

**GRAND VALLEY STATE UNIVERSITY****Child Development – PSY 301, Section 3**

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**Instructor****Dr. Maouene**

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**Email:** [maouenej@gvsu.edu](mailto:maouenej@gvsu.edu)**Web:** <http://www.gvsu.edu/psychology/josita-maouene-159.htm>**Lab:** <http://www.maouene.info>**Office Phone:** 616-331-3369**Teaching assistant:** Austin Kienutske

Pronouns: he/him/his

**Email:** [kienutsa@mail.gvsu.edu](mailto:kienutsa@mail.gvsu.edu)**Class Times and Location**

Mo &amp; Wed, 11:00 to 11:50

Fri: remotely

Building: AuSable Hall 2119

**OFFICE HOURS:****In person: Drop in** MW 10 to 10.50  
or by appointment

For virtual Office hour on Blackboard

**email me first!**

On BB, select “Virtual Office Hours” and then “join session” and select “join from browser”. Use Chrome as your browser.

**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 with the book Ghosts from the Nursery. 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 lectures and video segments. A major emphasis will be put on the application of the concepts related to different periods of your childhood in a weekly journal entry of 350-500 words and on developing your curiosity about child development.

**Offered Fall and Winter semesters. PSY 101 prerequisite.**

<b>This course is subject to the GVSU policies listed at <a href="http://www.gvsu.edu/coursepolicies">http://www.gvsu.edu/coursepolicies</a></b>
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## Required book, Accounts, and Supplies

- 1) Tophat (software account) for in-class polling and exams
- 2) 'Ghosts from the Nursery' (book)
- 3) Note cards 3 by 5 inches or a quarter of a A4 page 1 side
- 4) Phone, ipad or tablet or laptop for in-class questions

Below all the details:

### TEXTBOOK (not required)

- Siegler, Deloache, Eisenberg & Saffran (4<sup>rd</sup> Edition, 2014), How Children Develop. Worth Publishers.

### BOOK

- GHOSTS FROM THE NURSERY, book  
Karr-Morse, R. & Wiley, M. S. (2<sup>nd</sup> edition 2013, FIRST edition is ok too !!). Ghosts in the Nursery: Tracing the roots of violence. Atlantic Monthly Press.

### TOPHAT

- TOPHAT will be used for **activities and interactive polling and exams** : the access is direct through <https://tophat.com/> (30\$) **so you will need either a laptop, a smartphone, an ipod or a tablet**. If you do not have any of those, let me know, there are ways to provide you with a laptop.

The unique course url is: <https://app.tophat.com/e604069>

The join code is: 604069

**Beware that the grace period here is 14 days!**

**We will start using Tophat the first day of class !**  
**If you encounter financial difficulties, please contact me!**

- How to Get in Touch with TOPHAT SUPPORT

Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email ([support@tophat.com](mailto:support@tophat.com)), the app support button, or by calling 1-888-663-5491.

## SPECIFICS TO THE DELIVERY OF THE COURSE

**Methods of Instruction:** Instructional strategies will include interactive slides with polling through TOPHAT, interactive videoclips, an individual journal, questions and reflections on Ghosts from the Nursery, and 3 review sessions.

**Groups.** You will be asked to work with your neighbors, and answer polls and discussion questions through TOPHAT during activity and slide times throughout the entire course.

## SPECIFICS TO THE DELIVERY OF THE COURSE

This class uses a hybrid format which means we will meet only twice a week in person, Mondays and Wednesdays. The material for Friday class will be prerecorded (Friday Recordings tab on Bb) and you can watch it at your convenience any time within the week.

If you are unable to attend, I am recording Mondays and Wednesdays in-class sessions synchronously and so you can follow from home. You can also answer the participation questions synchronously from Tophat. If you cannot join us, you will need to catch up. See procedures on Bb under Synchronous Class Recordings tab on Bb and In-class participation points catch up (hereafter p.7 and on Bb too).

