

## SYLLABUS

### Child Development

PSY 301 (Section 05) (CRN 16051) Tuesday and Thursday 11:30-12:45pm  
Lake Huron Hall Room 142

PSY 301 (Section 12) (CRN 24994) Tuesday and Thursday 10-11:15pm  
Lake Superior Hall Room 174

Fall 2016

Grand Valley State University

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Instructor: Kasey Magnuson

Telephone: #616.443.7150 (cell) Department Office #616.331.2195

Email Address: magnusok@gvsu.edu (preferred method of contact)

Office Hours: By appointment

### Instructor's Background

Education: BS Criminal Justice (GVSU)

MA Counselling Psychology (WMU)

### Required Text

Author: Levine, Laura E. (Ellen) Child Development from Infancy to Adolescence: An Active Learning Approach ISBN: 9781452288819 Publisher: SAGE Publications, Incorporated

### Course Objectives (Prerequisite is Psychology 101)

This course is designed to provide students with a broad survey of research and theories in child development from conception through adolescence. Developmental trends in the areas of physical, cognitive, and social/emotional development will be discussed. Students will learn about current knowledge in child development, research findings, theoretical explanations for observed trends, practical applications of material, and traditional as well as current issues in the field.

### Course Overview

I strongly believe that we learn better when we are active and engaged. Therefore, I have designed this course based on a mixed-methods format. This means that I will use in-class activities, demonstrations, video clips, and photos of my adorable children to supplement lecture and the readings. There will be lecture, but it is important that you come to class prepared to participate in class discussions and activities. 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. We will be using Blackboard extensively for quizzes, assignments, and communicating important updates, changes and other information.

### Attendance/Assignment Policy

I will not check attendance but I expect you to attend all class meetings. You are responsible for all class related information (i.e., changes in class schedule or homework assignments). Absences must be excused **BEFORE** due dates/exam dates. If you miss an exam, you must notify me within 24 hours and you will make up the exam with all essay questions. You **MUST** notify me though within that time period or you will not be allowed to make it up

## Readings

You are responsible for all assigned readings. This means you need to read and study the entire chapter (s) assigned. While I certainly will emphasize some material as being more important, it is all fair game for exams. There will be a good deal of text material that I do not cover in class that will be tested on exams. I do not provide study/review sheets for exams.

## Writing Center

<http://www.gvsu.edu/wc/syllabus-blurb-8.htm>

**Communication with Classmates:** You are encouraged to challenge each other's (and my) ideas as long as it is done in a respectful manner (i.e. challenging IDEAS, not PERSONALITIES). Because of the lack of non-verbal clues, the written word can be misconstrued. If you feel you have been insulted or treated disrespectfully by a classmate, do not respond in anger. First, give the person the benefit of the doubt and ask what he or she meant by the comment.

## Course Structure and Requirements

Classroom work will be both lecture and discussion. Specific readings will be assigned each week and should be read prior to class. Lectures will often cover material not in the readings. Participation in class discussion is expected.

Exam 1 – 80 points  
Exam 2 – 80 points  
Exam 3 - 80 points  
Exam 4 - 80 points  
Exam 5 - 80 points  
CAP-200 points  
CAP Presentation – 100 points  
Chapter quizzes – 150 points  
Response papers for Children's visit – 20 points  
Cumulative Exam – 150 points  
Total-1020 points

## Grading

The maximum points a student can earn are 1000. The final grade will be determined by taking the total cumulative points and dividing by 100. This will provide a statistical average and the students' final letter grade will be determined by the following formula:

A 93-100%  
A- 90-92%  
B+ 87-89%  
B 83-86%  
B- 80-82%  
C+ 77-79%  
C 73-76%  
C- 70-72%  
D+ 66-69 %  
D 61-65%  
E 60% or lower

