

## GRAND VALLEY STATE UNIVERSITY

### Early childhood Development – PSY 305, Section 1

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**Instructor:** Prof. Josita Maouene  
**Pronouns:** she/her/her  
**Email:** [maouenej@gvsu.edu](mailto:maouenej@gvsu.edu)

**On-line presence:** Wednesdays: 2 to 2:50pm via zoom link integrated in BB

**Teaching assistant:** Austin Kienutske  
**Pronouns:** he/him/his  
**Email:** [kienutsa@mail.gvsu.edu](mailto:kienutsa@mail.gvsu.edu)

#### INDIVIDUAL VIRTUAL OFFICE HOURS:

On appointment

via Blackboard Collaborate Ultra

**email me first or ask me before or after our Wednesdays meetings!**

Virtual office hours are held on Blackboard. **The supported browser is chrome.**

There is a menu item labeled, “Virtual Office Hours”. You’ll click on that menu item, then select “join session”.

**Blackboard Course site:** [mybb.gvsu.edu](http://mybb.gvsu.edu)

**Blackboard Student Mobile App:** [bit.ly/bbmobilestudent](http://bit.ly/bbmobilestudent)

**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.

#### COURSE DESCRIPTION

The course examines development during infancy and early childhood across a variety of domains such as physical development and health, cognition, social interaction and emotions. It examines heredity and environment, contexts, prenatal development to provide an understanding of the continuity between these those different periods of development. Perspectives on Cultures and diversity are integral to this class. A major emphasis will be put on applying theoretical concepts in weekly journal entries of 500 words, and Professor Maouene | PSY 305| WINTER 2021

on questioning as a pedagogy: while exploring your curiosity about child development (through Packback discussion board) and during weekly Zoom meetings in Bb.

## COMMON OBJECTIVES

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

- Demonstrate an understanding of the basic concepts and theoretical perspectives that direct the field of developmental psychology, particularly with respect to infancy and early childhood development.
- Describe, and think critically about, changes within the developing individual from conception through infancy and early childhood (the first 6 years of life including prenatal development, up to age 6).
- 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 possible interactions with infants/young children. Due to the special circumstances of the pandemic, there will be no live observations or interactions, instead you will be asked to report and reflect weekly on your development in a journal.

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 ebook and platforms

- 1) Bundle Ebook on a web platform called **Connect**: Martorell, CHILD, (2 ed., 2020) MacGraw Hill  
<https://www.mheducation.com/highered/product/child-martorell/M9781260500172.html#bundleCollapse>
- 2) Packback: online discussion platform  
<https://www.packback.co/>

Bookstore link to purchase material on-line:

[https://eposweb-437.sequoiars.com/ePOS/form=robots/catalog.html&this\\_category=521&store=437](https://eposweb-437.sequoiars.com/ePOS/form=robots/catalog.html&this_category=521&store=437)

Hereafter the two softwares syllabi:

## Connect syllabus

### A BRIEF DESCRIPTION OF CONNECT

For this course, you will purchase access to McGraw-Hill Education's Connect which includes the ebook and MCQ and video segments for the observation of children. You will start using it the **second week of class!**  
Here's how to purchase it:

### Purchase from Connect integrated in **Blackboard**

Purchase Connect access through your **Blackboard** account. Login to your school's Blackboard account, and enter your course, then click on the Connect link, which will take you to the Connect registration page where you can follow the prompts.

At that time, you will need to do one of the following:

- Enter your access code
- Purchase access online
- **Begin your 14-day Temporary Access period**

Please note: After you register, you will have the option to purchase a low-cost, binder-ready, loose-leaf, 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.

OPTION 1

### **If you have a grant or a scholarship, you must purchase the access code from the bookstore in order to be reimbursed:**

Purchase a Connect code at the bookstore and register either with the provided link or with the link provided by your instructor. During the registration process, you will be prompted to create a new account or login with an existing Connect username and password.

