

**Child Development – PSY 301 – Fall 2021**  
Grand Valley State University - Department of Psychology

| <b>Section 08</b>   | <b>Section 06</b>                                      |
|---|--|
| 10:00 – 11:15 am<br>Tues & Thurs<br>178 Lake Ontario Hall | 11:30 – 12:45 pm<br>Tues & Thurs<br>1310 Au Sable Hall |

**Instructor: Naomi J. Aldrich, PhD**

**Office:** 2137 Au Sable Hall  
**Email:** aldrichn@gvsu.edu

**Office Hours:** 1:00-2:00 pm (T/TR)  
(Additional hours available per request)

In person or online via Zoom:  
<https://gvsu-edu.zoom.us/j/91044145982?pwd=TUpEeWlYcmo5UGtGM1hUNUozcnJvdz09>

Meeting ID: 910 4414 5982  
Passcode: 230954

**To Make Appointment Go To:**  
<https://aldrichn.youcanbook.me/>

**Required Course Materials:**

**E-book with LaunchPad Access**  
*How Children Develop*, 6<sup>th</sup> Edition (Siegler et al., 2020) – ISBN: 9781319269562

**GVSU Price: \$104.00, Link to Purchase:**  
<https://gvsu.verbacompare.com/comparison?id=3513617%2C3513620%2C3513622>

**Access to a Computer & High-Speed Internet**

Must meet Blackboard browser requirements & have speakers

**Prerequisite:** PSY 101  
(Minimum grade of D or higher)

## **Course Description**

**Overview:** The material for this course will be presented in a mixed-methods format meaning that I will use in-class activities and discussions (both instructor-led and student-led), and videos to supplement the course readings and lectures. In doing so, I expect you to become engaged with the material in a manner that deviates from strictly memorizing facts. 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. Multiple aspects of development, including physical, cognitive/intellectual, and social/emotional development from conception to adolescence, will be considered. The approach to the course topics is scientific, with an emphasis on recent research findings in developmental psychology.

**Course Objectives:** Upon successful completion, students will be able to:

- 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 knowledge regarding child development to both observations of children and to interactions with children

## **Important GVSU Resources**

**Student Resources:** This is an unprecedented time for all of us and as we adjust to our “new normal” it may be helpful to know what GVSU is offering to help students through the pandemic and with other needs. Here is a link to some of the resources currently available to students: <https://www.gvsu.edu/care/campus-resources-15.htm> Also, please do not hesitate to reach out to me if you have any questions or if you are in need. If I do not know the answer, I will find someone who does 😊 We are in this together.

A GVSU Virus Action Team (VAT), made up of faculty, staff members, and health experts are working daily to monitor the health and safety of the Grand Valley community. Visit: <https://www.gvsu.edu/lakerstogether/data-dashboard-37.htm> to review the most critical data related to the virus in the state, region and GVSU community.

**Disability Support Resources:** If you need academic accommodations because of a learning, physical, or other disability, please contact Disability Support Resources at 331-2490 to develop a plan of assistance that you can provide to me.

**University Counseling Center:** The University Counseling Center (UCC) provides personal, career, and group counseling to GVSU students for free. 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 206 Student Services, Phone: 331-3266, Email: [gvcounsl@gvsu.edu](mailto:gvcounsl@gvsu.edu)

## **Class Etiquette**

**Email:** If you do not include “PSY 301” in the subject line, I may not read or respond to your email. Please use complete sentences and check for spelling errors. Also, please sign your full name and include your section number so I know who you are and what class you attend. **Please make sure to read your syllabus, as I will not reply to emails asking about course information that is listed on these pages.**

**Classroom behavior:** Students are expected to behave appropriately during class. You may use the following principles to guide your classroom behavior: **Your behavior should not be disruptive or distracting to the instructor or your classmates.** The following will help you determine appropriate classroom behaviors. The following list is not exhaustive.

- 1) **Come to class on time.** Your late entrance is distracting to everyone.
- 2) **Stay for the entire class period.** If you must leave early, sit near the exit and leave quietly.
- 3) **Put your cell phone on vibrate before coming to class.**
- 4) You may eat or drink quietly during class, but **please clean up after yourself.** Also, no food or drinks during exams.
- 5) **Talk only when you have been given the floor.** Talking with the people next to you is distracting to everyone. If you are asking your neighbor a question about the course, it is likely that everyone will benefit if you raise your hand & ask your question of the instructor.
- 6) **Be attentive.** You may not realize it, but it is distracting to your instructor if you read a magazine in the back of the classroom or doze off during class. I cannot focus on the information I am trying to convey if I am worried that I am boring you.