If we have to go on-line because of a quarantine or because the university requires it, the mode of instruction will change.

We will meet ON-LINE and synchronously, twice a week on Mondays and Wednesdays at the regular time we have met in the face-to-face mode. There will be no change for Fridays (still prerecorded lectures). We will use Blackboard collaborate and I will record the lectures synchronously and put them on BB under the tab Synchronous Recorded Lectures.

The synchronous on-line meetings will be required as MCQ and discussion questions will continue on-line through Tophat.

- During the time that the class will be on-line, this will not be a correspondence course, designed to be a self-paced independent study. Students will still have course reading expectations, assignments with due dates, and interact with faculty and classmates”.

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>

## 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 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 often check my email at least once during the week-end, 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.

### Structure of the class

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

UNIT 1: Theories and Methods, concepts chapters 1, 4 (partial), 9 (partial);

UNIT 2: Milestones of development from conception to adolescence, concepts chap. 2 (partial), 5, 6(partial), 14 (partial), 11 (partial);

UNIT 3: Ghosts from the Nursery, chapters 1-9.

The class is organized around weekly modules including the weekly assignments (15 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
- 3a) Journal entries first 10 weeks
- 3b) Questions and reflections on Ghosts 5 last weeks

## Requirements

### Assignments under weekly learning modules

#### For the first 10 weeks (unit 1 and 2)

- **Study the Concepts:** You find those in the textbook at the end of each chapter of “How children develop”. Pages are indicated in the schedule of the syllabus and also under the Bb tab “Weekly Learning Module - Requirements”.
- **Journal entries:** 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 8 weeks. It is under Bb, “Weekly Learning Modules”. It is a link. **You have two possibilities to upload your entry: either you type directly in the submission box or you write your entry on a word doc and you upload it through the browser button.**

It is a reflection on your development from 0 to 18, with an integration of **5 concepts** of your choice from the concepts of the week (except for the first week where five concepts are given to you). 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. Two attempts at uploading (~30 min). Each journal is worth 10 pts. Total **80** pts.

- **1 point will be deducted** if the word count is missing at the end of your journal entry.
- If you forget to highlight or bold or CAPITALIZE the 5 concepts, a zero will be entered until you reupload the journal entry following the required format.
- If you don't follow the instructions, **deduction of 25%**.
- They are due by Sunday midnight. Monday is a grace day. **Catch up possible during Spring break week and final week after emailing professor to explain situation (~valid excuse), 25% deduction maximum.**

#### For the last 5 weeks (unit 3)

- **Reading** the book “Ghosts from the Nursery”, 2 chapters per week, except this week, just chap. 1
- Click on the link 'Chap.x Q & R', download the doc called '10 Question Chap. x on Ghosts + notes ', type your answers on the word doc attached and reupload it.
- On the questionnaire word doc, write five pieces of information on Jeffrey's story (pages in italics at the beginning of each chapter), worth **5 pts** and write one paragraph, total 250 words per chapter, reporting your reflections on that particular chapter (worth **2.5pts**)
- Answering 5 questions out of 10 proposed per chapter, chap.1 through 9 (worth **2.5 pts**).
- Each assignment is worth 10 pts. Total **90 pts**.
- You have to use **your own words for each part of the assignment**, you cannot copy from the book (otherwise it is plagiarism).
- You have 2 attempts.
- They are due by Sunday midnight. Monday is a grace period. **Catch up possible during final week after emailing professor to explain the situation (~valid excuse). Deduction of 25% max.**

## Exams

**All 3 Exams will be taken through Tophat in class.** A code will be given to you right before the exam. There will be 3 exams, non-cumulative, 40 MCQ, worth **40 pts** on the textbook content and lecture slides.

- 3 index cards 3 by 5 inches hand-written only both sides are allowed for each exam.

## In-class participation

I will propose polls and activities in each class, either individually or in groups.

