

**GRAND VALLEY STATE UNIVERSITY****Child Development – PSY 301, Section 6 (former schedule 11.00 to 11.50)**

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**Instructor:** Prof. Josita Maouene

**Email:** [maouenej@gvsu.edu](mailto:maouenej@gvsu.edu)

**On-line presence:** Wednesdays: 11-11:50

**Teaching assistant:** Austin Kienutske

Pronouns: he/him/his

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**INDIVIDUAL VIRTUAL OFFICE HOURS:**

On appointment  
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](http://mybb.gvsu.edu)

**Blackboard Student Mobile App:** [bit.ly/bbmobilestudent](http://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 in a text called “guided essay” and a case study of aggressive behavior development through the book ‘Ghosts from the Nursery’.

**Offered Fall and Winter semesters. PSY 101 prerequisite.**

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

**Pandemic procedure:**

- Self-assessment

- If you think you were exposed or you have coved-19, here is the procedure:
- Fill in the self-assessment (link below) and it will flag you. Expect a phone call. It may not be the same day.
- <https://www.gvsu.edu/lakerstogether/self-assessment-23.htm>
- Let me know also if I need to make arrangements (deadlines, etc.)
- Your health and your family's health should be your priority. If you are dealing with illness, sick family members, travel difficulties, a bad internet connection, increased anxiety, childcare challenges, or any other issues, please reach out and we will figure out accommodations.

To know the level of alert we are at and the numbers on the dashboard, please check at:

<https://www.gvsu.edu/lakerstogether/data-dashboard-37.htm>

## 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 and create knowledge regarding child development to both observations of children and to interactions with children (due to the special context of the COVID pandemic, there will be no live observations or interactions with children this semester, you will write a journal instead).

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 textbook and book, software, accounts and supplies

- 1) Karr-Morse, R. & Wiley, M. S. (2<sup>nd</sup> edition 2013 ). Ghosts in the Nursery: Tracing the roots of violence. Atlantic Monthly Press.  
*This is the newer version (new statistics) that you will need for the project. If money is an issue, ed. 1, 1997 is ok.*
- 2) Packback: discussion board for large classes (~25\$).
- **As a textbook, we will be using the pdf version of Siegler, Deloache, Eisenberg & Saffran (4<sup>rd</sup> Edition, 2014), How Children Develop. Worth Publishers. You are welcome to buy the textbook version online or at the bookstore if you wish too, of course!**

**Packback** is an online community powered by artificial intelligence. This platform is specifically designed to encourage curiosity and increase critical thinking & writing skills. On Packback, you'll be encouraged & rewarded for asking open-ended and complex questions to build on top of what we are covering in class and relate topics to real-world applications.

### **We will start using Packback the 1st week of class !**

#### **Why are we using Packback instead of Blackboard?**

You might be wondering why we are using Packback instead of Blackboard discussion board to host our discussions this term. I have ~ 140 students this current term - Packback is able to give you feedback on each of your posts to improve the quality of your questions and writing – and monitor inappropriate content, something that My TA and I would be unable to do manually for all of you. Your grades will also be automatically calculated, which will allow me to spend more time engaging with your posts.

#### **How to Register on Packback:**

If you were on the original roster for this course, your account has already been created by Packback & added to the correct community!

1. **Search** your inbox for an email from [holla@packback.co](mailto:holla@packback.co) with the subject line “**Finish registration for Instructor Maouene’s course**” - **This may be hiding in spam, so search thoroughly!**
2. **Click “set account password”** to get started! (If you already have a Packback account, just log in)
3. Once you’re logged in, **click “join a community”**. When this course’s community appears, click “join community”
4. **Input payment information** & follow the prompts to complete checkout.
5. Enter the community & start asking questions!

If you **did not receive a welcome email**, head to [packback.co](https://packback.co), create an account (use your *school email!*), and find our community with the community look-up key **28e5ce8a-b7f3-4de3-8461-9cf6977a03f6**

#### **Packback Posting Requirements:**

There will be a Weekly Sunday at 11.59 pm PM EST deadline for submissions.

