2, 10.3, 10.4, & 10.5	Emotion Regulation, Influences & Understanding	Group: Temperament
20	<b>11/8</b>	<b>Study for Exam</b>	<b>Exam #2 (Chapters 6 - 10)</b>	
21	11/10	Ch. 11.1	Attachment	Group: Harlow
22	11/15	Ch. 11.2	Self-Identity	Group: Marcia
23	11/17	Ch. 12.2	Family Dynamics	Group: Baumrind

**Course Schedule continued**

<b>Class #</b>	<b>Dates</b>	<b>Readings (To be done before class)</b>	<b>Lecture</b>	<b>Activity / Deadlines</b>
24	11/22	Ch. 12.1, 12.3, & 12.4	*Family Structure & Context on BB*	<b>*Project ½ Workday Final Exam Questions Due at end of class!</b>
	<b>11/25</b>	<b>No Class! Thanksgiving Recess!</b>		
25	11/29	Ch. 13.1, 13.2, 13.3, & 13.4	Friendship & Peer Groups	Group: Sociometric Status
26	12/1	Ch. 14.1	Morality	Group: Kohlberg
27	12/6	<b>Study for Exam</b>	<b>Exam #3 (Chapters 11 - 14)</b>	
28	12/8	Conference Preparation	<b>Project Workday</b>	
	<b>Finals Week</b>	Conference Preparation...	<b>Our Child Development Conference!</b>	
			<b>Final Exam (over conference presentations)</b>	
			↪ <b>meets in same classroom, see below</b> ↪	

<b>Section 03 (8:30am section) 2132 Au Sable</b>	<b>Section 06 (11:30am section) 1310 Au Sable</b>
8:00 – 9:50 am	10:00 – 11:50 pm
Thursday	Tuesday
December 15 <sup>th</sup>	December 13 <sup>th</sup>