## **COVID-Related Course Requirements**

**Daily Self-Assessment:** Everyone is required to complete a daily COVID-19 self-assessment **regardless of whether you are coming to campus or not.** The self-assessment app can be completed using a smart phone, computer, or tablet and it is located at the top of GVSU's home page:



There is also a direct link to the self-assessment on our Blackboard course site (“Link to Self-Assessment” green tab on left). If you have not yet done so, you should also review GVSU's plan for current students here:

<https://www.gvsu.edu/lakerstogether/current-students-29.htm>

### **Face Covering Policy (related to our course):**

- **Face coverings are required in our classroom, as well as my office, at all times.**
- Face coverings must cover the mouth and nose and fit snugly against the sides of the face (two+ layers of washable, breathable fabric).
- There are no exceptions without a letter from Disability Support Resources.
- Students without a face covering (or wearing an inadequate face covering) will be asked to get one before returning to class (available in departmental offices).
- Students wearing an incorrectly positioned face covering will first be asked (and/or shown how to) correctly position their covering according to CDC guidelines. If requests are continually unsuccessful, the student will be asked to leave the classroom.
- Please do not hesitate to reach out to me if you have any questions regarding suitable face coverings and the positioning of face coverings.

**Contact Tracing in the Classroom:** You will be asked to add your name to a seating chart each day you come to class. This will allow me to help identify individuals in contact with a student who has tested positive for COVID (if need be). If you come late to class, please make sure to sign the seating chart. *Thank you for your help in advance!*

### **Please remember:**

To ***show courtesy and respect to all Lakers***, we need to work together to be supportive of each other even when we are not on the GVSU campus. This is still a relatively new situation for everyone, but we can get through this together!

## **Additional Course Requirements**

**Attendance Policy:** It is your responsibility to be in class during the scheduled times. Be on time. Coming in late is rude to the other students. Failure to attend class regularly can negatively affect your grade as there will sometimes be opportunities for in-class points. **The dates on the class schedule for quizzes and for the submission of the observation project and for presentation of the group activity are firm.** Except for students with extenuating circumstances, I do not allow students to make-up quizzes/exams or turn in work late. Please email me or see me during office hours if you know ahead of time that you will miss class.

**Academic Integrity:** Academic integrity often feels ambiguous, as the specific behaviors that are considered misconduct vary somewhat across disciplines and courses. My guiding principle is that **I want to know what YOU have learned in this course.** Behaviors that facilitate your learning the material are acceptable; behaviors that make it *appear* as if you have learned the material when you have not, are unacceptable. Behaviors that create the appearance of an unfair advantage or allow others to question whether you have really learned the material, such as having access to unapproved materials during a quiz/exam, are also unacceptable.

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 dishonorable conduct. **No matter how mild or severe the cheating, it is entirely unacceptable, and I will enforce the current policies fully.**

**It is always OK to:**

- Ask questions.
- Study with classmates.
- Work together with classmates on homework or projects, so long as each of you performs your own work and, in the end, can explain it in your own unique words.
- Use sources to support your ideas and arguments, so long as you (1) restate the material in your own words, showing me what you think it means rather than copying and pasting or narrowly paraphrasing, and (2) you give credit to the original source with a citation. The words should be yours, but you still need to give credit to the source of the ideas.

**It is never OK to:**

- Have any materials (e.g., textbooks, notes in any form) accessible during module quizzes unless I have explicitly given you permission. This includes access to electronic devices (e.g., smart watches) that could conceivably be used to store notes; I want you to avoid even the appearance of improper behavior.
- Present anyone else's words or work as if they are your own. If you are defining terms, you should state them in your own words and cite the source. In this course, there is no reason to use direct quotations.
- Allow anyone else to present your words or work as their own. Enabling someone else's academic misconduct is also academic misconduct, even if you are not benefiting from it.
- Share module quiz questions or details with anyone who has not yet taken the exam (e.g., for "test files" maintained by some student organizations). I rewrite tests substantially each semester, so this is not likely to benefit you anyway.

