

## Child Development – PSY 301, Section 3

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### Instructor

**Josita Maouene**

Associate Professor

Office AuSable Hall, room 2213

**Class Times and Location**

Mo, Wed, Fri 1-1.50

Lake Ontario Hall (LOH) 164

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**Web:** <http://www.gvsu.edu/psychology/josita-maouene-159.htm>

**Office Phone:** 616-331-3369

**Office Hours:** MWF 10-11 am or by appointment

**Blackboard Course site:** [mybb.gvsu.edu](http://mybb.gvsu.edu)

**Blackboard Student Mobile App:** [bit.ly/bbmobilestudent](http://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) and a case study of the roots of aggressive behavior development. A major emphasis will be put on applying theoretical concepts of Child development in your tutoring project.

Offered fall and winter semesters. PSY 101 prerequisite.

### 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) Reading objective: taking notes on a book presenting the complexity of development with the case study of a teenager who became a murderer.
- 4) Writing objective: write three 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.

## Required ebook, Software, Accounts, and Supplies

- Textbook is an ebook (Six-Months Access) accompanied with loose leaf sheets entitled "How Children Develop" by Siegler, Saffran, Eisenberg, Deloache, Gershoff, & Campbell Leaper ©2017 | Fifth Edition
- Course software is called **LaunchPad**. It is accessible through Blackboard (check Launchpad registration and ebook in content area (left frame of my BB)). It comes with the ebook. When you purchase it through the bookstore, you will get a code to access both the ebook and the Launchpad for the first time.

You can use it for free for a 20-day grace period. It will keep all you have done in terms of activities during these 20 days.

- Karr-Morse, R. & Wiley, M. S. (2<sup>nd</sup> edition 2013). Ghosts in the Nursery: Tracing the roots of violence. Atlantic Monthly Press.
- Index cards 3 by 5 inches

## Structure of the class

The whole session is divided in **three sections of 5 weeks each**:

- A) Theories and Methods, ebook chapters 1,4,9;
- B) Milestones, ebook chap. 2 (partial), 5, 6(partial), 14 (partial), 11 (partial);
- C) Ghosts from the Nursery, chapters 1-11.

## Assignments

For the first 10 weeks

- Reading: Loose leaf sheets or ebook "How children develop"
- Reviewing and applying concepts with **the Learning curve** activity assigned on Launchpad

The learning curve is an adaptive quizzing, with direct links to the e-Book, and instant feedback, for better training and grades.

There will be 12 Learning curve assignments during the first ten weeks

For the last 5 weeks

- Reading: The book "Ghosts from the Nursery", one chapter each time we meet.
- Index cards creation for each chapter

## Tutoring project (due on the 8<sup>th</sup> week, **Mo March 12**)

- Three hours of tutoring (3 times an hour, unless the child is an infant or a toddler) of assisting a child 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 firsthand what teaching and learning means in a one-on-one interaction and how it relates to the concepts learned in class on theories of cognitive, social and cultural development.

- All the documents are on my BB under Course documents.
- The first deadline is **Fri Feb. 2** (end of the 4<sup>th</sup> week) 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.

### In-class activities

I will propose activities each class, either individual or in groups ones. A total of 38 of them. Each will be worth half a point, so a total of 18 points.

### Extra credits

I make it a practice to give 3 extra credits opportunities, not more. They happen in class at fixed times, marked in the calendar as “guided essays”. No other opportunities will be offered. These opportunities are hand written. A maximum of **15** points is possible (5 pts for each essay).

You get either the 5 pts for all concepts explained or zero point per essay. If you give a partial guided essay, don’t expect any point (it is an all or nothing).

### Make up

- If you should have a legitimate reason for missing an exam or a quiz you are expected to let me know before the exam (email), so a make-up exam can be arranged. 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, or I do not feel your excuse is acceptable.

### Attendance

- There is a direct relationship between attendance and your grade. As I will propose individual and group activities in class and collect the works, if you miss class, your grade will be negatively impacted.
- See the [university’s attendance](http://gvsu.edu/s/XZ) (gvsu.edu/s/XZ) policy in the online catalog for more information.
- Students are responsible for material, announcements, and learning activities covered in class. Obtain lecture notes from a classmate if you miss class. You can communicate with classmates electronically via email and [Bb IM](http://gvsu.edu/s/Wm) (gvsu.edu/s/Wm).

Item	Number	Points	Total
Individual and Group participation in-class activities	36	1/2	18
Learning curve material review	12	5	60
Tutoring project	1	50	50
Exam Unit 1	1	40	40
Exam Unit 2	1	40	40
Quiz on Ghosts	1	20	20
Exam Unit 3 (Final week) non cumulative	1	40	40

**268**

**TOTAL**

- Expect a minimum time commitment of SIX hours each week to complete reading assignments and concept learning outside of class (for every hour in-class, at least two hours outside of class).