At that time, you will need to do one of the following:

- Enter your access code
- Purchase access online
- **Begin your 14-day Temporary Access period**

OPTION 2

## HOW CONNECT FITS INTO YOUR OVERALL COURSE GRADE

Connect is required to complete your assignments and will be worth ~54% of your grade.

Learn Smart (questions on key concepts) on eBook material:

~8%

Practice and Reviews/and children's observations

~46%

## EXPECTATIONS AND POLICIES RELATED TO COURSE ASSIGNMENTS

LearnSmart and Review practice assignments will be scheduled, completed, and recorded in Connect and also in Bb. Expect a delay after Sunday night.

All students are required to complete every assignment by the due date of Sunday 11.59pm.

Your first assignments are due on the second week of class !

## TECHNICAL AND SUPPORT INFORMATION

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.

When contacting a support agent, you will always receive a case number. It will be important to save this case number if additional follow up or documentation is needed.

**Website: [www.mhhe.com/support](http://www.mhhe.com/support) | Phone: (800) 331-5094 Hours (EST)**

Sunday: 12 PM - 12 AM

Monday - Thursday: 24 hours

Friday: 12 AM - 9 PM Saturday: 10 AM - 8 PM

Ensure your computer meets system requirements by going to this link:

**<http://connect.mheducation.com/connect/troubleshoot.do>**

## PACKBACK SYLABUS

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

You might be wondering why we are using Packback instead of Blackboard to host our discussions this term. I have over 140 students this current term - Packback is able to give you feedback on your posts to improve the quality of your writing - something that My TA and I are unable to do manually for all 140 of you. Your grades will also be automatically calculated, which will allow me to spend more time engaging with your posts rather than grade 420 posts each week!

### How to Register on Packback:

#### First day of class, you should receive an invitation to finish registration!

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: 04dbfc6d-257d-4602-a8d0-e58a63b6857d

(Note: this is not a payment or free access code!)

### Packback Posting Requirements:

There will be a Weekly Sunday **at 11.59 PM** deadline for submissions. 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 60, worth 4pts or 40% of the week grade
- 2 Responses per week with a minimum Curiosity Score of 60, worth 3 pts each or 60% of the week grade
  - **1 response must be to the pinned Professor question that I will post each week**
  - **1 responses must be to a question that your peers have posted.**
  - *Half credit will be provided for questions and responses that do not meet the minimum curiosity score.*
  - *In terms of points: 3 posts a week =10pts over 11 weeks= 110pts or 14% of the total grade.*

**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 far before the deadline!*

### Packback Grading:

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Packback is [**~14%**] of the overall course grade

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](#)

**Beware that the grace period is 3 weeks ! But you need to contact Packback via their chat to ask them for a grace period!**

**You will start using Packback the 2nd week of class !**

## SPECIFICS TO THE DELIVERY OF THE COURSE

### MODE OF INSTRUCTION

**ON-LINE with once a week meeting on Wednesdays** for group activities, your questions/ and info/feedback, using Zoom (access via Bb).

The on-line meeting is required. If you are unable to attend, you will need to catch up.

#### PROCEDURE FOR CATCHING UP ZOOM MEETING:

After the **second meeting**, ask Austin (your TA) to let you know who are the classmates who are working that day too throughout the semester. Create a group with those persons and figure out when you can meet weekly. Then you can participate by listening to the instructions for the weekly activity that will be posted under Zoom Recordings and instructions on activity on Bb after the meeting.

Once you have completed the group activity send it to Austin (TA), [kienutsa@mail.gvsu.edu](mailto:kienutsa@mail.gvsu.edu) for him to record your participation and that of your group members in Bb.

The Zoom meetings will happen on Wednesdays, at 2pm in BB, tab ‘Wednesdays at 2 (Zoom)’.

