

PSY 301 CHILD DEVELOPMENT

Psychology 301.04; Winter 2019

Monday, Wednesday, Friday 11:00am to 11:50 am – Location: Au Sable Hall 2310

Course Syllabus

Instructor: Tessa M. Jordan, Ph.D.

Office Hours: Monday and Wednesday, 10:00 to 10:50am; 12:00-12:50pm or by appointment

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Please put “Psych 301” in the subject line of your email. I will do my best to respond to emails within 24 hours if they are received Monday-Friday. See me in person (e.g., during office hours) if you have any questions/concerns that may require a lengthy response.

- This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>
- This syllabus is subject to change. Changes (if any) will be announced in class.
- **Course Homepage:** BlackBoard; <http://mybb.gvsu.edu>
- **Text:** Santrock, J. W. (2018). *Children, 14th Edition*. McGraw Hill Publishers
- **Prerequisite:** An introductory psychology course (Psych 101 or the equivalent), or HNR 234.

COURSE STRUCTURE

This course provides an overview of the theories, methods and phenomena of child psychology. We begin with an introduction to the study of human development, followed by discussion of prenatal development and the neonate and then proceed to cover the domains of physical, emotional, social and cognitive development that take place over the course of infancy and childhood. The approach to the course topics is scientific, with an emphasis on 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. The class format is predominantly lecture-based, but questions/comments are encouraged. You are responsible for text material in addition to lecture material, but lecture material will be the primary focus in each of your exams.

COURSE 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 knowledge regarding child development to both observations of children and to interactions with children.

COURSE REQUIREMENTS

Exams: Three exams will be given covering material presented in the lectures and text. Be advised that you are responsible for material that will be presented **ONLY** in class and **ONLY** in the text. Lecture material will make up approximately 85% of each exam and textbook material make up approximately 15% of each exam. All of the exams are *noncumulative*. Exams will consist of objective questions in multiple choice format. Each exam is worth **45** points.

Make up exams: Occasionally there are legitimate reasons for missing an exam. I will, however, allow you to take a make-up exam ONLY if you inform me 48 hours in advance that you will have to miss the exam. If you become extremely sick or encounter some other emergency on the day of the exam, I must be notified by email within 12 hours of the scheduled exam time and you will need to show some verification (e.g., a note from your physician, an accident report, etc.).
Missed exams or failure to comply with these policies will result in a zero on the exam.

Observation Project: The study of developmental psychology is greatly enhanced by the opportunity to observe actual children and conduct informal research. Therefore, you will have the opportunity to complete assessments with a child (5 to 15 years old) and write an observation paper. More information regarding this project will be discussed in class and posted on Blackboard. The entire Observation Project is worth **80** points. Transcript, consent form, photos and testing material are due at the start of class on **March 11th** (turn in printed copies). The Final Paper is due by **11:59pm** on Wednesday, **April 12th** (posted on BlackBoard). Please note: Late papers will NOT be accepted and will receive a 0.

In-class assignments: You will have the opportunity to complete 6 in-class writing assignments throughout the semester, each worth 5 points. These will be “pop” writing assignments—advanced notice will not be provided. *Your lowest score on one in-class assignment will be dropped from your final grade.* To receive credit, you must be in class and turn in your writing assignment at the end of class. *Make-up opportunities for in-class assignments will not be granted regardless of reason for missing the assignment*

Grading: Each exam is worth 45 points (3X45=135), the Observation Project is worth 80 points, and each in-class writing assignment is worth 5 points (5X5=25). Thus, the total number of points for the class is **240**. Make-up exams will also be worth 45 points. ***Grades will not be curved.*** Your final grade, therefore, will consist of your three exam scores, your scores from the Observation Project and 5 in-class writing assignments.

Grading Scale:

<u>Your Total Points</u>	<u>Letter Grade</u>	<u>Your Total Points</u>	<u>Letter Grade</u>
225-240	A	184-190	C+
215-224	A-	174-183	C
208-214	B+	168-173	C-
199-207	B	161-167	D+
191-198	B-	144-160	D
		143 and below	F

****If your grade is at the .5 mark, I will round up (i.e., 198.5 will be rounded up to 199). I will not adjust your grade in any other way. Please do not ask at the end of the semester.**

*****HOW TO SUCCEED IN PSYCH 301:*****

- **Read!** Read the chapter associated with each lecture *before* the lecture is given. This will provide you with a broader context for understanding the material presented in class.
- **Attend Each Class!** Missing class will substantially lower your grade in the course.
- **Take Good Notes:** Fill-out your Lecture Outline, take additional notes and make note of examples given in class. The Lecture Outlines are intended as a guide only. *Filled-in Lecture Outlines alone will not provide you with all the necessary material to succeed in this course. Additional lecture notes will be essential when you study for the exams.*
- **Prepare for Exams** well in advance. You should re-read your lecture notes each day after class and review material often. If you wait until the last minute to begin preparing for an exam, you are unlikely to perform as well.
- **Come to Office Hours** (or make an appointment to meet with me) if you need to discuss anything pertaining to this course.

