Child development (PSY 301, section 09)

Josita Maouene

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Office: AuSable Hall, room 2213

Classroom: AuSable Hall (ASH) 2310

Walk-in Office hours:

MO, Wed, **noon to one** or by appointment

Prerequisite: Psychology 101

Course Description

In this course, we will focus 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 on the roots of violence. A major emphasis will be put throughout the course on applying theoretical concepts learned in the textbook and during the lectures to real life in your personal project and in a case study.

Course objectives

1) Theoretic objective: Know the basic concepts and theories in developmental psychology from conception to adolescence.
2) Professional objective: Have practiced how to use the concepts in your personal and professional life (through a project).

3) Learned about the complexity of development through the case study of a teenager who became a murderer.

4) Writing objective: Have learned how to write a guided essay (500 words) integrating newly-learned concepts.

5) Methodological objective: have learned different scientific techniques to gather facts on child development.

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.

Material

- Siegler, Deloache & Eisenberg (4rd Edition, 2014), How Children Develop. Worth Publishers.

- Karr-Morse, R. & Wiley, M. S. (1997 or the 2nd edition 2013). Ghosts in the Nursery: Tracing the roots of violence. Atlantic Monthly Press.

Structure of the class

The whole session is divided in **three sections of 5 weeks each**.

The first section is looking at **what development is**, how to go about it (methods of research) and the **theories** about cognitive and social development.

The second session is concerned with the **milestones** of development at each age from **prenatal to adolescence.**

The last section is a **case study** on aggressive behavior development.

Project

Tutoring Project (due on the 9th week   Mo Oct 24)

- Three hours (3 times an hour, unless the child is an infant or a toddler) of assisting with a tutoring program is required. 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 first hand what teaching and learning means in a one-on-one interaction and how it relates to the concepts learned in class.
- **All the documents are on my BB under Course documents.**
- **The first deadline is   Mo Sep 26   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.

Grading

A three-hour tutoring project	50 points
Exams 1 (40 MCQ)	50 points
Exam 2 (40 MCQ)	50 points
Exam 3 (40 MCQ)	50 points
Quizzes on Ghosts	50 points
Total points	**250 points**

- Extra credits for 3 guided essays maximum of **30** points (10 pts for each essay).
- You get either the 15 pts or zero point.

Final Course Grades

93% & above = A	83% = B	70% = C-
90% -92.99% = A-	80% = B-	67% = D+
87% - 89.99% = B+	77% = C+	60% = D
and so on	73% = C	Below=F

Make-ups

There are no make-ups without documentation of illness or of a serious problem that prevented completion of exams.

Attendance

There is no attendance requested, but I strongly recommend attending class for several reasons: 1) There will be questions in the exams on the material covered in class that will not be in the textbook, particularly on video clips. 2) Repeated and varied exposure to course material results in better memory and understanding of that material. 3) Your grades will be seriously affected.

Accommodations for Students with special Needs

If there is any student in this class who has special needs because of a learning, physical, or other disability, please contact me and Disability Support Services (DSS) at (616) 331-2490. 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 I can develop a plan to assist you. It is the *student's responsibility* to request assistance from DSS.

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 me.

Cell phones should be desactivated during class time. Electronic devices are prohibited for quizzes and exams.

Quiet food is ok.

Academic dishonesty

Students will do original work and will not take or receive the efforts of another person on any test or assignment, use unauthorized resources on quizzes or tests, plagiarize, or give/sell other students papers or assignments *not authorized by the instructor*. **You are responsible** for making yourself aware of and for understanding the policies and procedures that pertain to academic integrity. To that end, be sure to familiarize yourself with the GVSU Student Code [Section 223.01] related to academic integrity. **Furthermore, be sure to reference sources at all times.** If you are uncertain about such an issue prior to submission of an assignment, project, or test, please see your instructor so we can eliminate that uncertainty.

TENTATIVE COURSE SCHEDULE

Date	Topic	Readings & Assignment due that day
Week 1	**UNIT 1: What is development? Historical foundations** **Themes in development** **Theories and methods**	
Aug 29	**Introduction**	
Wed Aug 31	More syllabus **What is development, what develops,**	
Fri Sep 2	**Science and historical foundatio**	Read Textbook chap.1 pp. 1-10 Study the concepts p.37
Week 2		
Mo Sep 5	**LABOR DAY RECESS**	
Wed Sep 7	**Themes**	Read Textbook chap. 1 pp. 11-22 Study the concepts p.37
Fri Sep 9	**Theories of cognitive Development I** • **Piaget I**	Read Textbook chap. 4 pp.129-145 Study the concepts concerned with Piaget p.169
Week 3		
Mo Sep 12	**Theories of cognitive Development I**	

	• **Piaget II**	
Wed Sep 14	**Theories of cognitive Development II** • **Dynamic Systems Theories**	Read Textbook chap. 4 pp.161-167 Study the 10 concepts of DST given in class
Fri Sep 16	**Theories: guided essay concept Dynamic System Theories (for 10 extra credits)**	
Week 4		
Mo Sep 19	**Theories of cognitive Development III** • **Info processing and socio cultural**	Read Textbook chap. 4 pp.145-161 Study the concepts of Socio-cultural theories of cognitive development p.169
Wed Sep 21	**Theories of social development** • **Freud and Erikson** • **Watson, Skinner, Bandura**	Textbook chap. 9 pp.339-356 Study the concepts p.381
Fri Sep 23	**Theories of social development** • **Selman,Dodge, Dweck,** • **Bronfenbrenner**	Textbook chap. 9 pp.356-379 to Study the concepts p.381
Week 5		
Mo Sep 26	**Presentation of the Tutoring project: The physical-cognitive and socio-emotional aspects of learning and educating**	Slip due for Tutoring Project
Wed Sep 28	Review session	
Fri Sep 30	**Exam 1**	