**These lists are not exhaustive – if you have any questions at all, please ask.**

**This course is subject to the GVSU policies listed at:**

**<http://www.gvsu.edu/coursepolicies/>**

### **Course Requirements – Evaluation Criteria**

**Quizzes:** There will be a 5-question multiple-choice quiz for each assigned reading. The purpose of the quizzes is to encourage students to keep up with the readings and will be available in LaunchPad weekly. **Quizzes will open on Monday at noon and will stay open until 6:00pm on Sunday. You will have one attempt to take a quiz and must complete it in one sitting. Each quiz will be timed, allowing students 10 minutes (2 minutes per question).** Because quizzes will document a student's class readiness, there are no make-up quizzes.

- ✦ **Each Quiz is worth 5 points**
- ✦ **Total Quiz Points = 23 quizzes x 5 points = 115 points**
- ✦ **Together, quizzes count for 11.5% of your final grade**

**Exams:** Each student will take three examinations (and a final "conference" exam discussed below). Dates for these exams are indicated on the last pages of the syllabus. Exams 1, 2, and 3 will each include 50 multiple-choice questions and are closed book; they 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.

- ✦ **Exams 1, 2, and 3 are each worth 150 points**
- ✦ **Total Exam Points = 3 exams x 150 points = 450 points**
- ✦ **Together, Exams 1 – 3 count for 45% of your final grade**

**Learning Activity:** Each student will sign up for a learning activity (LA) topic (topics listed on the class schedule) during the first week of class. There are 10 Learning Activity groups with 3-5 students in each. With your group, you will design a product to help children in your topic's area and will develop an in-class presentation of the product to your chosen target market (parents, teachers, medical field, law/policymakers, etc.). The ways in which the group decides to approach this goal is left up to the group, but your presentation should clearly explain how the product fits within the topic's theory (a brainstorming guide is available on Blackboard). I strongly suggest that groups meet with me to discuss your ideas before presentation to the class. Rubrics will be distributed in class for grading of the group activity (also available on Blackboard and will be discussed more in class).

- ✦ **My grading of your Learning Activity is worth 80 points**
- ✦ **Classmates' grading of your Learning Activity (averaged) is worth 20 points**
- ✦ **Your group members' evaluation of your contribution (averaged) is worth 20 points**
- ✦ **Total Learning Activity Points = 80 + 20 + 20 = 120 points**
- ✦ **The Learning Activity counts for 12% of your final grade**



**Observation Project:** The study of developmental psychology is greatly enhanced by the opportunity to observe children and conduct research. Therefore, there is an outside observation project required for PSY 301. Details for completing the Observation Project are available on Blackboard and will be discussed more in class. Rubrics will be posted for grading of the group conference presentation and your contribution to the group.

**Each student is required to complete both the individual and group requirements listed below:**

**Individual Requirements:**

- Interview/test 2 children: one “younger” (5-7 years) and one “older” (9-11 years)
- Complete a data packet (6 developmental assessments) per child
- Turn in FOR EACH CHILD:
  - ✓ A picture of a signed parental consent form
  - ✓ A picture/screenshot of you working with child
  - ✓ A typed, complete data packet

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|--|
| <p>✦ <b>Individual Data Collection is worth 90 points</b></p> <p>✦ <b>Individual Data Collection counts for 9% of your final grade</b></p> |
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### **Group Requirements:**

- Complete “Group Preferences” sheet (posted on Blackboard) for me to divide class into 6 research groups
- Create appropriate coding/scoring method for your research assessment
- Compare “younger” to “older” children’s performance using class’s data
  
- Each group is required to:
  - ✓ Create a PowerPoint presentation to summarize their project
  - ✓ Present their project and findings at our “Child Development Conference”
  - ✓ Submit 10 multiple-choice questions on their project and findings to class via Blackboard for possible inclusion on final “conference” exam.

- ✦ **My grading of your group’s performance is worth 80 points**
- ✦ **Classmates’ grading of your group’s performance (averaged) is worth 20 points**
- ✦ **Your group members’ evaluation of your contribution (averaged) is worth 20 points**
- ✦ **Total Conference Presentation Points = 80 + 20 + 20 = 120 points**
- ✦ **The Conference Presentation counts for 12% of your final grade**

**Final “Conference” Exam:** There will be a 35-multiple-choice question exam on the last day of class after our Child Development Conference. The questions will cover information from the observation project presentations during the conference. I will choose 5 of the 10 questions submitted by each group to include on the final exam as well as 5 additional questions written by me.

