

PSY 301 – Child Development
Winter, 2019

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Office Hours: MWF 3-4, and by appointment

Section 06 MWF 2-2:50 2310 ASH

Text Required: Child Development: An Active Learning Approach, by L. E. Levine & J. Munsch, 3rd ed., 2018, Sage Publications, Inc.

Note: There are study aids and additional materials that accompany the text available to all students at edge.sagepub.com/levine3e (at no cost!).

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

Learning Objectives: Upon successful completion of this course students will be able to:

- Demonstrate an understanding of the basic concepts and theoretical paradigms that direct the field of Developmental Psychology.
- Describe and think critically about changes within the developing person from conception through adolescence.
- Discuss both traditional and current explanations for trends in children's physical, cognitive, and social/emotional growth.
- Understand the scientific method and apply it to the understanding of child behavior and development.
- Apply knowledge regarding child development to both observations of children and to interactions with children.

Exams: Exam 1 Wed., Jan. 30
Exam 2 Mon., Feb. 18
Exam 3 Fri., March. 15
Exam 4 Wed., April. 10
Exam 5 (final exam period) – Mon., April. 22, 2-3:50

Each exam will consist of multiple choice questions. Exams will be graded on a percent basis. Exams will cover only material presented since the previous exam (both text and class material). This includes the final exam (exam 5), which is not cumulative. There are no study guides given for exams.

Attendance & Exam Policy: You are expected to be in class and are responsible for everything that goes on in class. Should you miss class for any reason, it is your responsibility to find out what went on in class. You are also expected to take exams on days scheduled. If you should have a legitimate reason for missing an exam, you are expected to let me know before the exam (call/email and leave message), so a make-up exam can be arranged (in most cases, plan on taking make-ups immediately before the next class, if possible). 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, I do not feel your excuse is acceptable, or you repeatedly miss scheduled exams.

Term Paper: Observation/Testing of a Child's Developmental Capacities. **Due Fri., April 5**, beginning of class- late papers not accepted. Paper should be typed, double-spaced, font size 12, 1 inch margins, approx. 8-10+ pages of text. The paper will be graded on a percent basis and will be worth equivalent of one exam. You will observe and test several abilities, skills, capacities of a child (between the ages of 5-12 years) in various areas of development, and write a paper explaining exactly what you did, how the child responded, and interpret your results in terms of course material. More details and discussion of the project will be given in class.

Grades: Final grades will be based on calculating the mean percent of the five exam scores and the paper score (thus, each counts 1/6). Grades will be assigned according to the following distribution:

A = 93-100%	B+= 87-89.9%	C+= 77-79.9%	D+= 67-69.9%
A-= 90-92.9%	B = 83-86.9%	C = 73-76.9%	D = 60-66.9%
	B-= 80-82.9%	C-= 70-72.9%	F = 0-59.9%

Extra Credit- There will be an extra credit option with the term paper that will be explained later.

DATE	COURSE OUTLINE	READINGS
Jan. 7-11	Introduction, Developmental Themes/Issues	Chpts.1,2,3
Jan. 14-18	Developmental Theories	
Jan. 21	Mon.-No class-MLK Day	
Jan. 22-25	Theories, Developmental Research Methods	
Jan. 28	Research Methods	
Jan. 30	Wed.-Exam 1 (Chpts. 1,2,3)	
Feb. 1	Influence of Genetics	Chpts. 4,5,6
Feb. 4-8	Heredity-Environment Interaction, Prenatal Dev., The Newborn	
Feb. 11-15	Physical Development, Sensory/Perceptual Development	
Feb. 18	Mon.-Exam 2 (Chpts. 4,5,6)	
Feb. 19-22	Cognitive Development-Piaget	Chpts. 7,8
Feb. 25-March 1	Cognitive Development- Piaget, Vygotsky, Information Processing	
March 4-8	SPRING BREAK	
March 11-14	Information Processing, Intelligence, Achievement	
March 15	Fri.-Exam 3 (Chpts. 7,8)	
March 18-22	Language Development	Chpts. 9,10,11
March 25-29	Emotional Development, Attachment Relationships	
April 1-5	Identity, Self, Gender Development, Moral Development	
April 5	Fri.-Paper Due April 5	
April 8	Moral Development	
April 10	Wed.-Exam 4 (Chpts. 9,10,11)	
April 12	Social Development	
April 15-19	Peers, Family, Activities, Media, Health, Stress, Resilience	Chpts. 12,13,14,15
April 22	Mon., April 22, 2-3:50 -Exam 5 (Chpts. 12,13,14,15)	

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

Special Accommodations: If you are in need of any special accommodations, please be sure to talk to me so appropriate measures can be taken to meet your needs.

Annoyances of Mass Distraction: This section should not be needed (and is not needed for about 90% of you, and I thank you in advance). You are here to give your attention to this class. If I feel you are being annoying or a distraction, either to yourself, to other students, or to me as the instructor, I will ask you to leave. This includes the following:

I do not want to see a phone (or similar e-device). Turn it off and put it away. A phone on a desk, even if not being used or touched is not acceptable. This includes giving the appearance of using/checking a phone/device (trying to be sneaky, in other words).

Sorry, no laptops or similar electronic devices allowed for note taking or anything else.

I also find that when two students are continually talking throughout the class it is extremely annoying, distracting, and rude.

If you have a very legitimate reason for needing to have a device available, please talk to me ahead of time and get my approval.

Academic Integrity: This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>. The GVSU Student Code contains very strict policies for academic integrity and honesty. This includes policies on what constitutes cheating and plagiarism. I have no tolerance for either, so familiarize yourself with the policies if needed. Ignorance is not an excuse. Essentially, you are not permitted to use someone else's work or ideas without giving them credit. On a paper it would be plagiarism, on an exam (looking at their answers/exam or giving the appearance of looking at someone's exam in my judgment as instructor) it would be cheating. Cheating/plagiarism will result in a score of 0 for that particular exam/paper.

The materials presented in this class are copyright protected and may not be used without the express prior consent of the instructor. Intentional misuse of the intellectual property of another may subject the user to penalties up to and including dismissal.

GVSU Conditions of Use for University Computing/Technology Resources and Email Policy: Using university technology resources for commercial use is strictly prohibited. Such resources are to be solely used in conjunction with doing business for GVSU or purposes directly related to academic work. University email services shall not be used to send unsolicited commercial emails and such use may result in your account being disabled.

This syllabus is subject to change at the educated whim of the instructor.

Professors' Pet Peeves (a partial list)-from Lisa Wade, Ph.D., Sociological Images, Aug. 26, 2014.

1. Don't use unprofessional correspondence.
2. Don't ask if you "missed anything important" during an absence.
3. Don't pack up your things before the class is finished.
4. Don't ask a question about readings, assignments, or exams, until you check the syllabus first.