**Tophat** has a grading system attributing automatically ½ pt for trying and ½ pt for correctness for questions and 1pt for discussion questions. The maximum of points (undetermined as of yet) will amount to ~18.3% of your grade for in-class participation for a total of **55 pts**. **My student worker will report your scores weekly on BB p[;];q2'wdsae gradebook but Tophat has also its own gradebook you can check.**

## Catching up in-class participation points

The procedure is the following : you email Austin Kienutske, kienutsa@mail.gvsu.edu, and CC me maouenej@gvsu.edu, answering the following questions in your email:

- 1) What are two concepts you find the most difficult in this lesson?
- 2) Why do you think they are difficult?
- 3) What is your understanding of each concept?
- 4) Give an example for each concept drawn from your own childhood experience.
- 5) What are you curious about this lesson as far as child development is concerned? A source/reference is required!

Assessment: If all is correct, full point, if something is missing, ½ point.

Austin will then add the points you missed that day to the Tophat gradebook.

You need to do this for every lesson you missed so up to 3 a week.

You have two weeks to catch up unless you have emailed the professor with a valid excuse.

## Make up

- If you should have a legitimate reason for missing an exam, you are expected to let me know before the exam (email), **unless unforeseeable circumstances**, so a make-up exam can be arranged. **Provide documentation whenever possible.** I reserve the right to refuse to let you make up an exam if I judge that your excuse is not acceptable.

## Attendance

- Attendance will be taken **through Tophat** every time you log-in but **will not count** as a grade. I use the attendance for an administrative purpose as I am required by the Registrar's office to provide an exact date of the last class a student attended in certain cases. I also use the attendance to check who needs to catch up.
- However, there is a direct relationship between participation and your grade. If you miss class, and you don't catch up, 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](mailto:gvsu.edu/s/Wm) (gvsu.edu/s/Wm)

### Assessment system

Item	Number	Points or %	Total
Individual and Group participation, polls and in-class activities through Tophat	Every class	~18%	55
Journal entries on BB	8	10	80
3 Exams on Tophat non-cumulative 40MCQ	3	40	120
5 questions and reflections per chapter on Ghosts	9	10	90

**TOTAL: 345pts**

### Extra credits

I make it a practice to give 1 extra credit opportunity, not more. This happens in class at a fixed time, marked in the calendar as “guided essay”. No other opportunities will be offered. These opportunities are hand written. A maximum of 5 points is possible.

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

- Expect a minimum time commitment of SIX hours each week to complete reading assignments and concept learning outside of class, journal or answering questions on the book Ghosts from The Nursery (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:

94 – 100% A	80 – 83.99% B-	66 – 69.99% D+
90 – 93.99 % A-	77 – 79.99% C+	60 – 66.99% D
87 – 89.99% B+	74 – 76.99%	<60% F
84– 86.99% B	70 – 73.99% C-	

