

PSY 305.01
INFANCY AND EARLY CHILDHOOD DEVELOPMENT
Tuesday / Thursday 11:30-12:45pm – Location: Lake Huron Hall 102
3 Credits, Prerequisite: PSY 101

Professor: Tessa Jordan

Office Hours: Tuesdays and Thursdays 9:00am to 11:00am or by appointment.

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Please put “**Psych 305.01**” in the subject line of your email. I will do my best to respond to emails within 24 hours if they are received Monday-Friday. See me in person (e.g., during office hours) if you have any questions/concerns that may require a lengthy response.

- This syllabus is subject to change. Changes (if any) will be announced in class.
- This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>
- **Prerequisite:** An introductory psychology course (Psych 101 or the equivalent)
- **Course Homepage:** BlackBoard; <http://mybb.gvsu.edu>
- ***Required eText:** In this course we will use the etext, Santrock, J. W. (2018). *Children, 14th Edition*. McGraw Hill Publishers

*This course is participating in **GVSU Save program**. Your required course materials will be available prior to the first day of class through your BlackBoard account. You will be charged for the course materials via your GVSU student account and a “GVSU SAVE Charge” will appear on your student bill. However, if you decide you don’t want to participate, you will need to Opt-Out of the program and be sure you obtain the material on your own. To Opt-Out just click on the link in your BlackBoard course page and follow the instructions. **YOU MUST OPT-OUT BY MIDNIGHT ON FRIDAY, SEPTEMBER 10th.** Your student account will be refunded if you Opt-Out by this date.

COURSE DESCRIPTION:

The course examines physical, socioemotional, and cognitive development during infancy and early childhood. The approach to the course topics is scientific, with an emphasis on 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. Classes will consist of lectures, multimedia presentations, and in-class discussions of assigned readings. Questions and comments are encouraged!

COMMON OBJECTIVES:

Upon successful completion of this course you will be able to:

- Demonstrate an understanding of the basic concepts and theoretical perspectives that direct the field of developmental psychology.
- Describe, and think critically about, changes within the developing individual from conception through infancy and early childhood (the first 5 years of life).
- Discuss both traditional and current explanations for trends in infant and young children's physical, cognitive, and social/emotional growth.
- Understand the scientific method and apply it to the understanding of infant/child behavior and development.
- Apply knowledge regarding the first years of life to both observations of and interactions with infants/young children.

COURSE REQUIREMENTS:

1. Connect Reading Assignments (30 total points): Our *etextbook*, Santrock, J. W. (2018). *Children, 14th Edition*. McGraw Hill Publishers is a digital version of the book on the McGraw-Hill Education Connect® online platform. **Connect** uses technology that adapts content to your skill level to make more-efficient use of your study time and create a more-effective reading experience.

You will have the opportunity to complete Connect Reading Assignments throughout the semester, each is worth 2 or 3 points. The purpose of these assignments is to provide you with a broad context and background knowledge to facilitate your understanding of the material presented in class. It is best to complete the reading *prior* to the lecture.

Each week you will complete a Connect Reading Assignments that you can access through Blackboard. You will need to register with Connect first (more info below). You will have 7 days to complete each assignment. Assignments will open each Friday at 5:00pm ET and will close the following Friday at 5:00pm ET. **There are no make-up opportunities and late assignments are not accepted and will receive a zero.**

To Register with Connect: Log into BB, find our course, click on Course Materials, Week 1, Connect Reading Assignments, then click on an assignment. You will be prompted to register for Connect. During the registration process, you will be prompted to create a new account or login with an existing Connect account.

Use your GVSU username and GVSU email password when registering!

Once you have registered for Connect, you need to ***access all Connect assignments via Blackboard.***

After you register, you will have the option to purchase a low-cost print-version of the text through Connect. This is optional. If you choose to purchase a copy, a full-color, loose-leaf version will be shipped to you.

Connect Technical Support: If you are having trouble registering for or accessing Connect, please contact McGraw-Hill Education's Customer Support. Live chat, email, and phone support are available 7 days a week. **Website: www.mhhe.com/support | Phone: (800) 331-5094**

2. Myth Busting Assignments (60 total points): You will have the opportunity to complete 12 Method Busting Assignments throughout the semester, each worth 5 points. The purpose of these assignments is to have you read and think critically about myths and claims in infant and early childhood development and discuss them in class.

