Grand Valley State University
PSY 301 – Child Development
Course Syllabus
Sections: 01, 04, 09 OL

INSTRUCTOR INFORMATION

Kelsey Augustyn, MS, Psy.S
she/her/hers

Email
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Email is the quickest way to get in touch with me. Please put your course number and a brief statement about what you need support with in the subject line of your email. (ex: PSY 301 – 04, question about assignment #2). You can expect a response from me within 24-36 hours. If you have not heard from me, feel free to send me another email. I do not typically get behind on emails, but it does not bother me at all if you send me a follow-up message or text.

Text is another easy way to get in touch with me. My Google Voice number is **(616) 426-9335.** You may text this number at any time. I do not monitor the texts 24/7, but I will get back with you within 24-36 hours, just as I would with an email. If you need to set up a quick phone call with me, but don't necessarily need an entire zoom office hours meeting, please send me a text or email, and we will schedule a phone meeting.

Student/Office Hours: My office hours will be available Sundays between 8:00am and 8:00pm, Mondays from 3:30-4:40pm, and Thursdays from 4:00pm-5:00pm. Meetings are by appointment only, and you can access my booking link below. If the regularly scheduled office hours do not work for you, and you would like to meet, please email me. I am happy to work with you to figure out other possible options. Once your appointment is confirmed, I will email you my Zoom office hours link.

Scheduled Virtual Office Hours:
Please Note: I work on a traditional high school schedule during the academic year as a school psychologist. Due to this "day job" I don't have as much availability to meet with you during the day; therefore, I make myself available on Sundays. If you are not available on Sundays, that is completely understandable. If none of the times below work for you to meet, please reach out to me, and we will make something work to get you the support you need.

Sundays – 8:00a-8:00p
Mondays – 3:30p-4:30p
Thursdays – 4:00p-5:00p

Schedule appointment by following the link below:
https://auguskel.youcanbook.me/

COURSE INFORMATION

Course Format: This is an online, asynchronous course, meaning there is no regular meeting time. We will not be meeting via zoom at a scheduled time for lectures. You are able to watch video lectures and compete the course work each week, online at a time this is most convenient for you, *however, you must complete and submit all posted class work materials (lectures, reading, assignments, quizzes) by their due dates in the outlined date ranges provided in the course schedule below.*

Course Webpage: https://lms.gvsu.edu/ultra
This class will take place via the Blackboard (Bb) system. Blackboard will contain all course materials and information. Students are responsible for all information provided via Blackboard, including online lecture videos, lecture study guides, announcements, reading assignments, homework assignments, projects, and exams.

Take a look at the GVSU Online Learning pages to find numerous materials about using Blackboard and online learning http://www.gvsu.edu/online/ . If you experience technical problems with Blackboard, contact the help desk by email or phone - helpdesk@gvsu.edu or 616-331-3513. The help website is http://www.gvsu.edu/it/learn/ .

Textbook: This course is participating in the 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. In this course we will use Santrock, J. W. (2021). Children, 15th Edition. McGraw Hill Publishers, 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. See info under Connect Reading Assignments for more info on how to access the required e- book and how to complete weekly Connect Reading Assignments. Regardless of whether you participate in the GVSU Save program, you will need to have the digital version of the book via the Connect platform to complete reading assignments for this course, for credit. DO NOT purchase this book in hard copy format.

Course Prerequisite: Introductory Psychology course such as PSY 101 or an equivalent, or HNR 234

Course Description: This course provides an overview of the theories, methods and phenomena of child psychology. We will explore the development of the child from conception to early adolescence in the home, school, and society. We begin with an introduction to the study of human development, followed by discussion of prenatal development and the neonate and then proceed to cover the domains of physical, emotional, social and cognitive development that take place over the course of infancy, childhood, and early adolescence. The approach to the course topics is scientific, with an emphasis on research findings 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 readings, video lectures, multimedia presentations, assignments, exams, and a culminating field observation project.