**Note: 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 the 15 extra credits points**

### TENTATIVE COURSE SCHEDULE

Date

Topic

**Assignments due that week by Sunday midnight unless otherwise stipulated**

**UNIT 1: What is development?  
Historical foundations  
Themes  
Methods and Theories**

Week 1

Mo Jan 10	Admintrivia	
Wed Jan 12	Lesson 1: What is development, what develops?	
Fri Jan 14	Lesson 2: Historical Foundations	textbook chap. 1 pp. 2-22. Study the key terms pp. 37 + <b>Journal 1</b>
Week 2		
Mo Jan 17	<b>Martin Luther King Day</b>	No class
Wed Jan 19	Lesson 3: Research Methods in Development	textbook chap. 1 pp. 22-36. Study the key terms pp. 37
Fri Jan 21	<b>Theories of Cognitive Development (chap.4): sensorimotor origin</b> Lesson 5: The precursor Piaget I	textbook chap. 4 pp. 129- 135. Study the key terms pp. 169 + <b>journal 2</b>
Week 3		
Mo Jan 24	Theories of Cognitive Development Lesson 6: The precursor Piaget II <b>Methods</b>	textbook chap. 4 pp. 135-155. Study the key terms pp. 169
Wed Jan 26	Latest theories of Cognitive and motor development Lesson 7: (Thelen & Smith) <b>Dynamic Systems Theories</b> (DST) chap.4	textbook chap. 4 p. 161 + <b>pdf</b> Study the key terms pp. 169
Fri Jan 28	Lesson 8: <b>Theories of Cognitive Development: socio-cultural origin</b> (Vygotsky, Rogoff, Tomasello) chap. 4	textbook chap. 4 pp. 155-161. Study the key terms pp. 169 + <b>journal 3</b>
Week 4		
Mo Jan 31	<b>Application DST concepts</b> 11 concepts applied to a skill you have learned as a child: Use the 11 concepts from the pdf on DST and the Bb slides	Extra credits in-class
Wed Feb 2	Lesson 10: Theories of <b>Social Development I (chap. 9) The behaviorists</b> Watson, Skinner, <b>Social cognitivists:</b> Bandura, Selman, Dodge, Dweck	textbook chap. 9 pp. 348-361. Study the key terms p. 381
Fri Feb 4	Lesson 9: <b>Theories of Social Development II (chap.9)</b> The precursors: The <b>Psychoanalysis</b> and Freud and Erikson	textbook chap. 9 pp. 340-348. Study the key terms p. 381 <b>Journal 4</b>
Week 5		

Mo Feb 7 Review exam unit 1

Wed Feb 9 **Exam 1**  
40 multiple-choice-questions

Chap.1,4 (partial), 9 (partial) and study the key terms p 37, 169 and 381. 3 note cards handwritten 3x5 i allowed.

## UNIT 2 Milestones in development from conception to adolescence

Fri Feb 11 Lesson 1: Pre-natal development I (**Chap. 2**)

### Week 6

Mo Feb 14 Lesson 2: Pre-natal development II  
textbook chap. 2 pp.39-56. Study the key terms pp. 83  
*(leave out section on hazards, we will study those in Ghosts!)*

Wed Feb 16 Lesson 4 Newborn and Infancy (chap.5)  
perception : vision and multimodal  
textbook chap.5 pp.172-188. Study the key terms p. 213

Fri Feb 18 Lesson 3: The Newborn cycles, reflexes, sensory preferences, testing newborns (chap. 2)  
textbook chap. 2 pp.66-83. Study the key terms pp. 83 +  
**Journal 5**

### Week 7

Mo Feb 21 Lesson 5: Infancy **Chap. 5**  
Motor development and emotional and cognitive development: Fear of height, Hand rail (Adolph)  
textbook chap. 5 pp.189-198. Study the key terms pp. 213

Wed Feb 23 Lesson 6 Infancy: Cognition  
Learning about the physical world (Baillargeon)  
textbook chap. 5 pp.198-213. Study the key terms pp. 213

Fri Feb 25 Lesson 7: Toddlers: Symbol learning (**chap.6**)  
Non linguistic symbols (Deloache)  
textbook chap. 6 pp. 252-256 +  
**Journal 6**

### Week 8

Mo Feb 28 Lesson 8: Middle childhood I (**Chap.14**)  
Moral development  
Piaget the precursor

Lesson 8: Middle childhood I (**Chap.14**)  
Moral development  
Piaget the precursor  
Kohlberg's theory



