

Child Development – PSY 301 – Spring 2025
Grand Valley State University - Department of Psychology

Sections 01 and 02

Fully Online Course (Asynchronous)
Administered via Blackboard & Achieve

Instructor: Naomi J. Aldrich, PhD

Office: 2205 Au Sable Hall
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Office Hours: 1:00-2:00 pm (T/TR)
(Additional hours available per request)

Online via Zoom:

[https://gvsu-
edu.zoom.us/j/93386858873?pwd=wr
pUSN4RvtzHzTQhoEqP53FhC9adHd.
1](https://gvsu-edu.zoom.us/j/93386858873?pwd=wrpUSN4RvtzHzTQhoEqP53FhC9adHd.1)

Meeting ID: 933 8685 8873
Passcode: 761929

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

Required Course Materials:

E-book with Achieve Access

How Children Develop, 7th Edition (Siegler et al., 2024) – ISBN: 2810500010946

As part of the **GVSU SAVE** program, your materials are billed as part of your tuition (**cost: \$110.00**)

You will access these materials through our Blackboard course; you do not need to purchase anything else (see page 2 for more information)

Access to a Computer & High-Speed Internet

Must meet Blackboard browser requirements & have a microphone, speakers, and camera

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

Course Material Information

How to Access the Electronic Textbook & Achieve:

LOGIN TO BLACKBOARD

- Look for the “Get Started with E-Book and Achieve Here” folder on our PSY 301 Blackboard course content page. Here you can register and access the e-book and Achieve assignments and gradebook.
- You CANNOT access our Achieve course outside of Blackboard so you must always go through Blackboard to get to the e-book and Achieve assignments. The e-book can be downloaded from Achieve and read offline on a computer or a mobile device.
- When you click any Achieve link in Blackboard, it will take you directly to the e-book reading or assignment.
- You DO NOT need a code and you DO NOT need to enter any payment information (this is all taken care of through the GVSU SAVE program). Contact the Laker Store at lakersave@gvsu.edu for more info, if needed.
- Link to the GVSU SAVE program for more information and opt-out deadlines: <https://lakerstore.gvsu.edu/GVSUSAVEStudents>

Achieve FAQs:

- Recommended web browser is the latest version of **Google Chrome** or **Firefox**. Go here for links to check your version, update, or install a new version: <https://mhe.my.site.com/macmillanlearning/s/article/Achieve-General-Troubleshooting-Tips>
- **You must allow session cookies and make sure you have disabled your pop up blocker** (if it's on, a red dot will appear in the address bar when you try to open Achieve via Blackboard) [How to Disable Pop Up Blocker in Chrome](#)
- Students will also need to **clear cache/cookies** regularly (especially if assignments do not open): [How to Clear Cache and Cookies](#)
- It can also be helpful to **try an Incognito Window** in Chrome if you're experiencing loading issues (due to cookies/cache). Here's how: [Incognito Window](#)
- Need Help? Contact Macmillan Achieve Customer Support via [online chat](#)
- For **urgent/time sensitive issues**, please **CALL** Achieve tech support at (800) 936-6899

Course Description

Overview: The material for this course will be presented in a mixed-methods format meaning that I will use individual and group 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: GVSU offers a variety of support for students. These include assistance with basic needs (such as food, housing, and laptops), academic support (such as tutoring and career advice), and wellness resources (such as health/mental health and opportunities to become more engaged with other students).

Here is a link to some of the resources currently available to students:

<https://www.gvsu.edu/care/campus-resources-15.htm> Please do not hesitate to reach out to me if you have any questions or if you are looking for a certain type of support. If I do not know the answer, I will try to find someone who does 😊.

Student Accessibility Resources: If you need academic accommodations because of a learning, physical, or other disability, please contact Student Accessibility Resources at 331-2490 or access@gvsu.edu to develop a plan of assistance that you can provide to me.

Psych Friends Peer-to-Peer Mentors: Psych Friends mentors are upper-level psychology and behavioral neuroscience students who provide guidance and support in many areas, such as: effective studying and time management techniques, understanding the PSY and BNS major requirements, careers in the field, and the process of applying for graduate school. Visit <https://www.gvsu.edu/navigate> to schedule an online or in-person meeting today!