**Note:** Packback utilizes Artificial Intelligence that will *moderate (remove) posts* if they don’t meet the **Community Guidelines**. If your post is moderated, you will receive a coaching email, prompting you to edit & re-submit for credit. **However**, it can take up to 24 hours for the Packback team to moderate a post and send a coaching email. ***This is why it is important that you complete your Packback questions and responses before the deadline!***

In order to receive your points per week, you should submit the following per each deadline period:

- **1 open-ended Question** per week with a minimum Curiosity Score of 50, each worth 25% of each assignment grade (suggested day: Wednesday or Thursday)
- **3 Responses** per week with a minimum Curiosity Score of 50, each worth 75% of each assignment grade
  - **1 response must be to the pinned Professor question posted each week** (suggested day: Wednesday or Thursday)
  - **2 responses must be to questions that your peers have posted** (suggested day: Friday or Saturday)
- ***Half credit will be provided for questions and responses that do not meet the minimum curiosity score.***

- *In terms of points: 4 posts a week =10pts (2.5 pts/post) over 14 weeks= 140 pts=100%.*

Packback is [**~25%**] of the overall course grade

- [How to Write Amazing Posts on Packback, and Why You Should!](#)
- [Welcome to Packback Questions](#)

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at [help.packback.co](http://help.packback.co). If you need more help, contact their customer support team directly at [help@packback.co](mailto:help@packback.co).

For a brief introduction to Packback Questions and why we are using it in class, watch this video:  
[vimeo.com/packback/Welcome-to-Packback-Questions](https://vimeo.com/packback/Welcome-to-Packback-Questions)

[Packback FAQ](#) ♦ [Coaching & Question Tutorial Video](#) ♦ [Curiosity Score FAQ](#) ♦ [Terms of Use](#)

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### **Required Technology**

Besides Blackboard, Zoom and Google, you must also have access to the following:

- High-speed internet access
- Computer with sound card and speakers (in order to watch videos); operating system that meets current Blackboard browser requirements.
- Microsoft Word & a program that reads pdf file
- Video camera & microphone (built into computer or external); an iPad, iPhone, or Android device may suffice
- A more complete list of technology : <https://www.gvsu.edu/online/technology-requirements-for-onlinehybrid-courses-8.htm>

**If you do *not* have access to the technology you need for this course (or your other courses), please contact the financial aid office ASAP as there are some university resources available to assist you:**  
<https://www.gvsu.edu/financialaid/financial-hardship-requests-226.htm>

## **SPECIFICS TO THE DELIVERY OF THE COURSE**

### **MODE OF INSTRUCTION:**

ON-LINE ASYNCHRONOUS.

Unlike in a traditional in-seat class, you won't have a specific time and place to "meet" except for one meeting a week (not compulsory) that will be live to answer questions/ give info/feedback/, using zoom.

**The on-line meeting is not compulsory. It is meant to create an non-line presence to help with feelings of isolation and/ or loss of face-to-face structure. It will be recorded and will be accessible on BB under Zoom Recordings.**

The Zoom meetings will happen on Wednesdays, at 11 am in BB, tab Wednesdays at 11am (Zoom).

The first meeting is on Wednesday, Sep. 2, 2020,

If Zoom does not work, or goes down, we will continue to BB collaborate, tab Individual Office Hours.

You will use blackboard as your classroom, and when you log-in, you may be the only one to access the course site at that time - or you may not know if anyone else is also logged-in. if you are new to online learning, this may feel strange at first, but you'll soon realize that it's one of the advantages of taking an online course: most of the time, you can access the course materials and discussion when it is convenient to you during the week. however, they are due dates weekly! Online learning provides for flexible scheduling within the week.

