

GRAND VALLEY STATE UNIVERSITY

Child Development – PSY 301, Section 5, noon

Instructor

Josita Maouene
Associate Professor
Office AuSable Hall, room 2213

Class Times and Location
Mo, Wed, Fri: noon to 1:50 pm
AuSable HALL 2130

Email: maouenej@gvsu.edu

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

Office Phone: 616-331-3369

OFFICE HOURS:

Drop in MWF 11 to 11:50am or by appointment

For virtual via Collaborate Ultra

email me first!

Virtual office hours are held on Blackboard. In the content area under COMMUNICATION, you will find the link. **The supported browser is chrome.** Instructions how to get there are provided on BB under **Instructor information** that reads:

There is a menu item labeled, “Virtual Office Hours”. You’ll click on that menu item, then select “Virtual Office Hours” and then “join session” and select “join from browser”.

Blackboard Course site: mybb.gvsu.edu

Blackboard Student Mobile App: 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 the 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 applying theoretical concepts about cognitive and social development in your tutoring project.

Offered Fall and Winter semesters. PSY 101 prerequisite.

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>

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

- **Read!** Read the chapter associated with each lecture. This will provide you with a broader context and **examples** for understanding the material presented in lectures and slides. Approximately 15% of the exam questions are from the ebook.
- **Do the work! Each week, keep to the reading and the drilling in launchpad!**
- **Take Good Notes:** Fill-out your Lecture Outline, take additional notes and make note of examples. 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.*
- **Review the video clips notes as these will appear in the exams.**
- **Use the on-line flashcards that come with *launchpad*, add an example**
- **Review your Learning curves in launchpad before the exams!**
- **Ask for Office Hours early !**
- **Come to the review sessions!**
- **Do the guided essays for extra credit points!**
- **Create 3 well organized hand written note cards for each exam!**
- **Create 10 well organized hand written note cards for the quiz on GHOSTS!**

Objectives

- 1) Demonstrate an understanding of the basic concepts and theoretical paradigms that direct the field of Developmental Psychology [Bloom's typology: level 1 and 2: memorize and understand]
- 2) Describe, and think critically about, changes within the developing person from conception to adolescence. [Bloom's typology: level 2 and level 5: understand and evaluate]
- 3) Discuss both traditional and current explanations for trends in children's physical, cognitive, and social/emotional growth [Bloom's typology: level 1, 2, 5: memorize, understand and evaluate]
- 4) Understand the scientific method and apply it to the understanding of child behavior and development. [Bloom's typology: level 1, 2, 3, 4: memorize, understand, apply and analyze]
- 5) Apply and create knowledge regarding child development to both observations of children and to interactions with children. [Bloom's typology: level 1, 2, 3, 4, 5, 6: memorize, understand, apply, analyze, evaluate, create].

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

Ebook + Launchpad

Textbook is **an ebook** (Six-Months Access) entitled "How Children Develop" (2017) by Siegler, Saffran, Eisenberg, Deloache, Gershoff, & Campbell, Worth, **Fifth Edition**. **As is the additional software called Launchpad**, a portal that accompanies the ebook, with reading questions, summaries and flashcards, for test preparation.

- Go to <http://www.macmillanhighered.com/launchpad/siegler5e/9805032>
- So your class ID is **9805032**
- Bookmark the page to make it easy to return to (although note that the URL will look different due to security measures).
- Enroll in this course using one of the following options:

If you have an access code (from the bookstore), select "I have a student access code", enter the code exactly as it appears on the card, and click Submit. If you don't have an access code, either purchase a text package that includes one OR click "I want to purchase access" and follow the instructions. If you need to start working but can't purchase right away, select "I want temporary access" and follow the instructions.
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- You can use these for free for a 20-day grace period. It will keep all you have done in terms of activities during these 20 days.**
 Please note: Your grades are linked to your Launchpad account username (email address). If you use temporary access, make sure you purchase or register your code using the same email address for your paid access.
 If you have problems registering, purchasing, or logging in, please [contact Customer Support](#).
 You can reach a representative 7 days a week:
 - through the online form
 - by chat
 - by phone at (800) 936-6899
- A direct link to the ebook and launchpad for learning curve and chapter materials in the menu on the left is available in blackboard entitled "READINGS AND LEARNIN CURVES LAUNCHPAD".