Wed March 2	Lesson 9: Middle childhood II: Moral Development: Kohlberg's theory and Critiques	textbook chap. 14 Kohlberg's moral development pp. 558-566. Study the key terms of Kohlberg's theory
Fri March 4	Lesson 10: Middle childhood III: Moral Development: the role of culture and guts	Only on slides + <b>journal 7</b>
<b>Week 9      SPRING BREAK MARCH 6-13</b>		
<b>Week 10</b>		
Mon March 14	Lesson 11: Adolescence I	Evolution of the concept of adolescence, myths and brain development
Wed March 16	Lesson 12: Adolescence II Identity development and Erikson	Textbook chap. 11 pp.446-449. Study the key terms of Erikson for identity development
Fri March 18	Lesson 13: Adolescence III Identity statuses, Marcia	Textbook chap. 11 pp. 446-449. Study the key terms of Marcia's theory on identity formation + <b>Journal 8</b>
<b>Week 11</b>		
Mo March 21	Review session	
Wed March 23	<b>Exam Unit 2</b> <b>40 multiple-choice-questions</b>	Chap.2 (partial), chap.5, chap. 6 (partial), chap. 14 (partial) and chap. 11 (partial). Concepts are given in the exam checklist on BB 3 note cards handwritten 3x5 i allowed.
	<b>Unit 3: A case study of violent behavior development in an adolescent: GHOSTS from the Nursery</b>	
Fri March 25	Lesson 1 Intro to Ghosts	Ghosts chap. 1 + 5 questions
<b>Week 12</b>		
Mo March 28	Neural Development I	Ghosts chap. 2 + 5 questions & reflections
Wed March 30	Lesson 2 Neural development II	
Fri April 1	Lesson 3 Neural development III	Ghosts chap. 3 + 5 Q &R
<b>Week 13</b>		

Mo April 5	Lesson 4 Neural development IV	Ghosts chap. 4 + 5 Q & R
Wed Apr 7	Lesson 5 Temperament I	
Fri Apr 9	Lesson 6 Temperament II	Ghosts chap. 5 + 5 Q & R

#### Week 14

Mo April	Lesson 7 Parenting style I	Ghosts chap. 6+ 5 Q & R
Wed Dec 1	Lesson 8 Parenting style II	
Fri Dec 3	Lesson 9 Attachment I	Ghosts chap. 7+ 5 Q & R

#### Week 15

Mo Dec 6	Lesson 10 Attachment II	Ghosts chap. 8+ 5 Q & R
Wed Dec 8	Lesson 11 Attachment III	

Fri Dec 10	<b>Review session</b>	Ghosts chap. 9 + Q & R
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Week 16	<b>Exam unit 3, 40 MCQ on slides unit 3 and chap.2 and 3 of Ghosts (neural development) non cumulative</b>	Same classroom Concepts are given in the exam checklist on BB 3 note cards handwritten 3x5 i allowed.  <b>Exam:</b> Wednesday April 27 10:00 to 11:50
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Grand Valley maintains a Religious Inclusion Policy (PC 9.6) that commits the university to accommodate religious and faith observances and holidays for students, faculty and staff members. Please let me know as soon as possible if I need to make arrangements.

#### Pandemic related information

##### Pandemic procedure:

- **In-class mask is compulsory, it must cover the nose.**
- **Self-assessment is required every day before first class of the day.**

- Fill in the self-assessment (link below) and it will flag you. Expect a phone call.
- <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>

### **Required Technology**

Besides Blackboard (Bb), you must also have access to the following:

- If you are not familiar with Blackboard: <https://www.gvsu.edu/elearn/help/blackboard-student-help-2.htm>
- 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>

### **Pdf, word**

- 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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\*\*\*\*\*HOW TO SUCCEED IN PSYCH 301\*\*\*\*\*

- **Study the concepts each week and read the examples from “How children develop” (on Bb).**
- **Come to class and answer the questions on Tophat!**

- **Apply the concepts in your journal.**
- **Take Good Notes:** Fill-out your slides with notes, and make note of examples. *Additional lecture notes will be essential when you study for the exams.*
- **Take notes on the video clips and review them as these will appear in the exams.**
- **Ask for Office Hours early.**
- **Come to or do the reviews.**
- **Take the extra credit opportunities offered.**
- **Catch up participation points if you missed a lecture.**
- **Read the book Ghosts from the Nursery and do the assignments.**
- **Create 3 well organized hand-written note cards for each exam.**

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## 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, instead you will write a journal on your own development or on the development 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.