You will access Myth Busting Reading Assignments and instructions on BB. **It is important you complete your Myth Busting Assignment and submit it via BB PRIOR to class on the specific due date** (see course schedule for due dates). **Please note: Late Assignments are not accepted and will receive a zero.**

Exams (200 total points): Two Exams (50 questions each, 50 points each) and one Final Exam (100 questions, 100 points) will be given covering material presented in the lectures and Myth Busting Reading Assignments. The first two exams are noncumulative. The Final Exam is cumulative. All Exams will consist of objective questions in multiple choice format.

Make up exams: Occasionally there are legitimate reasons for missing an exam. I will, however, allow you to take a make-up exam ONLY if you inform me 48 hours in advance that you will have to miss the exam. If you become extremely sick or encounter some other emergency on the day of the exam, I must be notified by email within 12 hours of the scheduled exam time and you will need to show some verification (e.g., a note from your physician, an accident report, etc.). **Missed exams or failure to comply with these policies will result in a zero on the exam.**

GRADING:

Exams 1 and 2 are worth 50 points each (2X50=100), The Final Exam is worth 100 points. Connect Reading Assignments are worth a total of 30 points and Myth Busting Assignments are worth a total of 60 points. Thus, the total number of points for the class is 290. **Grades will not be curved.**

Grading Scale:

<u>Your Total Points</u>	<u>Letter Grade</u>	<u>Your Total Points</u>	<u>Letter Grade</u>
272-290	A	218-229	C+
260-271	A-	209-217	C
247-259	B+	201-208	C-
238-246	B	188-200	D+
230-237	B-	174-187	D
		< 174	F

****If your grade is at the .5 mark, I will round up (e.g., 238.5 will be rounded up to 239). I will not adjust your grade in any other way. Please do not ask at the end of the semester.**

*****HOW TO SUCCEED IN PSYCH 305*****

- **Read!** Complete the Connect Reading Assignment associated with each lecture *before* the lecture is given. This will provide you with a broader context for understanding the material presented in class. Failure to complete Connect Reading Assignments will substantially lower your grade in the course.
- **Attend Each Class!** To get the most out of each class period, come to class ready to learn and talk about the material. Missing class will substantially lower your grade in the course.
- **Take Good Notes!** While in-class, fill-out your Lecture Outline, take additional notes, and make note of examples given in class. 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.
- **Turn in Myth Busting Assignments On-Time!** In order to facilitate meaningful class experiences, it is important you complete and turn in assignments PRIOR to the start of class. Failure to do so will substantially lower your grade in the course.
- **Prepare for Exams Well in Advance!** You should re-read your lecture notes each day after class and review material often. Reread and review your completed Myth Busting Assignments prior to exams. If you wait until the last minute to begin preparing for an exam, you are unlikely to perform as well.
- **Come to Office Hours!** (or make an appointment to meet with me) if you need to discuss anything pertaining to this course. I enjoy meeting with students.

COURSE POLICIES:

Accommodation of Learning Disabilities/Special Needs: Disability: If you have a learning, physical or other disability that would impact your ability to master the material in this course and/or take the exams as described above, please contact GVSU's Disability Support Services (DSS) at 616-331-2490 or <http://www.gvsu.edu/dsr/> to arrange for special accommodations. 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 we can develop a plan to assist you.

Withdrawal: In accordance with University regulations, students withdrawing by the ninth week (Oct. 29th 5:00pm) will be assigned a grade of W (withdrawal). Students withdrawing after the deadline to withdraw will be assigned a letter grade based on their performance in the class. *Note: It is your responsibility to drop yourself from this class.*

Incomplete: Under special circumstances, a grade of Incomplete (I) can be granted. See me as soon as possible to arrange this and 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.

Integrity of Scholarship and Grades: All academic work will be done by the student to whom it was assigned. Anyone caught cheating (e.g., procuring, providing or accepting any materials which contain questions or answers to any exam or assignment, submitting work that has been previously graded) or plagiarizing (taking ideas or material from another source for either written or oral presentation without acknowledging the original source) will be dropped from the course, given an F, and referred to the University for further action. Cheating is a serious violation of academic integrity. For more information on academic honesty please see the GVSU student code.

In-Class Behavior: It is important to minimize disruptions and to show respect and consideration for other students as well as the academic process. For this reason, please get to class on time, and once the lecture starts, please refrain from talking, texting, reading, or sleeping. When you come to class, please be prepared to actively listen, take notes, and ask questions. If you need to leave class early, please sit near an exit and leave quietly.

Fire: In the event of a fire, immediately proceed to the nearest exit during a fire alarm. Do not use elevators.

*******ADDITIONAL RESOURCES*******

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.

Employment Options for Psych Majors: Learn more about careers in psychology at <https://www.gvsu.edu/psychology/employment-options-for-psychology-majors-228.htm>

Guardian Mobile Safety App: Creates a two-way connection between you and the campus police anywhere on campus. Find out more at www.gvsu.edu/gvpd/guardain.