- “An on-line course is not a correspondence course, designed to be a self-paced independent study. In on-line courses, students still have course reading expectations, assignments with due dates, and interact with faculty and classmates”.
- Vital to success in an online course is your ability to be an independent learner. You will need to be **self-disciplined, self-motivated, very organized**, and have good **time management** skills, so that you keep up and stay engaged”.

If you are new to online learning, check :

<https://www.gvsu.edu/online/what-to-expect-from-an-online-or-hybrid-7.htm>

and

<https://www.gvsu.edu/online/are-you-ready-for-online-learning-5.htm>

and

<https://www.gvsu.edu/online/essential-skills-for-online-learning-14.htm>

**You can also do an “on-line learning certification “(tab in BB).**

- If you are not familiar with Blackboard: <https://www.gvsu.edu/elearn/help/blackboard-student-help-2.htm>
- If you are novice to zoom: check video tutorials: <https://support.zoom.us/hc/en-us/articles/206618765-Zoom->

### Technology requirements:

Besides Blackboard, Zoom and Google, you must also have access to the following:

- High-speed internet access
- Computer with sound card and speakers (in order to watch videos); operating system that meets current Blackboard browser requirements.
- Microsoft Word & a program that reads pdf file
- Video camera & microphone (built into computer or external); an iPad, iPhone, or Android device may suffice
- A more complete list of technology : <https://www.gvsu.edu/online/technology-requirements-for-onlinehybrid-courses-8.htm>

If you do *not* have access to the technology you need for this course (or your other courses), please contact the financial aid office ASAP as there are some university resources available to assist you: <https://www.gvsu.edu/financialaid/financial-hardship-requests-226.htm>

### Structure of the class

The class is organized around weekly modules (15 of them). The deadline for the weekly requirements is set at Sunday 11.59 pm. It is recommended however that you distribute the requirements over the whole week (see schedule hereafter).

Each module has approximately the same structure:

Learning objectives  
 Module requirements  
 Slides/clips  
 Journaling  
 Assignment  
 Packback posts  
 Review

### Requirements

Each weekly module includes reading pages in the pdf textbook (uploaded on BB), checking the slides and the video clips in the slides, creating a journal entry, doing an assignment, posting on Packback and doing a MCQ review (not each week).

**Readings + concepts:** Each week you will be asked to read a certain number of pages in your textbook. This is the reference for the material to study. You'll find the concepts you need to master usually at the end of the chapter under key terms but also in the margins in blue and in the text in bold.

**Slides+clips:** Each week you will be asked to check the slides that will partly be a review of some concepts of the week from your read but will also incorporate a new angle, something not found in the textbook. It will also include videos clips to demonstrate a concept or launch questions. Make sure you check each video! Take notes. They will be useful for the requirements: assignment, journaling and Packback posts.

**Assignment:** Almost each week you will be asked to do an assignment to deepen your comprehension of a particular aspect of the material of the week. These can be questions on a video clip, drawing a timeline, finding an article, uploading a website, etc. Each assignment is worth 10pts over 12 weeks, for a total of 120 pts or 21% of your final grade.

**Journaling:** The semester long project is a journal of a Developmental (Auto)biography or DAP. It consists of a weekly post, of 500 words over 14 weeks. It is a reflection on your development from 0 to 18, with an integration of **5 concepts** of your choice from your reading of the week. You will also be asked to report anecdotes, memories on different milestones of your development or that of a person you care for, if you do not have the possibility to ask for information on your prenatal development, birth, years 0-3, etc. Each post is worth 10 pts, over 14 weeks, a total of 140 pts or 28% of your final grade. 2 attempts at uploading.

**Packback Posts:** See above under Packback (pages 4,5,6 of syllabus). RThe four posts are worth 10 pts over 14 weeks for a total of 140 pts or ~25% of the final grade.

The gradebook is in Packback not in BB. We will report the grades once in BB gradebook at midterm.