- ✦ **Final Conference Exam is worth 105 points**
- ✦ **Final Conference Exam counts for 10.5% of your final grade**

**Extra Credit Opportunities (not required):** There are two types of extra credit offered in this course. **You may choose which type works best for you and you may mix across categories. However, no student may accumulate more than 25 extra credit points total across all activities completed (in other words, even if you complete all extra credit opportunities offered, only your first 25 extra credit points will be counted toward your grade).** Extra credit opportunities will always be made available to the class as a whole – individuals may not negotiate special arrangements for extra credit. Additional extra credit will **NOT** be given in any circumstances after final grades have been posted. **The last day to complete/turn in extra credit is the day of the final exam by 5:00pm.**

- **Learning Curve (on LaunchPad):** These may be the most important assignments in LaunchPad. **This is an adaptive learning tool and there are 2 – 3 assessing your knowledge of each chapter (24 possible for this course, 1 point each).** There is a target score you must reach in order to earn your point, but you can continue to practice the material for as long as you wish.
- **ESPN 30 for 30 Documentary “The Marinovich Project” (link available via Blackboard):** Students will have the opportunity to write an essay discussing the implications of nature and nurture in Marinovich’s life after watching the film (3 page maximum, double-spaced & typed; **10 points**). Details and prompts will be given in class.

## Grade Evaluation

As indicated above, credit for this course will be based on student performance in these areas. You can track your grades here:

### Grading scale to determine your final grade for the course:

| Student Assessment:        | Points Earned: | Points Possible: |
|----------------------------|----------------|------------------|
| <b>Daily Quizzes</b>       |                |                  |
| Quiz #1                    |                | 5                |
| Quiz #2                    |                | 5                |
| Quiz #3                    |                | 5                |
| Quiz #4                    |                | 5                |
| Quiz #5                    |                | 5                |
| Quiz #6                    |                | 5                |
| Quiz #7                    |                | 5                |
| Quiz #8                    |                | 5                |
| Quiz #9                    |                | 5                |
| Quiz #10                   |                | 5                |
| Quiz #11                   |                | 5                |
| Quiz #12                   |                | 5                |
| Quiz #13                   |                | 5                |
| Quiz #14                   |                | 5                |
| Quiz #15                   |                | 5                |
| Quiz #16                   |                | 5                |
| Quiz #17                   |                | 5                |
| Quiz #18                   |                | 5                |
| Quiz #19                   |                | 5                |
| Quiz #20                   |                | 5                |
| Quiz #21                   |                | 5                |
| Quiz #22                   |                | 5                |
| Quiz #23                   |                | 5                |
| <b>Learning Activity</b>   |                |                  |
|                            |                | 120              |
| <b>Exam #1</b>             |                |                  |
|                            |                | 150              |
| <b>Exam #2</b>             |                |                  |
|                            |                | 150              |
| <b>Exam #3</b>             |                |                  |
|                            |                | 150              |
| <b>Observation Project</b> |                |                  |
| Data Collection            |                | 90               |
| Conference Presentation    |                | 120              |
| Final Conference Exam      |                | 105              |
| <b>Extra Credit</b>        |                |                  |
|                            |                |                  |
| <b>Total Points Earned</b> |                | <b>1,000</b>     |

| Grade: | Percentage:   | Points Needed: |
|--------|---------------|----------------|
| A      | 93% and above | at least 925   |
| A-     | 90% - 92%     | at least 895   |
| B+     | 87% - 89%     | at least 865   |
| B      | 83% - 86%     | at least 825   |
| B-     | 80% - 82%     | at least 795   |
| C+     | 77% - 79%     | at least 765   |
| C      | 73% - 76%     | at least 725   |
| C-     | 70% - 72%     | at least 695   |
| D+     | 67% - 69%     | at least 665   |
| D      | 63% - 66%     | at least 625   |
| F      | 62% or lower  | 624 or fewer   |