**The first meeting is on Wednesday January 20th, 2020 at 2pm.**

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 called weekly assignments (14 of them). Each module has the following structure, except the first week:

**Learning objectives****Module requirements****Connect assignments including Smartbook and Review/practice****Packback posts****Journaling****Assignments**

Each weekly module include reading the ebook and weekly reading questions on Connect (Smartbook), weekly reviews/activities on Connect, weekly posts on Packback discussion board and weekly journal entry. The deadline for the weekly assignments is set at Sunday 11.59 pm.

**Connect: Smartbook:** Includes the weekly reading of the ebook (~ 60 min) and questions on the reading. It is set to review 25 concepts (~20 min). The questions are easy and more about facts and definitions. 1 attempt. If you do it whatever the score, you get 5pts.

**Connect: Practice and review:** Includes observations on children, all are MCQ. The number of questions and activities varies between 18 to 50. The questions are more application type of questions, some based on video clips. They require a deeper understanding. time is not limited and you have 2 attempts (20 min to 75 min).

**Packback Posts:** discussion board. See above under Packback (pages 4,5,6 of syllabus) (~20 min).

**Journal:** The project is a journal of a Developmental (Auto)biography or DAP. It consists of a weekly post, of 350-500 words incorporating 5 concepts studied that week over 14 weeks. It is a report of anecdotes, memories and reflections on early years 0 to 6, yours 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. 2 attempts at uploading (~20 min).

**Zoom group activity:** Each week we meet on zoom in BB, there will be a general question (with subquestions) and the formation of a random group. You will be asked to divide the work of investigation among the members of your group, that is find a response with a source to the questions and then pool them and then discuss those findings and a recorder will present the findings to the rest of the class. You will be asked to put your name on the chat and your source as well as one specific input to your group to get the participation points.

**Make up**

- If you should have a legitimate reason for missing an assignment, please email my teaching assistant or myself.

**Keeping up the pace**

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

**Grading scheme**



| Item   | Number | Percent | Total      |
|--|--------|---------|------------|
| Packback: discussion board worth 10 pts for 3 posts                    | 11     | ~ 14%   | 110        |
| Connect: LearnSmart reading MCQs, worth 5 pts each                     | 13     | ~ 8%    | 65         |
| Connect: Practice and review, variable amount of pts from 24 to 31 pts | 13     | ~ 46%   | 350        |
| Journal worth 10 pts each entry  | 14     | ~17%    | 130        |
| Zoom : group activity  | 12     | ~16%    | 120        |
| <b>Total</b>   |        |         | <b>770</b> |

- Details below:

| Week               | Dates            | Connect (McGrall Hill)<br>Reading+ Smartbook | Connect (McGrall Hill)<br>Practice & Review | Packback<br>Discussion board | Journal    | Zoom<br>Group activity |                |
|--------------------|------------------|--|---|------------------------------|------------|------------------------|----------------|
| week 1             | Jan 19-22        | n/a  | n/a   | n/a                          | 10         | 10                     |                |
| week 2             | Jan 25-29        | 5  | 34  | 10                           | 10         | 10                     |                |
| week 3             | Feb 1-5          | 5  | 28  | 10                           | 10         | 10                     |                |
| week 4             | Feb 8-12         | 5  | 18  | 10                           | 10         | 10                     |                |
| week 5             | Feb 15-19        | 5  | 25  | 10                           | 10         | 10                     |                |
| week 6             | Feb 22-26        | 5  | 25  | 10                           | 10         | 10                     |                |
| week 7             | March 1-5        | 5  | 30  | 10                           | 10         | 10                     |                |
| week 8 &           |                  |  |   | n/a (breather March 10)      |            |                        |                |
| week 9             | March 15-19      | 5  | 49  | 10                           | 10         | 10                     |                |
| week 10            | March 22-26      | 5  | 25  | 10                           | 10         | 10                     |                |
| week 11            | March 29-April 2 | 5  | 25  | n/a (breather April 1)       | 10         | n/a                    |                |
| week 12            | Apr 5-9          | 5  | 16  | 10                           | 10         | 10                     |                |
| week 13            | Apr 12-16        | 5  | 25  | 10                           | 10         | 10                     |                |
| week 14            | Apr 19-23        | 5  | 50  | 10                           | 10         | 10                     |                |
| <b>Total</b>       |                  | <b>60</b>                                    | <b>350</b>                                  | <b>110</b>                   | <b>130</b> | <b>120</b>             | <b>TTL 770</b> |
| <b>Percentages</b> |                  | 0.08   | 0.46  | 0.14                         | 0.17       | 0.16                   |                |