GVSU Counseling Center: Short-term individual and long-term group therapy are provided at no cost to currently registered GVSU students. Seminars and events, online self-help tools, and consultation/referral are just a few of the additional services we provide to the GVSU community. <https://www.gvsu.edu/counsel/>

CLAS Advising Center: offers accessible, accurate, timely, and consistent academic advising to all students pursuing majors and/or minors offered by the College of Liberal Arts and Sciences. <https://www.gvsu.edu/clasadvising/>

Study Abroad: Contact the Padnos International Center <https://www.gvsu.edu/studyabroad/>
There are programs in every region of the world!

Office of Undergraduate Research and Scholarship (OURS):

The Office of Undergraduate Research and Scholarship provides support for undergraduates to pursue the research and creative practice in their discipline. Essentially, we support curious students, by connecting them with ways to discover, research, and explore. Students work with faculty on student initiated, or faculty initiated research. <https://www.gvsu.edu/ours/>

Career Center: Interested in exploring careers and majors? Interested in finding an Internship or job? Need help with your resume and cover letter? Contact GVSU's Career Center <https://www.gvsu.edu/careers/>

Course Schedule:

The following is a tentative schedule for the information that we will cover and exam dates. Any changes will be announced in-class.

Week	Lec. #	Lecture Topic	Connect Reading Assignment	Myth Busting Assignments
1		Review Syllabus - Course Description, Requirements, & Schedule		
	1	Introduction to Developmental Science	Introduction	
2	1	Introduction to Developmental Science, continued		
	2	Developmental Theories	Theories	
3	2	Developmental Theories, continued		
	3	Research Methods	Research Methods	
4	4	Prenatal Development	Prenatal	1. 9/23 prior to class
5	5	The Process of Birth	Birth	2. 9/28 prior to class
		Exam 1 Lectures 1-5		
6	6a	Infant Physical Development - Brain & Motor Development	Brain & Motor	3. 10/7 prior to class
7	6b	Infant Physical Development - Perceptual Development	Perceptual Dev	4. 10/14 prior to class
8	7	Infant Cognitive Development	Infant Cog Dev	5. 10/19 prior to class
		Infant Cognitive Development, continued		6. 10/21 prior to class
9		FALL BREAK - NO CLASS OCT 26th		
	8a	Infant Socioemotional Development - Early Milestones	Emotional dev	7 10/28 prior to class
10	8b	Infant Socioemotional Development - Attachment Theory	Attachment	8. 11/4 prior to class
11		Exam 2 Lectures 6-8		
	9	Early Childhood Cognitive Development	Early CH Cog dev	
12	9	Early Childhood Cognitive Development, continued	Language Dev	9. 11/16 prior to class
	10	Language Development		10. 11/23 prior to class
13	10	Language Development, continued	No connect due	
		THANKSGIVING BREAK - NO CLASS Nov 25th		
14	11a	Early Childhood Socioemotional Development - emotional dev	Emotional Dev	11. 12/2 prior to class
15	11b	Early Childhood Socioemotional Development - the social world	Social World	12. 12/7 prior to class
16		FINAL EXAM - Tuesday, Dec. 14th. 10-11:50am. 50 question from lectures 1-8 & 50 questions from lectures 9-11		

Myth Busting Assignment			
	All Assignments are due prior to the start of class	Due	
1	If a child’s problem is genetically caused, the problem will be present at birth and will stay the same throughout life.	Thursday	Sept. 23
2	There are ideal natural ways for human beings to give birth and to care for young babies, and methods that are too different from the natural ways are not desirable.	Tuesday	Sept. 28
3	Using a baby walker will help a toddler to walk sooner.	Thursday	Oct. 7
4	Using “baby talk” with an infant delays their ability to speak normally.	Thursday	Oct. 14
5	Toddlers drop food on the floor because they want to make their parents angry.	Tuesday	Oct. 19
6	Showing cognitively stimulating videos to babies boosts their intelligence	Tuesday	Oct. 21
7	Letting babies “cry it out” is harmful to their development.	Thursday	Oct. 28
8	Daycare damages the attachment between children and parents.	Thursday	Nov. 4
9	Having kids listen to Mozart makes them smart.	Tuesday	Nov. 16
10	Being exposed to two different languages is confusing for babies and interferes with normal language development.	Tuesday	Nov. 23
11	Most toddlers go through a “terrible twos” stage.	Thursday	Dec. 2
12	Time-out is harmful to children	Tuesday	Dec. 7