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/>
Phone: 331-3266, Email: gvcounsel@gvsu.edu The UCC is located at:

Allendale Campus: 206 STU (Monday – Friday: 8:00 am – 5:00 pm)

Pew Campus: DeVos 101B (Monday, Wednesday, Thursday: 8:00 am – 5:00 pm)

Telehealth Appointments Available

**If you or someone you
know is in crisis, please
reach out for
support.**



**Suicide & Crisis Lifeline
Call or Text 988**

**Crisis Text Line
Text HOME to 741741**

**Available:
Any time, Any day, All year**

Course Website

This is a fully online course; all course materials are available through Blackboard and our Achieve course site:

To access Blackboard, go to <https://lms.gvsu.edu/> and enter your log in and password.

Use of Blackboard is integral to this course and students must log on a few times each week to complete course requirements, receive important announcements and updates, and communicate with me and other students about course content.

Blackboard will contain pertinent course information, grades, lecture materials, announcements, readings, assignments, and exams. Students are responsible for all information provided via Blackboard. The full, detailed description of all assignments, exams, and due dates will be found in Blackboard.

If you are new to Blackboard:

Link to check if your browser is compatible:

https://help.blackboard.com/Learn/Instructor/Ultra/Getting_Started/Browser_Support/Browser_Checker

Technical difficulties with Blackboard:

If you experience technical problems with Blackboard, contact the help desk by email or phone - it@gvsu.edu or 616-331-2101.

Link to help website: <http://www.gvsu.edu/elearn/help/>

The expectation at Grand Valley State University is that a three-credit course constitutes approximately 9-12 hours of work per week, including time viewing lectures, completing readings and other assignments, and otherwise engaging with the course. You are most likely to be successful in this course if you set aside regular time each week, just as you would for a traditional face-to-face course.

Course Expectations

To ensure a good learning environment for all students and facilitate high levels of responsiveness and support, I expect that you will:

- **Be officially registered for the course.** Please remember that participation in the class is limited to students who are officially registered for the course. This will ensure that we will not have any unauthorized remote visitors to our online class. Visitors to classes are allowed only with specific faculty permission.
- **Communicate early and often.** If you are having difficulty with the course material, or if there is an out-of-class issue that is affecting your performance, the earlier I know about it the sooner I can help. Although the class is fully online, I am not a robot; **I am a real human being and I am here to help you.** The best way to reach me is through email (aldrichn@gvsu.edu).
- **Be proactive and persevere.** Everyone enters this class with different levels of preparation and interest. Some information may seem to come easily to some and with difficulty to others. There is nothing wrong with finding this material challenging, especially if it is new to you or given the pace of this course. This course is designed to give you many opportunities to succeed, but it is up to you to take advantage of them.
- **Use the resources available to you.** I fully expect that most of you will have many questions throughout the course, and I want to be able to answer them as fully as possible. I have tried to anticipate many possible questions and answer them in this syllabus and assignments. When you have a question about course policies, assignment requirements, etc., please check these resources first, *before* emailing me with your question. When you are working on assignments, please read and re-read the instructions, check the troubleshooting guide in Achieve and page 2 of this syllabus for common browser issues (if applicable), *then* email me. If your question has already been addressed in the documentation, you will get your answer faster this way, and if not, I will be able to give it more attention.
- **Practice good email habits.** Please put “PSY 301 section #” in the subject line of your emails for the fastest attention. Please use complete sentences and check for spelling errors. Also, please sign your full name so I know who you are and what class you attend. Please be as **specific** as you can about your question and make sure to read the syllabus.
- **Show courtesy and respect to all class members.** Be professional and use good manners in your interactions with me and with your classmates. Think about your tone in discussion posts, etc.

Course Policies

Due Dates: Please note that, although there are no scheduled meeting times for the course, there are frequent, regular due dates spread throughout the semester – you should not expect to complete all the course work in a short period. **Please pay attention to the Course Schedule (last page of this syllabus) for due date information. All due dates are firm.** Except for students with extenuating circumstances, I do not allow students to make-up module quizzes/exams or turn in work late. Please email me or see me during office hours if you know ahead of time that you have a conflict.

