Child Development – PSY 301 – Section 5
Mondays, Wednesdays & Fridays 8:00-8:50am – LOH 174
Grand Valley State University
Department of Psychology
Winter 2014

Instructor: Dr. Zachary B. Beckstead
Summer Office: 2127 ASH
Email: beckstez@gvsu.edu
Office Hours: MW 3:00 – 4:00pm; or email for appointment

Required Textbook:
ISBN: 9781429217903

Prerequisite:
PSY 101 or PSY 201 or HNR 234
(minimum grade of D)

*This syllabus and schedule are subject to change. Changes will be announced in class. Students are responsible for keeping informed of any such notices.

Course Description (from catalogue): Explores the development of the child from conception to adolescence in the home, school, and society. Interactions among physical, cognitive, personality, and social developments are considered. Practical implications for child development of theories and research on these topics will be emphasized.

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.

Course Objectives: By the end of the semester, students should be able to:

1) demonstrate an understanding of the science of Developmental Psychology, including basic terminology and theoretical knowledge of the field
2) explain that knowledge is generated in the field of Developmental Psychology through the scientific method and the interpretation and evaluation of empirical data and developing theory
3) think critically about age-related changes in children’s physical characteristics, social behaviors, and cognition by analyzing assumptions and biases, and through considering alternative explanations
4) apply knowledge regarding Developmental Psychology to both observations of children and to interactions with children

Class Etiquette

Classroom Behavior and Etiquette Policy: Both instructors and students have the responsibility to ensure that the classroom provides and optimal environment for learning. Behavior that violates this responsibility includes (but is not limited to):

- Come to class on time.
- Texting, playing games, and taking selfies during class.
- Using a laptop computer for any other purposes besides taking notes for this class.
- Sleeping during this class.
- Reading material unrelated to this course during class sessions.
- Talking to other students except when invited to do so by the instructor as part of a class discussion or exercise.

I want you to feel comfortable to voice your questions, concerns and experiences! Everyone should feel welcome and respected in our class. Please keep your comments, opinions, and questions respectful and be sensitive to issues of race (i.e., no racist comments), sexual orientation (i.e., no homophobic comments), gender (i.e., no sexist comments) and religion (i.e., no derisive comments about believers or non-believers).
**Important GVSU Resources**

**Disability Support Resources:** If you need academic accommodations because of a learning, physical, or other disability, please contact Disability Support Resources at 331-2490. 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 I 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

**Course Requirements**

**Quizzes:** There will be around 10 quizzes during the semester. Each quiz will contain ten questions, each question worth .5 points. Dates for these quizzes are indicated on the class schedule (last page of the syllabus). The quizzes will be available on Blackboard for up to five days and can be taken twice, the highest score being recorded. **There will be no make-up quizzes.** Quizzes are “open-book” and you will have 20 minutes to complete the quiz.

The quizzes are designed to help you review the material from the textbook and lecture. While you can certainly look these answers up online, it will be most helpful if you use the quizzes as an opportunity to learn and not just “earn points.”

**Midterm Exams:** Each student will take three examinations (two mid-term exams and a non-comprehensive final). Dates for these exams are indicated on the class schedule (last page of the syllabus). All exams are closed book and 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 (and proper documentation).

The final exam is non-cumulative and will include questions from groups based on their research topic and results from their project. Prior to the presentations, each observation group will submit 10 questions to me for possible inclusion on the exam and will also submit these to the class via Blackboard. Out of these questions, I will choose 5 from each group to include on the final exam as well as 10 additional questions written by me.

**Group Activities:** The class will be randomly divided into 10 activity groups (see topics listed on the class schedule). Based on the assigned topic, each group will work together to design a brief 7-10 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 during office hours to discuss your ideas before presentation to the class. You are required to turn in a typed description of your group activity the day of your presentation.**

**Debates:** During the semester, there will also be a series of debates on important and often contentious topics in child development. Groups will be created and each group will present research and arguments supporting one side of the debate. After presenting their positions, and presenting official rebuttals, the class will open up to a full discussion. Specific directions for these debates will be posted on Blackboard and discussed in class.

**In-Class Activities and Assignments:** We will occasionally have activities and assignments that will be completed in class. The activities and assignments may vary from reactions to something we read or watch to reports of group discussion about class topics. The purpose of these exercises is to facilitate learning and discussion of class topics. **Credit for these exercises cannot be made up. If you are not present for any reason other than a university sponsored event, you will not be able to earn credit for the missed exercise.**

**Observation Project:** 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. Details for completing the Observation Project will be available on Blackboard. **Each student is required to complete:**

1 observation of a **younger** child (between 5 and 7 years) and 1 observation of an **older** child (between 9 and 11 years)
**Course Policies**

**Electronic devices:** Use of computers in class is permitted only for taking notes. Cell phones need to be kept in your pocket, backpack or purse. Unless authorized by me, phone and internet activity is not permitted since it is distracting to other students and is disrespectful. Unless authorized by me, any audio/visual recordings during class are not permitted.