**Course Schedule:**

| Class # | Dates        | Readings<br>(To be done<br>before class)                   | Topics & In-Class Activities                   |                              |
|---------|--------------|--|--|------------------------------|
|         |              |  | Lecture  | Activity / Deadlines         |
| 1       | 8/31         |  | Introduction to Class                          |                              |
| 2       | 9/2          | Welcome to LaunchPad,<br>Ch 1.1<br>Review topics & sign-up | Why Study Children?                            | Group Meet Up                |
| 3       | 9/7          | Ch. 1.2 & 1.3  | Child Development Themes                       |                              |
| 4       | 9/9          | Ch. 1.4  | Research Methods                               | Validity                     |
| 5       | 9/14         | Ch. 2.1 & 2.2  | Prenatal                                       |                              |
| 6       | 9/16         | Ch. 2.3 & 2.4  | Childbirth & Newborn                           |                              |
| 7       | 9/21         | Ch. 3.1 & 3.2  | Nature & Nurture                               |                              |
| 8       | 9/23         | Ch. 3.3 & 3.4  | Brain & Body                                   |                              |
| 9       | 9/28         | Ch. 4.1 & 4.2  | Piaget & Info-Processing                       | Group: Piaget                |
| 10      | 9/30         | Ch. 4.3, 4.4, & 4.5  | Sociocultural & Dyn. Systems                   | Group: Vygotsky              |
| 11      | 10/5         | Ch. 5.2  | Motor Development                              | <b>Observation Data Due!</b> |
| 12      | 10/7         | Ch. 5.3  | Learning & Memory in Infancy                   |                              |
| 13      | <b>10/12</b> | <b>Study for Exam</b>                                      | <b>Exam #1 (Chapters 1 - 5)</b>                |                              |
| 14      | 10/14        | Ch. 6.1, 6.2, 6.3, & 6.4                                   | Communicative Behaviors                        | <b>*Obs. Groups Assigned</b> |
| 15      | 10/19        | Ch. 7.1 & "Causality" in 7.2                               | *Conceptual Knowledge on BB*                   | <b>*Project ½ Workday</b>    |
| 16      | 10/21        | Ch. 8.1, 8.2, 8.3, & 8.5                                   | Intelligence – Testing & Influences            | Intelligence Tests           |
|         | <b>10/26</b> | <b>No Class! Fall Break!</b>                               |  |                              |
| 17      | 10/28        | Ch. 9.1 & 9.2  | Psychoanalytic & Learning                      | Group: Erikson               |
|         | <b>10/29</b> | <b>Deadline for Withdrawal</b>                             |  |                              |
| 18      | 11/2         | Ch. 9.3 & 9.4  | Social Cognition & Ecological                  | Group: Bronfenbrenner        |
| 19      | 11/4         | Ch. 10.1, 10.2, 10.3, 10.4, & 10.5                         | Emotion Regulation, Influences & Understanding | Group: Temperament           |
| 20      | <b>11/9</b>  | <b>Study for Exam</b>                                      | <b>Exam #2 (Chapters 6 - 10)</b>               |                              |
| 21      | 11/11        | Ch. 11.1   | Attachment                                     | Group: Harlow                |
| 22      | 11/16        | Ch. 11.2   | Self-Identity                                  | Group: Marcia                |
| 23      | 11/18        | Ch. 12.2   | Family Dynamics                                | Group: Baumrind              |

**Course Schedule continued**

| <b>Class #</b> | <b>Dates</b>       | <b>Readings<br/>(To be done<br/>before class)</b> | <b>Lecture</b>                                    | <b>Activity / Deadlines</b>   |
|----------------|--------------------|---|---|---|
| 24             | 11/23              | Ch. 12.1, 12.3, & 12.4                            | *Family Structure & Context on BB*                | <b>*Project ½ Workday Final Exam Questions Due at end of class!</b> |
|                | <b>11/25</b>       | <b>No Class! Thanksgiving Recess!</b>             |   |   |
| 25             | 11/30              | Ch. 13.1, 13.2, 13.3, & 13.4                      | Friendship & Peer Groups                          | Group: Sociometric Status   |
| 26             | 12/2               | Ch. 14.1  | Morality  | Group: Kohlberg   |
| 27             | 12/7               | <b>Study for Exam</b>                             | <b>Exam #3 (Chapters 11 - 14)</b>                 |   |
| 28             | 12/9               | Conference Preparation                            | <b>Project Workday</b>                            |   |
|                | <b>Finals Week</b> | Conference Preparation...                         | <b>Our Child Development Conference!</b>          |   |
|                |                    |   | <b>Final Exam (over conference presentations)</b> |   |
|                |                    |   | ↪ meets in same classroom, see below ↩            |   |

| <b>Section 06<br/>(11:30am section)<br/>1310 Au Sable</b> | <b>Section 08<br/>(10:00am section)<br/>178 Lake Ontario</b> |
|---|--|
| 10:00 – 11:50 am  | 10:00 – 11:50 pm   |
| Tuesday   | Thursday   |
| December 14 <sup>th</sup>                                 | December 16 <sup>th</sup>                                    |