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 is, it is entirely unacceptable, and I will enforce the current policies fully.**

Plagiarism: As described by the GVSU Student Code, "Offering the work of someone else as one's own is plagiarism...." "Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged." **"Depending on the instructor's judgment of the particular case, he/she may...give a failing grade for the ... entire course."** Simply rearranging the words or substituting synonyms in the original source is still plagiarism. **Furthermore, students should not self-plagiarize, that is, reuse their own work from another course.**

Peer Collaboration: Collaborative work will be assigned in this course. Collaborative work means sharing ideas with your peers and working together to complete an assignment/project. Collaboration does not mean giving completed work to your peers to use. If you have questions about what kind of collaboration is allowed, please ask.

Artificial Intelligence: You are expected to complete all work, and all phases of work, without any assistance from advanced automated generation tools (AI or machine learning tools, such as ChatGPT, Dall-E 2, etc.). Using them may interfere with your progress as an independent thinker and your achievement of the course's outcomes. If you use these tools in this course, your actions would be considered academically dishonest and a violation of our academic integrity policies.

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 (not including generative AI tools) 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.
- Use a generative AI tool for assignments/projects in this course during any stage of completion.
- 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 assignments or quiz/exam questions or details with anyone who has not yet completed the work or taken the quiz/exam.

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/>

Evaluation Criteria

Introduction to Course (Pre-Module) Assignments: To familiarize yourself with the requirements and materials you will need to be successful in this course (and to help guide my teaching) you are expected to complete these assignments during the first week of class:

- Read this syllabus; yep, the entire thing 😊
- Introduction on **Think & Share** Discussion Board with Picture = 10 points
- Achieve Orientation Assignment = 5 points
- Blackboard Pre-Test Assessment = 5 points (for completing)

✦ **Total Pre-Module Points = 20 points**

✦ **Together, pre-module points count for 2% of your final grade**

Achieve Assignments:

In every chapter of our book, Achieve provides a number of assignments designed to assist you in learning the material and in preparing you for the module quizzes. I have assigned four types of assignments but please note that you may see other unassigned materials that you can freely use in addition to those assigned.

- **Developing Lives – Virtual Parent Experience:** In this course you will have the opportunity to experience “parenthood” by using a program called Developing Lives. This is a wonderful opportunity for you to think through the different stages of development a child goes through, from conception through adolescence, and to consider the choices parents make each and every day!
 - During this semester-long assignment, you will “raise” a virtual child from sperm and egg to teenager, encountering decisions based on planned and unforeseen life events, both big and small. Each choice you make will affect your child, as in real life.
 - There are 6 units in this system: Introduction (creating your parent profile), Prenatal, Babies & Toddlers, Early Childhood, Middle Childhood, and Adolescence. The units require you to complete activities to raise your child and quizzes regarding the child’s developmental period. **I suggest completing these assignments as we progress through the appropriate developmental periods in class. However, all of the Developing Lives assignments are due June 16th by 11:00pm.** ***Please note that: 1) You must complete each unit before moving on to the next unit within the program, and 2) your grade for the activities will not show up in the gradebook until you have finished “raising” your child.

- ✦ **Total Activity Points = 54 points**
- ✦ **Each Quiz is worth 6 points,**
- ✦ **Total Quiz Points = 6 quizzes x 6 points = 36 points**
- ✦ **Together, Developing Lives counts for 90 points or 9% of your final grade**

- **Learning Curves**: You have been assigned a “Learning Curve” adaptive quiz tool for each reading (24 total). These can be helpful for learning the material and identifying areas you should spend more time studying to understand the material. The purpose of the Learning Curves is to encourage students to keep up with the readings and will be available in each module. There is a target score you must reach to obtain the full 5 points for each Learning Curve, but you can continue to practice the material as long as you wish.

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| <ul style="list-style-type: none">✦ Each Learning Curve is worth 5 points✦ Total Learning Curve Points = $24 \times 5 \text{ points} = 120 \text{ points}$✦ Together, Learning Curve counts for 12% of your final grade |
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- **Concept Practice**: Each module contains one interactive activity that requires you to engage more in depth with a topic by responding to various types of questions (multiple choice, essay, etc.). You will need to complete the concept practice assignment completely and accurately to receive credit for these assignments. Students will receive partial credit if the assignment is incomplete, poor, or inaccurate.