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 often 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 work is due by Sunday midnight (11.59 pm) of the week it was assigned.

| Week 1      | Module week 1: Getting your two accounts set up+ check syllabus and Bb. Meeting with professor and class mates.  |  |
|-------------|--|--|
| Tues Jan 19 | <ul style="list-style-type: none"> <li>📍 Check the <b>Begin here</b> link on BB</li> <li>📍 Read <b>syllabus</b></li> </ul>   |  |
| Wed Jan 20  | <ul style="list-style-type: none"> <li>📍 <b>1. Zoom meeting at 2pm (access through Bb).</b> Introductions. Digital tools presentation.</li> <li>📍 <b>2. Post your Journal entry week 1</b> Under 'Weekly Assignments' on Bb</li> </ul>   | The project for this semester is a Developmental Autobiography or DAP. Reflections on your early years 0-6 through Bb journaling.. |
| Fri Jan 22  | <ul style="list-style-type: none"> <li>📍 <b>1. Get Packback access code :</b> check it, ask for a trial period if you don't have the money (info on syllabus for how to sign up).</li> <li>📍 <b>2. Get the McGraw Hill bundle ebook + Connect access code</b> (McGraw Hill). Use the trial period if you don't have the money. (info on syllabus for how to sign up).</li> </ul> |  |
| Week 2      | Module week 2 WHAT IS DEVELOPMENT, INFLUENCES, ISSUES  |  |
| Mo Jan 25   | CHAP. 1 INTRODUCTION<br>THE STUDY OF CHILD DEVELOPMENT<br>INFLUENCES ON DEVELOPMENT<br>ISSUES IN DEVELOPMENT   | Read with Connect Smartbook week 2 chap. 1 p. 1-11   |
| Wed Jan 27  | <ul style="list-style-type: none"> <li>📍 <b>Zoom meeting at 2pm (access through BB).</b> Introductions, groups formation. Digital tools presentation.</li> <li>📍 <b>3 Packback posts</b></li> <li>📍 <b>Post your weekly journal (Bb)</b></li> </ul>  | Wednesday: Answer the professor theme question on Packback Post your question and Answer two questions on Packback.                |
| Fri Jan 29  | Connect Review Practice week 2 chap. 1 p. 12-11  |  |

| Week 3     | Module week 3 THEORIES OF DEVELOPMENT   | *****  |
|------------|---|--|
| Mo Feb 1   | CHAP. 1 THEORIES OF CHILD DEVELOPMENT   | Read with Connect Smartbook week 3 chap. 1 p. 12-23  |
| Wed Feb 3  | <ul style="list-style-type: none"> <li>📍 Zoom meeting at 2pm (access through BB).</li> <li>📍 3 Packback posts</li> <li>📍 Post your weekly journal (Bb)</li> </ul> | <p>Wednesday: Answer the professor theme question on Packback<br/>Post your question and Answer one question on Packback.</p>        |
| Fri Feb 5  | Connect Review Practice week 3 chap. 1 p 12-23  |  |
| Week4      | RESEARCH METHODS  |  |
| Mo Feb 8   | CHAP.1 RESEARCH METHODS   | Read with Connect Smartbook chap.1 week 4 Research Methods p. 23-28  |
| Wed Feb 10 | <ul style="list-style-type: none"> <li>📍 Zoom meeting at 2pm (access through BB).</li> <li>📍 3 Packback posts</li> <li>📍 Post your weekly journal (Bb)</li> </ul> | <p>Wednesday- : Answer the professor theme question and post your question on Packback and Answer one peer question on Packback.</p> |
| Fri Feb 12 | Connect Review Practice week 4 chap. 1 p 23-28  |  |
| Week 5     | CONCEPTION, HEREDITY AND ENVIRONMENT  |  |
| Mo Feb 15  | CHAP. 2 CONCEPTION, HEREDITY AND ENVIRONMENT  | Read with Connect Smartbook week 5 chap. 2 p. 33-51  |
| Wed Feb 17 | <ul style="list-style-type: none"> <li>📍 Zoom meeting at 2pm (access through BB).</li> <li>📍 3 Packback posts</li> <li>📍 Post your weekly journal (Bb)</li> </ul> | <p>Wednesday: Answer the professor theme question and post your question on Packback and Answer one peer question on Packback.</p>   |
| Fri Feb 19 | Connect Review Practice week 5 chap. 2 p 33-51  |  |