## 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](mailto:mail.gvsu.edu) and [Blackboard](#) at: [mybb.gvsu.edu](http://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](http://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 the syllabus and in the Launchpad calendar.

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

There are [several available computer labs](https://gvsu.edu/it/lab-hours-66.htm) (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.

## University Policies

### Registrar - Last Day to Drop

Last day to drop with a “W” is **October 29**. Students must initiate drop through [Registrar](https://gvsu.edu/registrar/course-withdrawals-6.htm) (gvsu.edu/registrar/course-withdrawals-6.htm).

**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](https://gvsu.edu/dsr/) (gvsu.edu/dsr/) at 616.331.2490.

[Assistive technology computers](https://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](https://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://www.gvsu.edu/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 is 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.

*Quiet food* is ok.

Dr. Maouene | PSY 301 | Winter 2022

## 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](https://www.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](https://www.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 Your professor 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](https://www.gvsu.edu/it/helpdesk/) (gvsu.edu/it/helpdesk/); accessibility and [Disability Support Resources](https://www.gvsu.edu/dsr/) (gvsu.edu/dsr/).

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

**Meijer Writing Center:** To assist you with any writing project, at any stage of your writing process. The center's well-trained peer consultants can help you to brainstorm ideas, organize content, integrate research, polish a draft, and correctly document sources. Make an appointment or visit during drop-in hours. Visit <http://www.gvsu.edu/wc/> or Call 331-2922.

**SASC Tutoring Center:** Need help understanding your course content or writing a paper? Want to learn more efficient study strategies? SASC Tutoring Center can assist with most courses and academic writing assignments. Visit <http://www.gvsu.edu/tc/> for the most current information on services, hours, and locations.

## 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 email.

## Winter 2022 Academic Calendar [Download Calendar](#)

Event	Date
Registration Drop and Add	March 22 - January 14

Event	Date
Payment Deadline	December 17 by 5:00 pm
Classes Begin	January 10
Credit/No Credit Deadline	January 14 by 5:00 pm
Last Day to Add, Register, or Pay	January 14 by 5:00 pm
100% Tuition Refund Deadline	January 14 by 5:00 pm
Martin Luther King, Jr. Day Recess	January 17
75% Tuition Refund Deadline	February 4 by 5:00 pm
Mid-term Evaluations	February 21-25
Mid-term Grades Due from Faculty	March 1 by 12:00 pm
Mid-term Grades Available to Students	March 3
Spring Break	March 6-13
Withdraw with a "W" Grade Deadline	March 11 by 5:00 pm
Classes End	April 23
Examination Week	April 25-30
Commencement	April 29-30
Semester Ends	April 30
Grades Due from Faculty	May 3 by 12:00 pm
Grades Available to Students	May 5

The posted refund deadlines apply to courses that meet the entire semester/session. Classes that meet for only part of the session/semester have different refund deadlines. Those refund deadlines can be found by using the [searchable course schedule](#) or by contacting the Registrar's Office at (616) 331-3327 or email [regdept@gvsu.edu](mailto:regdept@gvsu.edu).

For any course, the credit/no credit deadline is the same as the 100% tuition refund deadline for that course.

Tuition refunds are based on the difference between the amount paid and the amount due for credits remaining after courses are dropped. The block tuition rate may result in a smaller or no refund being available for dropping a course. The [Tuition Refund Calculation page](#) has additional information and examples. Please contact the Registrar's Office for more information.

Visit our [calendars page](#) for past and future semester dates and a printer-friendly version of the registration calendar.

Grand Valley State University offers students the ability to take [15 credits for the same cost as 12 credits](#).

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