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| <ul style="list-style-type: none">✦ Each Concept Practice is worth 5 points✦ Total Concept Practice Points = $6 \times 5 \text{ points} = 30 \text{ points}$✦ Together, Concept Practice Activities count for 3% of your final grade |
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- **Quizzes:** At the end of each module there will be a multiple-choice quiz on each chapter's material (10 questions per chapter). The number of questions per quiz will vary with how many chapters are covered in a module so you will need to plan accordingly (Module 1 = one chapter = 10 questions; Module 4 = three chapters = 30 questions). Dates for these quizzes are indicated on the class schedule and **quizzes will open at 8:00am on Saturday morning**. Although you will be taking these at home, the quizzes are closed book and closed note and are designed to be an assessment of **YOUR** learning. 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. **You will have one attempt to take a quiz and must complete it in one sitting. Each quiz will be timed, allowing students 1 minute 30 seconds per question** (this is the same amount of time students in my face-to-face classes are given to complete exam questions). **You can expect to be given 15 minutes to complete a one chapter quiz, 45 minutes to complete a three chapter quiz, etc.** There will be no make-up quizzes without extenuating circumstances.

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| <ul style="list-style-type: none">✦ Each Chapter = 10 Questions✦ Each Quiz Question is worth 2.5 points✦ Total Quiz Points = 14 chapters x 25 points = 350 points✦ Together, Quizzes count for 35% of your final grade |
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Blackboard Assignments & Group Activities:

Each module will be presented on Blackboard and contains a variety of lecture materials, videos, and assignments that correspond to the chapter readings and Achieve assignments. **All modules will open on Blackboard at 8:00am on Tuesday.**

- **TED Talk Thinking Tasks:** There will be a total of 6 TED Talk Thinking Tasks over the semester to foster your critical thinking and writing skills. These tasks will involve you watching an assigned TED Talk and creating a thread in the **Think & Share Discussion Board**. In your Think & Share thread, you will respond to two questions and reply to two other students' responses.

- ✦ **Each Thinking Task Thread is worth 10 points (5 points per question)**
- ✦ **Replies to 2 students is worth 5 points**
- ✦ **Total Thinking Task Points = 6 x 15 points = 90 points**
- ✦ **Together, Thinking Tasks counts for 9% of your final grade**

- **Group Learning Activity:** Each student will sign up for a learning activity topic (topics listed on the class schedule) during the first week of class. There are 10 Learning Activity groups with 2-3 students in each. With your group, you will design a product to help children in your topic's area and create a video-recorded TV commercial to present the product to your chosen target market (parents, teachers, medical field, etc.). Your group will create a post within the **Learning Activity Discussion Board forum** and post a video for review by your fellow classmates. Rubrics will be posted for grading of the learning activity (and will be discussed more in on-line materials). **Posting of the Learning Activity recordings are due by 8:00 am on the first day the module opens,** so you will need to plan ahead. The group should monitor their post (answering questions/responding to comments) throughout the module as well.

- ✦ **My grading of your Learning Activity is worth 50 points**
- ✦ **Classmates' grading of your Learning Activity (averaged) is worth 15 points**
- ✦ **Your group members' evaluation of your contribution (averaged) is worth 15 points**
- ✦ **Total Learning Activity Points = 50 + 15 + 15 = 80 points**
- ✦ **The Learning Activity counts for 8% 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 Module 1 online materials. 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” (4-7 years) and one “older” (8-11 years)
- Complete a data packet (6 developmental assessments) per child
- Turn in FOR EACH CHILD:
 - ✓ A picture of a signed parental consent form (uploaded to Blackboard)
 - ✓ A picture/screenshot of you working with child (uploaded to Blackboard)
 - ✓ Child’s responses submitted through an online survey (Qualtrics survey linked in Blackboard)

<p>✦ Individual Data Collection is worth 70 points</p> <p>✦ Individual Data Collection counts for 7% of your final grade</p>
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Group Requirements:

- Join an Observation Project Group when prompted in Blackboard based on your interests.
- 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 with group members’ video recording individual sections.
 - ✓ Submit 10 multiple-choice questions on their project and findings to class via Blackboard for possible inclusion on final “conference” exam.
 - ✓ Present their project and findings at our “Child Development Conference” via posting the PowerPoint video-recording in the Conference Forum.
 - ✓ Each student is required to ask questions and provide comments to each group’s posting as well as grade their fellow group members using the provided online rubrics.