| Week 6                                     |   |   |
|--|---|---|
| <b>PREGNANCY AND PRENATAL DEVELOPMENT</b>  |   |   |
| Mo Feb 22                                  | CHAPTER 3<br>PREGNANCY AND PRENATAL DEVELOPMENT   | Read with Connect Smartbook week 5 chap. 3 p. 33-51   |
| Wed Feb 24                                 | <ul style="list-style-type: none"> <li>📍 Zoom meeting at 2pm (access through BB).</li> <li>📍 3 Packback posts</li> <li>📍 Post your weekly journal (Bb)</li> </ul> | Wednesday: Answer the professor theme question and post your question on Packback and Answer one peer question on Packback. |
| Fri Feb 26                                 | Connect Review Practice week 5 chap. 3 p. 33-51   |   |
| Week 7                                     |   |   |
| <b>BIRTH AND THE NEWBORN</b>               |   |   |
| Mo March 1                                 | CHAPTER 4<br>BIRTH AND THE NEWBORN  | Read with Connect Smartbook chap. 4 Smartbook p.75-92   |
| Wed March 3                                | <ul style="list-style-type: none"> <li>📍 Zoom meeting at 2pm (access through BB).</li> <li>📍 3 Packback posts</li> <li>📍 Post your weekly journal (Bb)</li> </ul> | Wednesday: Answer the professor theme question and post your question on Packback and Answer one peer question on Packback. |
| Fri March 5                                | Connect review practice week 6 chap. 4 p. 75-92   | Post your weekly journal (BB)   |
| Weeks 8 & 9                                |   |   |
| <b>PHYSICAL DEVELOPMENT AND HEALTH 0-3</b> |   | <b>You have two weeks to work on this!</b>  |
| Mo March 9                                 | CHAPTER 5: PHYSICAL DEVELOPMENT AND HEALTH 0-3  | Read with Connect Smartbook chap. 5 p.96-115  |
| Wed March 10                               | Breather Day<br>No zoom meeting<br>No Packback  |   |
| Wed March 17                               | <ul style="list-style-type: none"> <li>📍 Zoom meeting at 2pm (access through BB).</li> <li>📍 3 Packback posts</li> <li>📍 Post your weekly journal (Bb)</li> </ul> | Wednesday: Answer the professor theme question and post your question on Packback and Answer one peer question on Packback. |
| Fri March 19                               | Connect review practice week 8&9 chap. 5 p. 96-115  |   |
| Week 10                                    |   |   |
| <b>COGNITIVE DEVELOPMENT 0 TO 3</b>        |   |   |