**Review Practice:** Almost each week, you will have a review on your read of the week or the two past two weeks. These are MCQ. The number of questions varies from 9 to 31. A total of 198 pts over 12 weeks or 35% of the final grade. It is considered practice, open material, time is limited, usually 1 min per question and you have 2 attempts. **No collaboration on this as it is meant to check where you are at in your studying for your own self-assessment.**

### Make up

- If you should have a legitimate reason for missing a requirement, please email my teaching assistant.

### Keeping up the pace

- Students are responsible for material, announcements, and learning activities. You can communicate with classmates electronically via email and [Bb IM](http://gvsu.edu/s/Wm) (gvsu.edu/s/Wm).

### Grading system

Item	Number	Points	Total
Packback: professor and students Q&A ~25%	14	10	140
Journaling: Developmental (auto)biography ~ 28%	14	10	160
Assignments (including on Ghosts) ~21%	12	10	120
Reviews MCQ ~34%	12	varies	198
<b>Total</b>			<b>618</b>

	Assignment	Journaling	Packback	Reviews
week 1	10	10	10	0
week 2	10	10	10	24
week 3	10	10	10	0
week 4	none	20	10	22
week 5	10	10	10	9
week 6	10	10	10	12
week 7	10	10	10	31
week 8	10	10	10	24
week 9	10	10	10	9
week 10	none	20	10	11
week 11	10	10	10	15
week 12-13	10	10	10	10
week 14	10	10	10	16
week 15	10	10	10	15
<b>Total</b>	<b>120</b>	<b>160</b>	<b>140</b>	<b>198</b>

618

0.21201413 0.28268551 0.24734982 0.34982332

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-	

- 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 <https://www.gvsu.edu/it/gvsu-softwarehardwareapps-69.htm>

- Contact me if you have any questions or concerns.
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## 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 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.
- Students do not have the right to record classroom lectures and discussions without securing prior permission from the course instructor, but do have the right to take written notes (or typed notes on a computing device). There may be some cases where students with documented learning or physical disabilities need such electronic assistance; in these cases, the student would have documentation from Disability Support Resources (DSR), be in touch with the instructor well ahead of time to arrange appropriate accommodations, and have signed an agreement with DSR not to share the recordings. DSR has included other information about such requests in [their FAQ for faculty and staff](#).

### **Regarding the use of camera during Zoom meetings:**

- In order to increase active participation and engagement in this class, students are expected to turn on their webcam during Zoom meetings. Students that do not wish to be on camera or are unable to use a camera (e.g., due to technical difficulty or lack of access to a device with a camera) may use the chat instead.



## WEEKLY SCHEDULE

I have kept the regular meeting days in the schedule to provide some structure to the students who need a fixed schedule with daily study time. But of course it is only a suggestion!

All the requirements are due by Sunday night 11.59 of the week it was assigned.

Date	Topic
	<b>UNIT 1: What is development?</b> <b>Historical foundations</b> <b>Themes</b> <b>Theories and Methods</b>
Week 1	Learning Module
Mo August 31	<ul style="list-style-type: none"> <li>☉ Check the <b>Begin here</b> link on BB</li> <li>☉ Read <b>syllabus</b> on BB</li> <li>☉ <b>Professor is on-line 11 to 11.50 on BB collaborate</b></li> </ul>
Wed Sep 2	<ul style="list-style-type: none"> <li>☉ <b>Packback</b>: check it, use the trial period if you don't have the money (info on syllabus for how to log in).</li> <li>☉ Check the Ppt on Packback to understand how it works (tab <b>PackBack on BB</b>)</li> </ul>
	Thursday-Friday: 4 posts on PB
Fri Sep 4	<u><b>Chap.1 What is development, why study development, Historical foundations and themes of the field</b></u> <b>Journaling week 1</b>
	Textbook chap. 1 pp. 1-22 Study the concepts p.37 Assignment
Week 2	Learning Module
Mo Sep 7	Labor day
Wed Sep 9	<ul style="list-style-type: none"> <li>☉ <b>Professor is on-line 11 to 11.50 on zoom (access from BB tab)</b></li> </ul>
	Textbook chap. 1 pp. 22-35 Study the concepts p.37
	Thursday-Friday: 4 posts on PB
	Assignment
Fri Sep 11	<b>Journaling week 2</b>
	review 1 chap. 1 MCQ on BB