- ✚ **My grading of your group’s performance is worth 50 points**
- ✚ **Classmates’ grading of your group’s performance (averaged) is worth 15 points**
- ✚ **Your group members’ evaluation of your contribution (averaged) is worth 15 points**
- ✚ **Total Conference Presentation Points = 50 + 15 + 15 = 80 points**
- ✚ **The Conference Presentation counts for 8% of your final grade**

- **Final “Conference” Exam:** There will be a 35-multiple-choice question exam due after reviewing the presentations within our Child Development Conference Forum. 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 70 points**
- ✚ **Final Conference Exam counts for 7% of your final grade**

Extra Credit Opportunity (not required): The Netflix docuseries **Babies (2020)** explores the groundbreaking science that reveals how infants learn and discover during their very first year. There are a total of 2 seasons (12 episodes) focusing on the importance of attachment/bonding, food, crawling, sleep, language, walking, and more. You can earn extra credit by watching episodes of this series and participating in an optional discussion board forum (**Babies!**). **You will earn 2 extra credit points for each post** that includes at least one substantive question, response to a question posed by someone else, or a substantive comment about something you found interesting in that episode. Note that a substantive question/comment/reply should usually be more than just a single sentence, and should be about the material covered in that particular episode (not about course due dates, etc.). **If you watch and comment on all 12 episodes, you will earn the full 25 extra credit points available for this class.**

You can watch the episodes and participate in the Babies! forum at any time throughout the semester until 11:00 pm on June 16th.

- Link to the series: <https://www.netflix.com/title/80117833>
- Link to 30-day free trial of Netflix: <https://www.netflix.com/>
- Other opportunities for extra credit may be given occasionally throughout the semester. 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.

Grade Evaluation

Credit for this course will be based on performance in these areas. You can track your grades here:

Assessment:	Points Earned:	Points Possible:	Assessment:	Points Earned:	Points Possible:	Assessment:	Points Earned:	Points Possible:
Pre-Module			Learning Curve			Mod. Quizzes		
Disc. Board Intro w/ Pic		10	Module 1 (1a)		5	Mod. 1 (Ch. 1)		25
Orientation Assessment		5	Module 1 (1b)		5	Mod. 2 (Ch. 2 & 3)		50
Pre-Test (for completion)		5	Module 2 (2a)		5	Mod. 3 (Ch. 4 & 5)		50
Total Points:		20	Module 2 (2b)		5	Mod. 4 (Ch. 6, 7, & 8)		75
			Module 2 (3a)		5	Mod. 5 (Ch. 9, 10, & 11)		75
			Module 2 (3b)		5	Mod. 6 (Ch. 12, 13, & 14)		75
Achieve			Module 3 (4a)		5	Total Points:		350
Developing Lives 2.0			Module 3 (4b)		5			
Activities (total)		54	Module 3 (5b)		5	Blackboard		
Introduction Quiz		6	Module 4 (6a)		5	TED Talk Tasks		
Prenatal Quiz		6	Module 4 (6b)		5	TT1: Learning by Paul		15
Babies & Toddler Quiz		6	Module 4 (7a)		5	TT2: Trauma by Harris		15
Early Childhood Quiz		6	Module 4 (8a)		5	TT3: Language by Kuhl		15
Middle Childhood Quiz		6	Module 5 (9a)		5	TT4: Think by Gopnik		15
Adolescence Quiz		6	Module 5 (9b)		5	TT5: Lies by Lee		15
Total Points:		90	Module 5 (9c)		5	TT6: Teens by Blakemore		15
			Module 5 (10a)		5	Total Points:		90
			Module 5 (10b)		5			
			Module 5 (11a)		5	Learning Activity		80
			Module 5 (11b)		5			
			Module 6 (12a)		5	Observation Project		
Concept Practice			Module 6 (13a)		5	Data Collection		70
Module 1		5	Module 6 (13b)		5	Conference Presentation		80
Module 2		5	Module 6 (14a)		5	Final Conference Exam		70
Module 3		5	Total Points:		120	Total Points:		220
Module 4		5						
Module 5		5				Extra Credit		25
Module 6		5						
Total Points:		30						