TOPHAT

3. TOPHAT will be used for **activities and interactive polling and exams** : the access is direct through <https://tophat.com/> (36\$) **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 course url is: <https://app.tophat.com/e/787338/>

Join Code: **787338**

Beware that the grace period here is 7 days!

We will start using both Launchpad and Tophat the first day of class !

GHOSTS FROM THE NURSERY, book

- 4. Karr-Morse, R. & Wiley, M. S. (**2nd edition 2013**, NOT FIRST edition!!!). Ghosts in the Nursery: Tracing the roots of violence. Atlantic Monthly Press.

- Index cards 3 by 5 inches

SPECIFICS TO THE DELIVERY OF THE COURSE

Methods of Instruction: Instructional strategies will include interactive slides with polling through TOPHAT, Support to ebook reading with quizzes in LAUNCHPAD with Learning Curve, interactive videoclips, an individual project on tutoring a child, 3 guided essays and 2 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. I'll also expect they will cheer you up when needed and make sure you reach your main goal for this course.

- There will be a mini orientation screen tour of our course in blackboard if you click the [BEGIN HERE](#) link.
- There will be a mini orientation tour of the tutoring project in blackboard if you click the [TUTORING PROJECT](#) link.
- 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 <http://www.gvsu.edu/it/softwarehardware-discounts-31.htm>. Contact me if you have any questions or concerns.

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 weekend, 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.
- 3. Please consider the **Three Before Me rule**, where before emailing me concerning technical questions or other class logistics (due dates, assignment clarification, and the like), try learning your answer through three other means first:
 - o 1. For technical support, contact the Help Desk by phone (616.331.2101) or email: helpdesk@gvsu.edu.
You can also review the support documents in our Blackboard course site or by clicking the “Help” button at the top of your Blackboard window.
 - o 2. Refer to course resources such as the syllabus, calendar, assignment details that are posted under Assignments and Announcements.
 - o 3. Email another student in the class.
- How to Get in Touch with Macmillan Tech Support aka **Ebook, and Learning curve**
 - by phone: **1-800-936-6899**
Fill out the [online support form](#)
Macmillan Technical Support Hours (Eastern Time):
 - Monday - Thursday: 8:00 a.m. - 3:00 a.m.
 - Friday: 8:00 a.m. - 12:00 a.m.
 - Saturday: 12:00 p.m. - 8:00 p.m.
 - Sunday: 12:00 p.m. - 3:00 a.m.
- How to Get in Touch with **TOPHAT SUPPORT**, aka, **in-class polling and exams**.

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), the in app support button, or by calling 1-888-663-5491.

[Structure of the class](#)

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

UNIT 1: Theories and Methods, ebook chapters 1,4,9;

UNIT 2: Milestones, ebook chap. 2 (partial), 5, 6(partial), 14 (partial), 11 (partial);

UNIT 3: Ghosts from the Nursery, chapters 1-10.

[Assignments](#)

For the first 10 weeks (2 units)

- Reading: [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 (1unit)

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

Tutoring project (due on the 8th week, **Fri MARCH 22**)

Upload on bb, under the tab SafeAssign by midnight **Fri March 22nd**. Failure to upload will result in a subtraction of **5pts**.

Bring a hard copy to class Mo March 25. I will only grade the hard copy papers!

- Three sessions of tutoring is required: **(3 sessions, 50 min to 1 h for the older children and the teenagers, adjusted time for infants, toddlers and preschoolers.**
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 1st** (end of the 4th 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 your will be tutoring.

Exams

All 3 Exams and the quiz on Ghosts will be taken through Tophat in class. A code will be given to you right before the exam. A simulation will precedes the first exam to make sure everybody is onboard.

There will be 3 exams, 40 MCQ, worth **40 pts** on ebook content and lecture slides.

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

There will be one quiz, 20MCQ, worth **20pts**, on the book “Ghosts”.

- 10 index cards 3 by 5 inches (one per book chapter) hand written only are allowed during this quiz. A special format will be required for these.