Your grade will be determined using the standard campus grading scale shown below:

93 – 100% A	80 – 82% B-	67 – 69% D+
90 – 92% A-	77 – 79% C+	63 – 66% D
87 – 89% B+	73 – 76% C	60 – 62% D-
83 – 86% B	70 – 72% C-	<60% F

At end of the semester, no round up to the next grade is to be expected if students have not taken the opportunity offered with all the 15 extra credits points or missed classes.

# TENTATIVE COURSE SCHEDULE

Date	Topic	Readings & Assignments DUE THAT DAY
UNIT 1: What is development? Historical foundations Themes Theories and Methods		
Week 1		
Mo Jan 8	Introduction	
Wed Jan 10	<a href="#">Presentation of the Tutoring Project</a>	
Fri Jan 12	What is development, what develops, why study development ?	
Week 2		
Mo Jan 15	Martin Luther King Day	
Wed Jan 17	Chap. 1 Historical Foundations of The Study of the child Development	ebook/LL chap. 1 pp. 1-8
Fri Jan 19	Chap.1 Themes in development	ebook/LL chap. 1 pp.8-11
Week 3		
Mo Jan 22	Chap. 1 Research Methods in Development	ebook/LL chap. 1 pp. 11-25 <a href="#">Learning curve 1a</a>

Wed Jan 24	Chap. 4 Theories of Cognitive Development Piaget I	ebook/LL chap. 1 pp. 25-38 <a href="#">Learning curve 1b</a>
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Fri Jan 26	Chap. 4 Theories of Cognitive Development Piaget II	ebook/LL chap. 4 pp. 141-157
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#### Week 4

Mo Jan 29	Chap. 4 Theories of Cognitive Development Dynamic Systems Theories (DST)	chap. 4 on DST pp.178-183 Study the concepts
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Wed Jan 31	<a href="#">Theories: Guided Essay on Dynamic System Concepts for 5 extra credits</a>	<a href="#">Learning Curve 4a Piaget</a>
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Fri Feb 2	Chap. 4 Theories of Cognitive Development info processing & socio-cultural	<a href="#">Tutoring slip due</a>
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#### Week 5

Mo Feb 5	Chap. 9 Theories of Social Development Freud and Erikson, Watson, Skinner, Bandura	ebook/LL chap. 4 pp. 157-178 <a href="#">Learning curve 4b</a>
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Wed Feb 7	Chap. 9 Theories of Social Cognition Selman, Dodge, Dweck, One ecological theory Bronfenbrenner	ebook/LL chap. 9 pp. 371-384 <a href="#">Learning curve 9a</a>
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Fri Feb 9	<a href="#">Exam 1</a> <a href="#">40 multiple-choice-questions</a>	ebook/LL chap. 9 pp. 384-392 and 396-398 <a href="#">Learning curve 9b</a>
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### UNIT TWO MILESTONES CONCEPTION- ADOLESCENCE

## Week 6

Mo Feb 12 Pre-natal development I

Wed Feb 14 Pre-natal development II

ebook/LL chap. 2  
pp.44-59

Fri Feb 16 The birth and the newborn

[Learning curve 2a](#)

## Week 7

Mo Feb 19 Infancy I  
perception

ebook/LL chap.2 p.71-  
85

[Learning curve 2c](#)

Wed Feb 21 Infancy II  
Motor development

ebook/LL chap. 5  
pp.189-208

[Learning curve 5a](#)  
perception

Fri Feb 23 Infancy III  
Learning about the physical world  
(Baillargeon)

ebook LL chap. 5  
pp.208-218  
motor

## Week 8

Mo Feb 26 Toddlers: Symbol learning  
Some pointers to language symbols  
and non linguistic symbols  
(DeLoache)

ebook LL chap. 5  
pp.219-234 learning  
and cognition  
[Learning curve 5b](#)

Wed Feb 28 Middle childhood I  
Moral development  
Piaget the precursor  
Kohlberg's theory

ebook/LL chap. 6 279-  
282 DeLoache

Fri March 2 Middle childhood II: Moral  
Development: Kohlberg's theory  
Critiques