Grade Evaluation continued

Summary of Earned Grades:

Assessments:	Points Earned:	Points Possible:
Intro/Pre-Module		20
Developing Lives		90
Concept Practice		30
Learning Curve		120
Module Quizzes		350
TED Talk Tasks		90
Learning Activity		80
Observation Project		220
Extra Credit		
Total Points Earned:		1,000

Grading scale to determine your final grade for the course:

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

Notes about the Course Schedule:

Our class consists of 6 modules that each represent approximately 2-3 weeks of traditional face-to-face instruction. **For our Spring course, each module's materials will be covered in one week. Please note that we cover information at a faster pace as this is a condensed 6-week semester as opposed to a longer, traditional semester.** To be successful, you will need to keep up with each week's materials. It is very important that you do not let yourself fall behind.

On the next page you will find the **Course Schedule**, which provides a complete list of the topics, readings, project assignments, and quizzes for each module. Please become familiar with this document and refer to it often.

The schedule is subject to change somewhat if needed. Due dates are unlikely to change, but any major changes will be announced via a Blackboard announcement, with an updated version of the document posted on the Syllabus page.

Please complete assigned readings **prior to viewing the lecture** (if applicable) for which they are listed (e.g., you should read Chapter 2 **before** you watch the lecture covering the material). Note that I do not always discuss topics in the order in which they are presented in the text, may not discuss everything you read in a chapter, and we will sometimes cover material that is not included in the text. **Modules will open at 8:00am Tuesday morning.** Unless otherwise noted in the schedule, **most module's activities and assignments are due by 11:00pm** (Eastern time) on the next **Monday**; you may always turn in assignments before the day they are due. **There are a few exceptions, so please make sure to check the course schedule and read the module's instructions on Blackboard carefully.**

Course Schedule:

Module	Start Dates (at 8am)	Topic	Readings	Developing Lives & Observation Project	Online Learning Activity	Module Due Dates
1	May 6	Introduction Why Study Children?	Welcome to LaunchPad	Developing Lives: Create your profile	Learning Activity Sign-up	
		History, Themes, & Methods	Ch. 1	Start finding 2 children for Observation Project interviews		Mod. 1: May 12
2	May 13	Prenatal, Birth, & Newborn	Ch. 2	Developing Lives: Prenatal		
		Biology & Behavior	Ch. 3			Mod. 2: May 19
3	May 20	Cognitive Development	Ch. 4	Developing Lives: Babies & Toddlers	Piaget Vygotsky	
		Motor, Learning, & Memory	Ch. 5: pgs. 158 – 159 & 176 – 196	Observation Data Due on Friday May 23!		Mod. 3: <u>Tuesday</u> May 27
4	WED May 28	Language Development & Symbol Use	Ch. 6	Developing Lives: Early Childhood		
		Conceptual Development & Intelligence	Ch. 7: pgs. 235 – 255 Ch. 8: pgs. 275 – 283 & 312 – 315			Mod. 4: June 2
5	June 3	Social Development	Ch. 9	Developing Lives: Middle Childhood	Erikson Bronfenbrenner	
		Emotional Development	Ch. 10: pgs. 352 – 378 & 385 – 388		Temperament	
		Attachment & Self-Identity	Ch. 11: pgs. 389-420		Harlow Marcia	Mod. 5: June 9
	June 6	Deadline for Withdrawal		Final Exam Questions Due Friday June 6th!		
6	June 10	The Family	Ch. 12: pgs. 424 – 443 & 454 - 457	Developing Lives: Adolescence	Baumrind	
		Peer Relationships & Moral Development	Ch. 13 & Ch. 14: pgs. 488 - 502		Sociometric Status Kohlberg	Mod. 6: June 16
	June 17 June 18	Conference Presentations (final recording emailed to me by noon) Conference & Final Exam (over conference presentations)			Rubrics, Final Exam, & Post-test Due June 18 by 11pm	