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 correctness for questions and 1pt for discussion questions. The maximum of points (undetermined as of yet) will amount to 15% of your grade for in-class participation for a total of **50 pts. A mid-term percentage will be reported in your gradebook.**

Extra credits

I make it a practice to give 5 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 (3 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 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 if I judge that your excuse is not acceptable.

Attendance

- Attendance will be taken **through Tophat** every time you log-in.
- There is a direct relationship between attendance and your grade. If you miss class, your grade will be negatively impacted.
- See the [university's attendance](https://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](https://gvsu.edu/s/Wm) (gvsu.edu/s/Wm).

Item	Number	Points	Total
Individual and Group participation, polls and in-class activities through Tophat	Every class	~15%	50
Learning curve material review through Launchpad	12	5	60
Tutoring project hard copy	1	50	50
3 Exam Units through Tophat	3	40	120
Quiz on Ghosts through Tophat	1	20	20

TOTAL

300

- Expect a minimum time commitment of SIX hours each week to complete reading assignments and concept learning outside of class, note cards, journal observation and tutoring questionnaire (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 – 82.99% B-	66 – 68.99% D+
90 – 92.99 % A-	76 – 79.99% C+	60 – 65.99% D
86 – 89.99% B+	73 – 75.99%	<60% F
83– 85.99% B	70 – 72.99% 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 all the 15 extra credits points or missed more than 3 classes.

TENTATIVE COURSE SCHEDULE

Date	Topic	Readings & LEARNING CURVE DUE THAT DAY
	UNIT 1: What is development? Historical foundations Themes Theories and Methods	
Week 1		
Mo Jan 7	Admintrivia and intro	
Wed Jan 9	Presentation of the Tutoring Project with activity	
Fri Jan 11	Introduction: What is development, what develops, why study development ?	100% tuition refund
Week 2		
Mo Jan 14	Chap. 1 Historical Foundations	
Wed Jan 16	Chap.1 Themes in development	ebook chap. 1 pp. 1-11
Fri Jan 18	Chap. 1 Research Methods in Development	ebook chap. 1 pp. 11-25 Learning curve 1a
Week 3		
Mo Jan 21	MARTIN LUTHER KING DAY	
Wed Jan 23	Chap. 4 Theories of Cognitive Development The precursor Piaget I	ebook chap. 1 pp. 25-38 Learning curve 1b

Fri Jan 25	Chap. 4 Theories of Cognitive Development The precursor Piaget II	ebook chap. 4 pp. 141-157
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Week 4

Mo Jan 28	Motor component of cognition (Thelen & Smith) and Dynamic Systems Theories (DST) chap.4	ebook chap. 4 pp.178-183 Study the concepts
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Wed Jan 30	In-class Guided Essay on Dynamic System Concepts applied to An activity with motor component you learned for 5 extra credits	Learning Curve 4a Piaget
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Feb 1	Chap. 4 Theories of cognitive development, info processing & socio-cultural	Tutoring slip due 75% tuition refund ebook chap. 4 pp. 157-178 Learning curve 4b
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Week 5

Mo Feb 4	Chap. 9 Theories of social development Freud and Erikson, Watson, Skinner, Bandura	ebook chap. 9 pp. 371-384 Learning curve 9a
Wed Feb 6	Chap. 9 Theories of social cognition Selman, Dodge, Dweck,	ebook chap. 9 pp. 384-392 and 396-398 Learning curve 9b
Fri Feb 8	Exam 1 40 multiple-choice-questions	

UNIT TWO MILESTONES CONCEPTION- ADOLESCENCE

Week 6

Mo Feb 11	Pre-natal development I	
Wed Feb 13	Pre-natal development II	ebook chap. 2 pp.44-59
Fri Feb 15	The birth and the newborn	Learning curve 2a

Week 7		
Mo Feb 18	Infancy I perception	ebook chap.2 p.71-85 Learning curve 2c
Wed Feb 20	Infancy II Motor development	ebook chap. 5 pp.189-208 Learning curve 5a perception
Fri Feb 22	Infancy III Learning about the physical world (Baillargeon)	ebook chap. 5 pp.208-218 motor
Week 8		
Mo Feb 25	Toddlers: Symbol learning Some pointers to language symbols and non linguistic symbols (DeLoache)	ebook chap. 5 pp.219-234 learning and cognition Learning curve 5b
Wed Feb 27	Middle childhood I Moral development Piaget the precursor Kohlberg's theory	ebook chap. 6 279-282 DeLoache
Fri March 1	Middle childhood II: Moral Development: Kohlberg's theory Critiques	ebook chap.14 pp. 590-599 Piaget's moral development

**WEEK 9 is SPRING BREAK
MARCH 3-10**

Late drop with W is March 8!