Week 3		
Mo Sep 14	<b><u>Chap. 4 Theories of Cognitive/motor Development</u></b> <b><u>The precursor Piaget I</u></b>	Textbook chap. 4 pp. 129-145 Study the concepts p.169 on Piaget
Wed Sep 16	@ Professor is on-line 11 to 11.50 on zoom (access from BB tab)	Thursday-Friday: 4 posts on PB Assignment
Fri Sep 18	Journaling week 3	
Week 4		
Mo Sep 21	<b><u>Chap. 4 Theories of Cognitive Development: info processing &amp; socio-cultural (Vygotsky)</u></b>	Textbook chap. 4 pp. 145-161. Study the concepts p.169
Wed Sep 23	<b><u>Chap.4 Theories of Cognitive/motor Development</u></b> <b><u>Dynamic Systems Theory (DST) of Thelen &amp; Smith (1994)</u></b> @ Professor is on-line 11 to 11.50 on zoom (access from BB tab)	Textbook chap. 4 pp. 161-167 + Study the 10 concepts from slides DST Thursday-Friday: 4 posts on PB
Fri Sep 25	Journaling/assignment all in one! week 4 Big review on DST worth 20 pts	Review chap. 4 MCQ
Week 5		
Mo Sep 28	<b><u>Chap. 9 Theories of Social Development</u></b> <b><u>Freud and Erikson the precursors</u></b>	Textbook chap. 9 pp. 339-348 Study the concepts p. 381
Wed Sep 30	<b><u>Chap. 9 Learning theories</u></b> <b><u>Watson, Skinner, Bandura</u></b> @ Professor is on-line 11 to 11.50 on zoom (access from BB tab)  <b><u>Chap. 9 Social Cognition</u></b> <b><u>Selman, Dodge, Dweck</u></b>	Textbook chap. 9 pp. 348-362 and 366-369 (Bronfenbrenner). Study the concepts p. 381 Thursday-Friday: 4 posts on PB Assignment

Fri Oct 2	Journaling week 5	Review chap. 9a MCQ
<b>Week 6</b>	<b>Learning Module</b>	
Mo Oct 5	<b>Chap. 9</b>  @ Professor is on-line 11 to 11.50 on zoom (access from BB tab)	Textbook chap. 9 pp. 362-381. Study the concepts p. 381
Wed Oct 7	<u>1)Ecological Theory of Social development (Bronfenbrenner)</u> <u>2)Evolutionary Theory of Social development (Borklund)</u> <u>3)Ethological theory of Social development (Lorenz/Attachment theory)</u>	Thursday-Friday: 4 posts on PB Assignment
Fri Oct 12	Journaling week 6	Review chap. 9b MCQ

## UNIT 2: MILESTONES

<b>Week 7</b>	<b>Learning Module</b>	
Mo Oct 11	<u>Pre-natal development</u>	Textbook chap. 2 pp. 39-56. Study the concepts p. 83
Wed Oct 13	<u>The birth and the newborn</u>  @ Professor is on-line 11 to 11.50 on zoom (access from BB tab)	Textbook chap.2 pp.67-81. Study the concepts p. 83  Thursday-Friday: 4 posts on PB Assignment
Fri Oct 15	Journaling week 7	Review chap. 2 (partial, not the teratogens) MCQ on BB
<b>Week 8</b>	<b>Learning Module</b>	
Mo Oct 19	<u>Infancy I</u> <u>perception</u>	Textbook chap. 5 pp. 171-186 perception Study the concepts p.213
Wed Oct 21	<u>Infancy II</u> <u>Motor development</u> @ Professor is on-line 11 to 11.50 on zoom (access from BB tab)	Textbook chap. 5 pp. 188- 198 motor Study the concepts p.213