[Texting, using your computer or cell phone to browse the web and play games is very obvious to the instructor. Very obvious. Really, really obvious.]

**Attendance:** I will not take attendance; however it is a really good idea to come to class regularly. We will occasionally have in class activities or demonstrations that will count for credit. You have to be present to get the credit for these activities. Also, I will lecture on material not covered in your textbook, your friends might take bad notes (or no notes), we will also watch films, brief clips, and have class discussions that expand class topics. **You can expect tests to cover your textbook, lecture, and anything else that we do in class.** I also enjoy seeing your smiling faces.

**Important:** If attendance drops, if students use their laptops inappropriately or if students use their cell phones to text or play games, I will take this as a signal that students want to be challenged more and I will increase the difficulty of the exams. Additionally, students who engage in these activities may notice a drop in grade.

**Lecture Slides:** I will provide slides of the lectures prior to class. I will try to have them up on Blackboard at least one hour before the class begins. These are intended to allow you to focus on lecture, participate, and take additional notes that are not on the PowerPoint. Since I am constantly adding, deleting slides or text from these PowerPoint slides, it is important that you show up to class and not rely too heavily on the outlines.

**Academic Integrity:** 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 dishonest behavior. **No matter how mild or severe the cheating, it is entirely unacceptable, and I will enforce the current policies to the fullest extent.**
### Grade Evaluation

<table>
<thead>
<tr>
<th>Student Assessment</th>
<th>Points Possible:</th>
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<tr>
<td>Quizzes (10 points each)</td>
<td>50</td>
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<tr>
<td>Exams</td>
<td>300</td>
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<td>Debate</td>
<td>50</td>
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<td>Group Activity</td>
<td>20</td>
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<td>Observational Project</td>
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<td>Data Collection</td>
<td>25</td>
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<td>Presentation</td>
<td>75</td>
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<td>In-Class Activities</td>
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<td><strong>Total Points Earned</strong></td>
<td>~550</td>
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### Tentative Schedule of Topic

#### Readings

- **(to be completed before class)**

#### Lectures

1. **Introduction to Class**
   - **Why Study Children?**
   - **Historical Overview**

2. **Prenatal Childbirth and Newborn**

3. **Martin Luther King Jr. Day – No Classes**
   - **Nature and Nurture**
   - **Brain & Body**

4. **Piaget Other Theories of Cog. Dev.**

5. **Midterm Exam #1 (Chapters 1-4)**
   - **Communicative Behaviors**

6. **Intelligence & Testing Influences & Achievement**
   - **Debate Day (#1)**

7. **Psychoanalytic & Learning Social Cognition & Ecological Observation Data Due (10/17)**

8. **Emotions & Regulation Influences & Understanding**
   - **Emotion Regulation**

9. **Spring Break – No Classes**

10. **Attachment Self-Identity Debate Day (#2)**

11. **Midterm Exam #2 (Chapters**

#### Group Activities

- **Group: Piaget**
- **Group: Vygotsky**
- **Group: Erikson**
- **Group: Bronfenbrenner**
- **Group: Harlow**
- **Group: Marcia**

#### Quizzes

- Quiz #1
- Quiz #2
- Quiz #3
- Quiz #4
- Quiz #5
- Quiz #6
- Quiz #7
- No Quiz
- No Quiz
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<tr>
<th>Date</th>
<th>Ch.</th>
<th>Title</th>
<th>Group</th>
<th>Quiz</th>
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<tbody>
<tr>
<td>3/18 – 3/20</td>
<td>Ch. 12</td>
<td><strong>6, 8-11)</strong> Role of Family &amp; Socialization</td>
<td><strong>Baumrind</strong></td>
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<tr>
<td>3/23 – 3/25</td>
<td>Ch. 13</td>
<td>Effects of Familial Change &amp; Friendship &amp; Peer Groups</td>
<td><strong>Socioeconomic Status</strong></td>
<td>#8</td>
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<td>3/27</td>
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<td><em>Debate Day (#3)</em></td>
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<td>3/30 – 4/3</td>
<td>Ch. 14</td>
<td>Morality &amp; Antisocial Behavior</td>
<td><strong>Kohlberg</strong></td>
<td>#9</td>
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<td>4/6 – 4/10</td>
<td>Ch. 15</td>
<td>Gender Development</td>
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<td>#10</td>
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<td>4/13 – 4/15</td>
<td>Ch. 16</td>
<td>Return to Themes Cont’d: Watch Boyhood</td>
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<td>4/17</td>
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<td><em>Exam #3 (Chapters 12 – 15)</em></td>
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<td>4/20 – 4/24</td>
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<td>Finals: Presentations!!!</td>
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