## Course Assignments/Exams

- A. There will be five exams worth 80 points each which will include questions from the textbook and lecture material. Exams will consist of 80 multiple choice and true/false questions. Each exam will cover approximately 2 or 3 chapters of material. If you miss an exam, you must notify me within 24 hours and you will make up the exam with all essay questions. You **MUST** notify me though within that time period or you will not be allowed to make it up.
- B. You will have a cumulative final exam consisting of 15 essay questions. **NO MAKE-UP ON THE FINAL EXAM. YOU MUST MAKE PRIOR ARRANGEMENTS WITH THE INSTRUCTOR TO TAKE THE FINAL EARLY.**
- C. **Chapter Quizzes:** There will be chapter quizzes (online), with 10 questions. **YOU MUST BRING A LAPTOP ON THOSE DAYS TO TAKE THE QUIZ.** If you fail to bring a laptop, then you choose to take a zero on that quiz. The quizzes are only accepted if you are present in class. If you are not in class, your quiz will not be accepted. You will have 15 minutes to take this chapter quiz. Because of the difficulty of the subjects, chapter quizzes may provide a better learning experience and overall retention of material. These quizzes will include multiple choice questions from the textbook and lecture material. Please note that in class some of the material may not be covered because of time, therefore it is the student's responsibility to study each chapter and get notes from classmates if class is missed. **If you miss a quiz, you cannot make it up. I drop two quiz grades, so missing one or two will not hurt your score.**
- D. **Response papers for children visits:** write 2 full pages for EACH visit. Please see blackboard under "Response Papers" for further instructions.
- E. **Observation/CAP Project and Presentation**
  - a. Child Assessment Project (CAP) - The child assessment project is an opportunity for you to investigate children's behavior first hand. The study of developmental psychology is greatly enhanced by the opportunity to observe actual children and conduct research. Therefore, there is an outside observation project required for PSY 301. There will be two settings for these observations: an elementary school classroom **AND/OR** a preschool/daycare classroom. It is required that three two hour observations be conducted in a setting, for a total of 6 hours of observing. You can do this over one day, two days or three days. Please go to Blackboard for this course and print off the instruction sheet which explains the information you need **BEFORE** you begin your observation. **These papers will be submitted via blackboard.**
  - b. The child assessment paper should be typed, double spaced, font size 12, 1 inch margins, and approximately 8-10 pages. These observations will integrate the concepts and demonstrate how they can be applied in specific settings. You will observe several abilities, skills, capacities of a child (between the ages of 4-12 years) in various areas of development, and write a paper.
  - c. You will create a poster, powerpoint, prezzi, or some type of visual aid to explain what you learned in your observations (s). Your visual aid must compare and contrast your observations. The order of these presentations will be determined at the beginning of the course and can change. These need to be approximately 5 minutes.

## Plagiarism/Academic Dishonesty

Please refer to Grand Valley Student Code, Sections 223.00 and 223.01, which states that "...offering work of someone else as one's own is plagiarism." This includes "...Isolated sentences, or paragraphs to entire passages...or the writings of other students." Cases of plagiarism or other violations of academic integrity will result in a score of zero on the assignment and may also result in a failing grade in the course. Violations of academic integrity are reported to the Dean of Students Office." You are responsible for making yourself aware of and for understanding the policies and procedures that pertain to academic integrity. If you are uncertain about such an issue prior to

submission of an assignment, project, or test, please see your instructor to eliminate that uncertainty.

### **Academic Integrity**

You received a Student Code when you entered GVSU, which contains very strict policies for academic integrity and honesty. This includes policies on what constitutes cheating and plagiarism. I have no tolerance for either, so familiarize yourself with the policies if needed. Ignorance is not an excuse. It is really rather simple. If you are using someone else's work or ideas and are not giving them credit, that would be a no-no. On a paper it would be plagiarism, on an exam (looking at their answers) it would be cheating. Cases of plagiarism or other violations of academic integrity will result in a score of zero on the assignment and may also result in a failing grade in the course. Violations of academic integrity are reported to the Dean of Students Office.

### **Disabilities Support Resources**

Any student who requires accommodation because of a physical or learning disability must contact Disability Support Resources (<http://www.gvsu.edu/dss>) at 616-331-2490 as soon as possible. After you have documented your disability, please make an appointment or see me to discuss your specific needs. If you have a disability and might need assistance evacuating the classroom in an emergency, please contact the instructor so she can develop a plan to assist you.

### **University Counseling Center**

The University Counseling Center (UCC) provides personal, career, and group counseling to GVSU students free of charge. 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)

### **Blackboard Website**

This course has a BB website on the GVSU homepages. Your assignments and all the information necessary for the course are posted there. All students are responsible for accessing this site and obtaining the needed information. You should check this site at least once a day. It can be accessed from any computer on the GVSU campus or from any computer off campus by logging on to the GVSU homepage. This site is accessible from the section headed "My Blackboard" which is shown on the initial screen. After logging into that site, you will automatically access all those courses in which you are enrolled for the current semester. You will not have access to courses which you are not enrolled. All of the information needed to conduct the observations is listed on this site. I will also post grades, announcements, assignments, power point slides and other course information on the blackboard site for this class. Make sure you have access. Contact the help desk if you need assistance.

## Required Readings and Assigned Class Dates

Week of:	Topics	Readings
<i>Week One</i>		
August 30	Introduction to class	Ch 1
September 1	Chapter 1 Issues in Child Development Chapter 1 quiz (10) online, bring laptop to take it	Ch 2
<i>Week Two</i>		
September 6	No class!	
September 8	Chapter 2 Theory and Research in Development Chapter 2 quiz (10) online, bring laptop to take it	
<i>Week Three</i>		
September 13	Chapter 4 Prenatal Development, Birth and the Newborn Chapter 4 quiz (10) online, bring laptop to take it	Ch 4
September 15	Chapter 4 Prenatal Development, Birth and the Newborn	
<i>Week Four</i>		
September 20	EXAM ONE (Chapters 1, 2 and 4) (80)	Ch 5
September 22	Chapter 5, Physical Development in Infancy and Toddlerhood Chapter 5 quiz (10) online, bring laptop to take it	Ch 6
<i>Week Five</i>		
September 27	Chapter 5, Physical Development in Infancy and Toddlerhood Chapter 6, Cognitive Development in Infancy and Toddlerhood	
September 29	Chapter 6, Cognitive Development in Infancy and Toddlerhood Chapter 6 quiz (10) online, bring laptop to take it HARPER VISITING	Ch 7
<i>Week Six</i>		
October 4	Chapter 7, Social and Emotional Development in Infancy and Toddlerhood Chapter 7 quiz (10) online, bring laptop to take it Response paper for Harper due (10)	
October 6	EXAM TWO (Chapters 5, 6, and 7) (80)	Ch 8
<i>Week Seven</i>		
October 11	Chapter 8, Physical Development in Early Childhood Chapter 8 quiz (10) online, bring laptop to take it	Ch 9
October 13	Chapter 9, Cognitive Development in Early Childhood Chapter 9 quiz (10) online, bring laptop to take it	Ch 10
<i>Week Eight</i>		
October 18	Chapter 10, Social and Emotional Development in Early Childhood Chapter 10 quiz (10) online, bring laptop to take it ELIJAH VISITING	
October 20	EXAM THREE (Chapters 8, 9 and 10) (80)	Ch 11