Fri Oct 23

**Infancy III****Cognition:**Learning about the physical world (Baillargeon)+ Chap. 6 Early Childhood Symbol learningSome pointers to language symbolsand non linguistic symbols(Deloache)

Journaling week 8

Textbook chap. 5

pp.198-208

Study the concepts p.213

Textbook chap. 6 pp. 252-254

(On Deloache's work)

Thursday-Friday: 4 posts on PB  
AssignmentReview 5a&b chap. 5 + 6 MCQ  
on BB**Week 9****Learning Module**

Mo Oct 26

**Middle childhood I**Moral developmentBabiesPersonal, social and moral judgmentsPiaget the precursor

Textbook chap.14

pp. 553-558

Study the concepts of Piaget's  
moral development

Wed Oct 28

**Middle childhood II:****Moral Development**Kohlberg's theorythe cultural view, the intuitionist view@ Professor is on-line 11 to 11.50 on  
zoom (access from BB tab)

Textbook chap. 14

pp. 558-566

Study the concepts of  
Kohlberg's moral development+  
Personal, social and moral  
judgments

Fri Oct 30

Journaling week 9

Thursday-Friday: 4 posts on PB  
AssignmentReview chap. 14 partial  
MCQ on BB**Week 10****Learning module**Mon  
Nov 2**Adolescence I**The Self, Identity formation Erik Erikson  
& James MarciaProfessor is on-line 11 to 11.50 on zoom  
(access from BB tab)

Textbook chap. 11

pp. 439-449

Study the concepts

Wed  
Nov 4**Adolescence II**Ethnic identity development &  
Minority Youth Sexual Identity

Textbook chap. 11

pp. 449-458

Study the concepts

Thursday-Friday: 4 posts on PB

Nov 6

Journaling/assignment all in one week 10  
Big review on milestones; worth 20ptsReview: partial chap. 11  
MCQ

**UNIT THREE: A CASE STUDY of  
Aggressive Behavior Development  
"Ghosts from the Nursery":**

<b>Week 11</b>		<b>Learning Module</b>
Mo Nov 9	<u><b>Neural development</b></u> Prenatal, postnatal, plasticity	Read Ghosts chap. 1
Wed Nov 11	PROF ON DUTY FOR TEACH-IN ONLINE ALL DAY ON SOCIAL JUSTICE <a href="https://www.gvsu.edu/teach-in/">https://www.gvsu.edu/teach-in/</a>	Read Ghosts chap. 2
Fri Nov13	Journaling week 11	Read Ghosts chap. 3 Thursday-Friday: 4 posts on PB Assignment Review MCQ on Neural development
<b>Week 12 and 13</b>		<b>Learning Module</b>
Mo Nov 16	<u><b>Traumas, ADHD, Temperament</b></u>	Read Ghosts chap. 4,5,6,
Wed Nov 18	Professor is on-line 11 to 11.50 on zoom (access from BB tab)	Thursday-Friday: 4 posts on PB Assignment
Fri Nov 20	Journaling week 12	Review MCQ on Temperament
November 25-29 THANKSGIVING recess		
<b>Week 14</b>		<b>Learning Module</b>
Mo Nov 30	<u><b>Parenting styles</b></u>	Read Ghost chap. 7 & 8
Wed Dec 2	Professor is on-line 11 to 11.50 on zoom (access from BB tab)	
Fri Dec 4	Journaling week 14	

Thursday-Friday: 4 posts  
Assignment

Review MCQ practice on  
parenting styles

Week 15	Learning Module	
Mo Dec 7	<u>Attachment</u>	Read Ghost chap.9 & 10
Wed Dec 9	📡 Professor is on-line 11 to 11.50 on zoom (access from BB tab)	
Fri Dec 11	Journaling week 15	Thursday-Friday: 4 posts Assignment Review MCQ practice on attachment styles
Week 16	No exam	
Dec 14-19		

## 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](mailto:mail.gvsu.edu) can be accessed by visiting: mail.gvsu.edu and [Blackboard](https://mybb.gvsu.edu) at: mybb.gvsu.edu

### Social Media, Cloud Accounts, and Privacy

As an emerging professional, your online persona and “personal brand” is important.