COURSE POLICIES

Accommodation of Learning Disabilities/Special Needs: Disability: If you have a learning, physical or other disability that would impact your ability to master the material in this course and/or take the exams as described above, please contact GVSU's Disability Support Services (DSS) at 616-331-2490 or <http://www.gvsu.edu/dsr/> to arrange for special accommodations. Furthermore, if you have a physical disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so we can develop a plan to assist you.

Withdrawal: In accordance with University regulations, students withdrawing by the fourth week (see Registrar for exact date) will be assigned a grade of W (withdrawal). Students withdrawing after the deadline to withdraw will be assigned a letter grade based on their performance in the class. *Note: It is your responsibility to drop yourself from this class.*

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.

Integrity of Scholarship and Grades: All academic work will be done by the student to whom it was assigned. Anyone caught cheating (e.g., procuring, providing or accepting any materials which contain questions or answers to any exam or assignment, submitting work that has been previously graded) or plagiarizing (taking ideas or material from another source for either written or oral presentation without acknowledging the original source) will be dropped from the course, given an F, and referred to the University for further action. Cheating is a serious violation of academic integrity. For more information on academic honesty please see the GVSU student code.

In-Class Behavior: It is very important to minimize disruptions and to show respect and consideration for other students as well as the academic process. For this reason, please get to class on time, and once the lecture starts, please refrain from talking, texting, reading, or sleeping. When you come to class, please be prepared to actively listen and take notes. If you need to leave class early, please sit near an exit and leave quietly.

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.

Fire:

In the event of a fire, immediately proceed to the nearest exit during a fire alarm. Do not use elevators.

COURSE SCHEDULE IS SUBJECT TO CHANGE

Date	Lecture #	Lecture Topic	Textbook Reading
Week 1	Syllabus		
	Lecture 1a	Introduction to Developmental Science	2-15
Week 2	Lecture 1b	Research Methods	26-35
Week 2	Jan 16th	Discuss Observation Project / How to Conduct Assessment	
Week 2	Lecture 2	Prenatal Development	72-95
Week 3	<i>Jan 2st</i>	<i>M.L.K Day- No Class</i>	
Week 3	Lecture 3	The role of Genes & Environment in Development	44-53
Week 4	Lecture 3	Role of Genes and Env continued - Behavior Genetics	63-68
Week 4	Lecture 4	Brain Development in Infancy	120-128
Week 4	Lecture 5	Motor Development in Infancy	135-142
Week 5	Lecture 6	Perceptual Development in Infancy	142-151
Week 5	Lecture 6	Perceptual Development in Infancy Continued	142-151
Monday, February 11th		Exam 1	
Week 6	Lecture 7	Emotional Development in Infancy	189-200
Week 7	Lecture 7	Emotional Development in Infancy Continued	202-208
Week 8	Lecture 8	Emotional Development in Early Childhood	277-282
Week 8	Lecture 9	Self-Awareness & Self Concept Development	380-384
Week 8	Lecture 10	Theory of Mind	258-261
<i>Week 9</i>	<i>March 4-8th</i>	<i>SPRING BREAK - No Class</i>	
Week 10	March 11th	Transcripts, Consent, Photo and Testing Materials Due	
Week 10	Lecture 11	Moral Reasoning Development	283-285; 389-392
Week 11	Lecture 12	Gender Development	286-288; 393-397
Friday, March 22nd		Exam 2	
Week 12	March 25th	Discuss Observation Paper	
Week 12	Lecture 13a	Cognitive Development in Infancy	156-169
Week 13	Lecture 13b	Cognitive Development in Early Childhood	244-249
Week 13	Lecture 13c	Cognitive Dev in Middle Childhood & Adolescence	342-352
Week 14	Lecture 14	Sociocultural Theory of Cognitive Development	249-252
Week 14	Lecture 15	Information Processing Theory of Cognitive Dev	535-258
Friday, April 12th		Observation Paper Due by 11:59pm	
Week 15	Lecture 16a	Language Development in Infancy	173-182
Week 15	Lecture 16b	Language Development in Early Childhood	262-265
Wed.	April 24th	Exam 3: April 24th at 10:00am	