<i>Week Nine</i>		
October 25	Chapter 11, Physical Development in Middle Childhood Chapter 11 quiz (10) online, bring laptop to take it Response paper for Elijah due (10)	Ch 12
October 27	Chapter 12, Cognitive Development in Middle Childhood Chapter 12 quiz (10) online, bring laptop to take it	Ch 13
<i>Week Ten</i>		
November 1	Chapter 13, Social and Emotional Development in Early Childhood Chapter 13 quiz (10) online, bring laptop to take it	
November 3	EXAM FOUR (Chapters 11, 12, and 13) (80)	Ch 14
<i>Week Eleven</i>		
November 8	Chapter 14, Physical Development in Adolescence Chapter 14 quiz (10) online, bring laptop to take it	Ch 15
November 10	Chapter 15, Cognitive Development in Adolescence Chapter 15 quiz (10) online, bring laptop to take it Observation/CAP project due by 11:59pm (200)	Ch 16
<i>Week Twelve</i>		
November 15	Chapter 16, Social and Emotional Development in Adolescence Chapter 16 quiz (10) online, bring laptop to take it	
November 17	EXAM FIVE (Chapters 14, 15, and 16) (80)	
<i>Week Thirteen</i>		
November 22	CAP Presentations (about 10 people per day) (100)	
November 24	No class!!	
<i>Week Fourteen</i>		
November 29	CAP Presentations	
December 1	CAP Presentations	
<i>Week Fifteen</i>		
December 6	CAP Presentations	
December 8	CAP Presentations and questions for final exam	
<i>Week Sixteen</i>		
Finals week	Final Exam (10:00am class is on Wednesday, December 14th at 8:00-9:50am) (150) (Essay Exam) Final Exam (11:30am class is on Wednesday, December 14th at 12:00-1:50pm) (150) (Essay Exam)	

*Over the course of the semester students will be provided with information on the meaning and value of theories, specifically focusing on theories of human development. They will also study how theories and research play a reciprocal role into the development of knowledge. They will be given the latest information on growth and development from conception through adolescence with special focus on how aberrations in development-especially those caused by teratogens in the environment can have both short and long term effects on student behavior and learning. The most current information about cognitive development, social and emotional development including self regulation and motivation, interpersonal social behaviors typical of children at the various ages and explore ways to deal with inappropriate behaviors. Learning theory in relation to behavioral management is taught in Introductory Psychology and reviewed in this class. Deviations from the norm in terms of learning differences/deficits are addressed as well as some markers that might suggest a child be referred for further testing are also covered in this course. The expected norms for various aspects of development as well as their influence of cultural differences on these norms also receive substantial attention in this course.*

### **Final Notes**

This course is intended to examine critical issues in child development and may include controversial or uncomfortable subjects. Please respect your fellow students (and the instructor) and use this class as an opportunity to explore these issues in a safe environment.

-Please follow email etiquette when contacting instructor: watch spelling and grammar, please allow for brief answers (about one paragraph), and please be respectful in correspondence.

-This syllabus is a frame of reference and your instructor has the discretion to deviate from it when it is in the best interest of the class. Any major changes will be announced in class and on BlackBoard.

-Please turn off all cell phones or other devices that will distract other students. Cell phones cannot be on or out during exams. If I see a cell phone, you will receive a zero on the exam. Do not take or make calls in class! I may ask you to leave if I see you using cell phone or other device in class.

**If you decide not to finish this class for any reason, you need to notify the records office in writing by filing a drop form or online. This does not require the instructor's signature. For your protection, also notify the instructor in writing that you have dropped your class. Keep your own copy of the drop slip in a safe place until after you receive your final grades for the semester.**

\*Students take this course for many reasons. Some are taking the course as a requirement for admission to the College of Education. This course supports the vision, mission, and values of the COE, which include: Vision-We envision our future as a community of educators who promote teaching excellence, active scholarship, and social responsibility. Mission-We develop quality educators to teach, lead, and serve in local and world communities. Values-We promote inquiry, ethics, collaboration, and decision making.

Fire: Immediately proceed to the nearest exit during a fire alarm. Do not use elevators.