ebook/LL chap.14  
pp. 553- 558  
Piaget's  
moral development

## Week 9 SPRING BREAK

March 4-11

## Week 10

Mo Mar 12	Middle childhood III	<a href="#">Tutoring project due (50 pts)</a> ebook/LL chap. 14 pp. 558- 563
Wed Mar 14	Adolescence I The evolution of the concept of adolescence	<a href="#">Learning curve 14 a</a> ebook/LL chap. 14 pp. 563-591
Fri Mar 16	Adolescence II Identity formation	
Week 11		
Mo Mar 19	Adolescence III ethnic identity & sexual identity	ebook/LL chap.11 pp. 481-496
Wed Mar 21	<a href="#">Guided Essay: from prenatal to adolescence development</a> For 5 extra credits	ebook/LL chap. 11 pp. 497-504 <a href="#">Learning curve 11b</a>
Fri Mar 23	<a href="#">Exam Unit 2</a> <a href="#">40 multiple-choice-questions</a>	
Week 12		
	UNIT THREE	
	CASE STUDY from "Ghosts from the Nursery"	Aggressive Behavior Development
Mo Mar 26	Neural development I	Ghosts chap. 1
Wed Mar 28	Neural development II	Ghosts chap. 2
Fri Mar 30	Neural development III	Ghosts chap. 3
Week 13		
Mo Apr 2	Parenting style I	Ghosts chap. 4
Wed Apr 4	Parenting style II	Ghosts chap. 5
Fri Apr 6	Temperament I	Ghosts chap. 6
Week 14		
Mo Apr 9	Temperament II	Ghosts chap. 7
Wed Apr 11	Attachment I	Ghosts chap. 8
Fri Apr 13	Attachment II	Ghosts chap. 9
Week 15		
Mo Apr 16	<a href="#">20 MCQ on Ghosts</a>	Ghosts chap. 10



Wed Apr 18      [Guided essay on Ghosts](#)  
for 5 extra credits      Ghosts chap. 11

Fri Apr 20      Review session

Week 16	Exam unit 3, 40 multiple-choice non cumulative	Same classroom <b>Tuesday, April 24, 2:00 pm - 3:50 pm</b>
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## 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.

### Assignments and Assessments

Each student is required to complete all learning activities by the due date deadline, as indicated in Blackboard. **No learning activities or assignments are accepted late.**

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

There are [several available computer labs](#) (gvsu.edu/it/lab-hours-66.htm) available for you to complete course work. Note: GVSU Lab Assistants are not tutors, however, they are available to help with lab computer issues. Your instructor is available to help with assignment questions (contact information is located in this syllabus and in Blackboard).

## University Policies

[Registrar - Last Day to Drop](#)

Last day to drop with a “W” is March 9. Students must initiate drop through [Registrar](http://gvsu.edu/registrar/course-withdrawals-6.htm) (gvsu.edu/registrar/course-withdrawals-6.htm).

### [Disability Support Resources](#)

If you need accommodations because of a learning, physical, or other disability, please contact your instructor and [Disability Support Resources](http://gvsu.edu/dsr/) (gvsu.edu/dsr/) at 616.331.2490.

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

### [Student Code of Conduct](#)

[Standards of conduct](http://gvsu.edu/studentcode) (gvsu.edu/studentcode) 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.

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

*Quiet food* is ok.

### [Academic Integrity](#)

All course assignments, learning activities, and assessments, are to be authored and completed individually, by the student themselves. Failure to be able to correctly cite, explain and defend your submissions is an indication that it is not your work. While assisting another student in learning is part of the academic process, completing the assigned work as a team or group effort (with the exception of group projects as assigned by the instructor) is not allowed and will be considered Academic Dishonesty. No Academic

Dishonesty will be tolerated and 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, and the consequences include penalties established by [GVSU's Academic Integrity](http://gvsu.edu/conduct/academic-integrity-14.htm) policy (gvsu.edu/conduct/academic-integrity-14.htm).

### Campus Emergencies

In case of fire, immediately proceed to the nearest exit during a fire alarm. Use a staircase, not an elevator. To sign up for campus emergency alerts and to access more information, please visit the [GVSU Emergency website](http://gvsu.edu/emergency) (gvsu.edu/emergency).

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.

### Learning Resources

See the “Help & Support” section of Blackboard for help with using Blackboard; a link to the Blackboard Student Mobile App and Blackboard IM; GVSU computer lab hours and locations; [GVSU IT HelpDesk](http://gvsu.edu/it/helpdesk/) (gvsu.edu/it/helpdesk/); accessibility and [Disability Support Resources](http://gvsu.edu/dsr/) (gvsu.edu/dsr/).

### Changes to the Syllabus

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

### Winter 2018 Academic Calendar

Event	Date
Registration Drop and Add	March 20 - January 12
Payment Deadline	December 14 by 5:00 pm
Classes Begin	January 8
100% Tuition Refund Deadline	January 12 by 5:00 pm
Last Day to Add, Register, or Pay	January 12 by 5:00 pm

Event	Date
Martin Luther King, Jr. Day Recess	January 15
75% Tuition Refund Deadline	February 2
Mid-term Evaluations	February 19-23
Mid-term Grades Due from Faculty	February 27 by 12:00 pm
Mid-term Grades Available to Students	March 1
Spring Break	March 4-11
Drop with a "W" Grade Deadline	March 9
Classes End	April 21
Examination Week	April 23-28
Commencement	April 27-28
Semester Ends	April 28
Grades Due from Faculty	May 1 by 12:00 pm
Grades Available to Students	May 3