Under [FERPA](http://www.gvsu.edu/registrar/ferpa-access-to-student-records-21.htm) (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.

There is a gradebook in Packback that I will be using too on a day to day basis for in-class participation scores.

### Assignments and Assessments

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

**No assignments are accepted via email, unless discussed otherwise with the professor/TA.**

## University Policies

**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.

**A link to RETENTION RESOURCES in blackboard with the different support services available to students will be there all semester.**

## 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 2020 Academic Calendar

Professor Maouene | PSY 301 | FALL 2020



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](#).

Activity	Date
Convocation	August 28
Classes Begin	August 31
Labor Day Recess	September 6-7
Fall Break	October 25-27
Thanksgiving Day Recess	November 25-29
Classes End	December 12
Commencement	December 12
Examinations	December 14-19
Semester Ends	December 19
Grades Due	December 22

### [Academic Integrity](#)

#### **Integrity of Scholarship and Grades**

Truth and honesty: The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The university expects that both faculty members and students will honor these principles and in so doing protect the validity of university grades. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged. Compliance shall include compliance with the following specific rules:

1. No student shall knowingly, without authorization, procure, provide, or accept any materials which contain questions or answers to any examination or assignment.
2. No student shall, without authorization, complete, in part or in total, any examination or assignment for another person.
3. No student shall, without authorization, allow any examination or assignment to be completed, in part or in total, by another person.

4. No student shall knowingly plagiarize or copy the work of another person and submit it as his or her own.
5. No student shall submit work that has been previously graded or is being submitted concurrently to more than one course without authorization from the instructor(s) of the class(es) to which the student wishes to submit it.

### **Plagiarism**

Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writing of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism. 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.

### **Disability Support Resources**

If you are in need of accommodations due to a learning, physical, or other disability you must present a memo to me from Disability Support Resources (DSR), indicating the existence of a disability and the suggested reasonable accommodations. If you have not already done so, please contact the Disability Support Resources office (4015 JHZ) by calling 331-2490 or email to [dsrgvsu@gvsu.edu](mailto:dsrgvsu@gvsu.edu). Please note that I cannot provide accommodations based upon disability until I have received a copy of the DSR issued memo. All discussions will remain confidential. 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.

### **Financial Hardships**

GVSU remains committed to supporting you because of the impacts of the COVID-19 pandemic and is here to help you in times of financial need, including technology requirements. Financial hardship funds are available to help student's meet their basic needs, and help cover educational costs (such as housing, food, and textbooks) that a student could not otherwise pay out of pocket. Please visit the GVSU [Special Circumstance & Financial Hardship Requests](#) web page for more information.

**Liaison Librarian and Knowledge Market.** In addition to many online resources, the GVSU University Libraries has 3 campus locations where you may access library materials: Mary Idema Pew Library Learning & Information Commons (Allendale campus), Steelcase Library (Grand Rapids campus), and Frey Library (Grand Rapids, Center for Health Sciences). Liaison librarian

Each department has a designated librarian to support your research needs. **Samantha Minnis** is our liaison librarian for psychology. Her email is [minniss@gvsu.edu](mailto:minniss@gvsu.edu). Here is a link to the library's subject guide to psychology <https://libguides.gvsu.edu/psych>

### **Knowledge Market**

Our highly trained student consultants work one-on-one or in small groups to help with your library research, writing, or oral presentations. For information about the Knowledge Market or to make an appointment, visit [www.gvsu.edu/library/km](http://www.gvsu.edu/library/km).

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