	40 multiple–choice-questions	
Week 6	**UNIT TWO** **MILESTONES**	
Mo Oct 3	**Prenatal development I** An active fetus	Textbook chap. 2 pp. 39-66 study the concepts p. 83
Wed Oct 5	**Pre-natal development II** An active fetus	Textbook chap.2 pp.67-81 study the concepts p.83
Fri Oct 7	**Infancy I** perception (preferences and reflexes)	Textbook chap. 5 pp.171-191 Study the concepts p.213
Week 7		
Mo Oct 10	**Infancy II** motor development	Textbook chap. 5 pp.188-198 Study the concepts p.213
Wed Oct 12	**Infancy III** learning about the physical world (Baillargeon)	Textbook chap. 5 pp.198-208 Study Baillargeon's experiments
Fri Oct 14	**Toddlers**: Symbol learning (Deloache)	Textbook chap. 6 pp.252- 254 Study Deloache's experiments

Week 8		
Mo Oct 17	**Middle childhood I** Moral development Piaget the precursor	Textbook chap.14 pp. 553- 558 <mark>Study Piaget's concepts of</mark> <mark>moral develoment</mark>
Wed Oct 19	**Middle childhood II**: moral Development: Kohlberg's theory	Textbook chap.14 pp. 558- 561 <mark>Study Kohlberg's concepts of</mark> <mark>moral develoment</mark>
Fri Oct 21	**Middle childhood III**: moral Development: Kohlberg's theory	
Week 9		
Mo Oct 24	**Adolescence I** The evolution of the concept of adolescence	**Tutoring project due** **(50 pts)**
Wed Oct 26	**Adolescence II** identity formation	<mark>Study ppt on the evolution</mark> <mark>of the concepts of</mark> <mark>adolescence and review the</mark> <mark>concepts of DST</mark> applied to adolesc
Fri Oct 28	**Adolescence III** final comments	Textbook chap.11 pp. 443-449 <mark>study Marcia's</mark> <mark>concepts p.443-445</mark>
Week 10		
Mo Oct 31	**Guided essay from prenatal to adolescence development on concepts seen in class**	

	For 10 extra credits	
Wed Nov 2	Review session	
Fri Nov 4	**Exam 2** **40 multiple-choice-questions**	
Week 11	**UNIT THREE** **CASE STUDY**	**Aggressive** **behavior development in** **"Ghosts from** **the Nursery"**
Mo Nov 7	**Neural development I**	Ghosts **chap. 1** & Textbook: p. 106 -112 Concepts p. 127
Wed Nov 9	**Neural development** II (what is learning? synaptogenesis, pruning)	Ghosts **chap. 2** & Textbook: p. 112 -117 Concepts p. 125
Fri Nov 11	**Neural development III**	Ghosts **chap. 3**
Week 12		
Mo Nov 14	**Parenting style I**	Ghosts **chap. 4** & Textbook: p.469-475 Concepts p. 507
Wed Nov 16	**Parenting style II**	Ghosts **chap. 5**
Fri Nov 18	**Temperament I**	Ghosts **chap. 6** & Textbook: p.383-402 Concepts p. 423
Week 13	THANKSGIVING RECESS	**Nov 22-27**
Week 14		

Mo Nov 28	**Temperament II**	Ghosts **chap. 7 &** Textbook: p.402-410 Concepts p. 423
Wed Nov 30	**Attachment I**	Ghosts **chap.8** & Textbook: p. 425-439 Concepts p. 465
Fri Dec 1	**Attachment II**	Ghosts **chap. 9**
Week 15		
Mo Dec 5	**Ghosts conclusion**	Ghosts chap. 10
Wed Dec 7	**Guided essay on Ghosts** **for 10 extra credits**	Ghosts chap. 11
Fri Dec 9	Review session	
Week 16	**Exam, 40 multiple-choice** **questions**	<mark>Tues Dec 13</mark> <mark>Same classroom</mark> <mark>8 to 9.50 am</mark>

Disclaimer

Unforeseen circumstances may lead to adjustments in this syllabus. If any changes are necessary, I will announce them in class as soon as possible.

Accommodations for religious holidays

Let me know as early as possible of conflicts

Fall 2016 Academic Calendar

Registration Drop and Add	March 21- September 2
Payment Deadline	August 19 by 5PM
Convocation	August 26
Classes Begin	August 29
Last day to Add, Register, or Pay	September 2 by 5PM*
100% Tuition Refund Deadline	September 2 by 5PM*
Labor Day Recess	September 4-6
75% Tuition Refund Deadline	September 23*
Mid-term Evaluations	October 10-14
Drop with a "W" Grade Deadline	October 28
Thanksgiving Recess	November 23-27
Classes End and Commencement	December 10
Examinations and Semester Ends	December 12-17
Grades Due from Faculty	December 20 by noon
Grades Available to Students	December 22

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 posted refund deadlines apply to courses that meet for the specified amount of time. Classes that meet for a portion of the semester have different refund deadlines. Please contact the [Registrar's Office](#) for more information.