Week 10		
Mo March 11	Middle childhood III	ebook chap. 14 Kohlberg's moral development pp. 590-599
Wed Mar 13	Adolescence I The evolution of the concept of adolescence	Learning curve 14a ebook/LL chap. 14 pp. 563-591
Fri Mar 15	Adolescence II Identity formation	Ebook chap. 11 pp.481-504

Learning curve 11b

Week 10		
Mo Mar 18	Exam Unit 2 40 multiple-choice-questions	
Wed Mar 20	No class Guided Essay: from prenatal to adolescence development at home For 5 extra credits Prof. Maouene at SRCD Conference	Extra credit due that day before midnight Upload on BB under Safe assign tab
Fri Mar 22	No class Working on Tutoring project at home Prof. Maouene at SRCD Conference	Tutoring project due (50 pts) that day before midnight, upload on BB under SafeAssign tab
Week 11		
	UNIT THREE CASE STUDY from "Ghosts from the Nursery"	Aggressive Behavior Development
Mo Mar 25	Intro to Ghosts and note taking Neural Development I	Bring hard copy of your tutoring project to class read Ghosts chap. 1 !
Wed Mar 27	Neural development II	Ghosts chap. 2
Fri Mar 29	Neural development III	Ghosts chap. 3
Week 12		
Mo Apr 1	Temperament I	Ghosts chap. 4
Wed Apr 3	Temperament II	Ghosts chap. 5
Fri Apr 5	Parenting styles I	Ghosts chap. 6
Week 13		
Mo Apr 8	Parenting styles II	Ghosts chap. 7
Wed Apr 10	Attachment I	Ghosts chap. 8
Fri Apr 12	Attachment II	Ghosts chap. 9

Week 15		
Mo Apr 15	Quiz 20 MCQ on Ghosts (10 hand written note cards)	Ghosts chap. 10
Wed Apr 17	In-class Guided Essay on Ghosts with open book for 5 extra credits	
Fri Apr 19	Review session	
Week 15	Exam unit 3, 40 MCQ non cumulative	Same classroom Exam: WED APRIL 24 2:00 to 3:50

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.

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

Each student is required to complete all learning activities by the due date deadline, as indicated in the syllabus and the Launchpad calendar.

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.

University Policies

Registrar - Last Day to Drop

Last day to drop with a “W” is **March 8**. Students must initiate drop through [Registrar](http://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](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://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 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.

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 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](http://gvsu.edu/it/helpdesk/) (gvsu.edu/it/helpdesk/); accessibility and [Disability Support Resources](http://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 through GVSU e-mail.

Fall 2018 Academic Calendar

Winter 2019 Academic Calendar [Download Calendar](#)

Event	Date
Registration Drop and Add	March 19 - January 11

Event	Date
Payment Deadline	December 14 by 5:00 pm
Classes Begin	January 7
100% Tuition Refund Deadline	January 11 by 5:00 pm
Last Day to Add, Register, or Pay	January 11 by 5:00 pm
Martin Luther King, Jr. Day Recess	January 21
75% Tuition Refund Deadline	February 1
Mid-term Evaluations	February 18-22
Mid-term Grades Due from Faculty	February 26 by 12:00 pm
Mid-term Grades Available to Students	February 28
Spring Break	March 3-10
Drop with a "W" Grade Deadline	March 8
Classes End	April 20
Examination Week	April 22-27
Commencement	April 26-27
Semester Ends	April 27
Grades Due from Faculty	April 30 by 12:00 pm

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.

Visit our [calendars page](#) for past and future semester dates and the registration calendar. Grand Valley State University offers students the ability to take [15 credits for the same cost as 12 credits](#).