|                |   |   |
|----------------|---|---|
| Mo March 22    | CHAPTER 6 COGNITIVE DEVELOPMENT 0 TO 3  | Read with Connect Smartbook chap. 6 p.120-142   |
| Wed March 24   | <ul style="list-style-type: none"> <li>🕒 Zoom meeting at 2pm (access through BB).</li> <li>📢 3 Packback posts</li> <li>📝 Post your weekly journal (Bb)</li> </ul> | Wednesday: Answer the professor theme question and post your question on Packback and Answer one peer question on Packback. |
| Fri March 26   | Connect review practice week 10 chap. 6 p. 120-142  |   |
| <b>Week 11</b> | <b>PSYCHOSOCIAL DEVELOPMENT 0 TO 3</b>  |   |
| Mo March 29    | CHAPTER 7 PSYCHOSOCIAL DEVELOPMENT 0 TO 3   | Read with Connect Smartbook chap. 7 p.148-168   |
| Wed March 31   | <p>No Zoom meeting<br/>No Packback posts for April 1 Thursday<br/>Breather</p>  |   |
| Fri April 2    | <p>Post your weekly journal (BB)</p> <p>Connect Review Practice week 11 chap.7 p. 148-168</p>   |   |
| <b>Week 12</b> | <b>PHYSICAL DEVELOPMENT AND HEALTH IN EARLY CHILDHOOD</b>   |   |
| Mo Apr 5       | CHAPTER 8 PHYSICAL DEVELOPMENT AND HEALTH IN EARLY CHILDHOOD  | Read with Connect Smartbook chap. 8 p.171-183   |
| Wed Apr 7      | <ul style="list-style-type: none"> <li>🕒 Zoom meeting at 2pm (access through BB).</li> <li>📢 3 Packback posts</li> <li>📝 Post your weekly journal (Bb)</li> </ul> | Wednesday: Answer the professor theme question and post your question on Packback and Answer one peer question on Packback  |
| Fri Apr 9      | Connect Review Practice week 12 chap.8 p. 171-183 )   |   |

|                |   |   |
|----------------|---|---|
| <b>Week 13</b> | <b>COGNITIVE DEVELOPMENT IN EARLY CHILDHOOD</b>   |   |
| Mo Apr 12      | CHAPTER 9 COGNITIVE DEVELOPMENT IN EARLY CHILDHOOD  | Connect Smartbook week 1 13/14 chap. 9<br>Smartbook p.188-206   |
| Wed Apr 14     | <ul style="list-style-type: none"> <li>📍 Zoom meeting at 2pm (access through BB).</li> <li>📍 3 Packback posts</li> <li>📍 Post your weekly journal (Bb)</li> </ul> | <p>Wednesday: Answer the professor theme question and post your question on Packback</p> <p>Thursday: Answer two peer questions on Packback from students</p> |
| Fri Apr 16     | Connect Review Practice week 14 chap.9 p. 188-206   |   |
| <b>Week 14</b> | <b>PSYCHOSOCIAL DEVELOPMENT IN EARLY CHILDHOOD</b>  | All this week homework have an extended deadline to Fri April 30 midnight.  |
| Mo Apr 19      | CHAPTER 10 PSYCHOSOCIAL DEVELOPMENT IN EARLY CHILDHOOD  | Connect Smartbook week 15 chap. 10<br>Smartbook p.211-232   |
| Wed Apr 21     | <ul style="list-style-type: none"> <li>📍 Zoom meeting at 2pm (access through BB).</li> <li>📍 3 Packback posts</li> <li>📍 Post your weekly journal (Bb)</li> </ul> | <p>Wednesday: Answer the professor theme question post your question on Packback and Answer one peer question on Packback</p>                                 |
| Fri Apr 23     | Connect Review Practice week 15 chap.10 p. 211-232  |   |
| <b>Week 16</b> | <b>Exam week</b>  |   |
| Apr 26-30      | <b>No exam</b>  |   |

### 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:mybb@gvsu.edu) can be accessed by visiting: [mail.gvsu.edu](mailto:mail.gvsu.edu) and [Blackboard](https://mybb.gvsu.edu) at: [mybb.gvsu.edu](https://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. The Packback scores will be in the Packback gradebook. We will add the points once for the mid-term and at the end of the semester. To see scores and detailed grading feedback, click “My Grades” from the Blackboard course main navigation.

### Assignments and Assessments

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

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

### 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.

[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.**



## 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).

#### 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.**