Course Objectives:

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

Required Course Equipment (owned or accessible):

- Reliable high-speed internet access
- Computer with a sound card and speakers and operating system that meets current Blackboard browser requirements (Windows 7 or above, OS 10.10 or above)
- Computer microphone built in or external (most laptops have a microphone)
- Computer camera - built in or external (most laptops have a camera)

HOW TO SUCCEED IN THIS COURSE

What You Can Expect from Your Professor:
- Timely feedback and communication.
- Information will be presented in an interesting and organized manner.
- Weekly study guides will be posted and will include exactly what content to expect on the exams.
- Weekly 'to-do' lists will be posted so you can stay on top of your work and know exactly what is expected of you each week.
- I will post Weekly Modules at 8:00am sharp, every Monday. I will post all the week's content at once, and will never post pop-up quizzes, lectures, or assignments at random times.
- There will be very predictable due dates. The weekly coursework is always due at 11:59pm, every Sunday so you don't have to juggle dates and times.
- I am happy to provide you assistance with any of the course content and have flexibility to meet with you outside of the regularly scheduled office hours if you reach out to me in advance.
- I will be timely when grading and giving feedback on coursework to ensure you have what you need to be successful on exams.

Advice I Have for You:

Self-management is key: Online courses require perseverance, self-discipline, self-motivation, and the ability to work independently – more so than face-to-face on-campus classes. Be sure to:
- Log into Blackboard at least 4-5 times per week
- Stay organized and track due dates
- Plan weekly study times and stick to a schedule
- Make a habit of checking your email, and Blackboard announcements for the most up-to-date information regarding this course.

Plan on spending roughly 6-9 hours per week on this course: Approximately 1-2 hours watching video lectures and completing the corresponding Lecture Quizzes. 1-2 hours completing assignments, 1-2 hours reading, and 2-3 hours studying for exams and/or working on your Observation Project.

Course Module Set-Up: This course will be set up in weekly modules. Each week, I will post a new module at 8:00am each Monday, with the content for the week due by the following Sunday @ 11:59pm. Each module will be posted completely; however, you must complete each module task **in sequence.** The sequence each week will be set up as follows:
1. **Study Guide:** I will always post a study guide for you to print out or download in order to take notes during the weekly lecture. If you can answer all of the questions on the study guide, you will have everything you need to study for exams in this course. GVSU has many wonderful (and free!) note taking resources. Check those out at https://www.gvsu.edu/accessibility/notetaking-options-148.htm.
2. **Reading:** Read the assigned weekly readings. This will help you understand the content immensely.
3. **Lectures:** You must watch the video lectures and do so at regular speed (not sped up) in order to earn full credit for lecture participation. *(I know this may seem annoying, but online courses*

mimic in person courses, and as much as you'd like to speed up your professors, this isn't the Adam Sandler movie, 'Click.') Missing one lecture, and the corresponding lecture quiz, will substantially lower your ability to understand the content necessary for exams and assignments, in turn, lowering your grade.

4. **Weekly Quiz:** Each week, you will complete a quiz after completing the reading and lectures.
5. **Extra Credit Extension Assignment:** Each week, an extension assignment will be posted, and you will have the opportunity to earn extra credit points (+1pt), however, you cannot complete the extension assignment until you have completed the entire module for the week. Don't want extra credit? Feel free to skip it.

Prepare for exams well in advance: You should re-read your lecture notes regularly. You should review your weekly study guides regularly. Research shows that regular review of learned material (flash cards, re-writing notes, talking it over with a friend) for short period of time each day results in much better examination performance than if you wait until the last minute to begin preparing for your exam. I know you know this – but, if you procrastinate, you are unlikely to perform as well.

Communicate with me: Email or text me or make an appointment to meet with me on Zoom if you need to discuss anything pertaining to this course. *I am here to help you and love the opportunity to connect with my students.*

COURSE GRADING

Course grades will be based on total points earned from the following sources *(see information below regarding in-depth explanation of each course activity under 'Course Requirements')*:

Course Activity	Total Assigned	Point Value
Exams	3 x 50 pts each	150 pts
Reading Assignments	14 x 1 pt each	14 pts
Lecture Participation	14 x 3 pts each	42 pts
Weekly Quizzes	14 x 5 pts each	70 pts
Observation Project	3 parts x 20 pts each	60 pts
Extra Credit	14 x 1 pt each	*14 possible

*Total of 336 points, not including extra credit

Percent Earned	Letter Grade	Percent Earned	Letter Grade
94 and above	A	73-76.9	C
90-93.9	A-	70-72.9	C-
87-89.9	B+	67-69.9	D+
83-86.9	B	63-66.9	D
80-82.9	B-	62.9 and below	F
77-79.9	C+		

**If your grade is at the .95 mark, I will round up to the next full percentage. I will not adjust your grade in any other way. Please do not ask at the end of the semester. (Ex. 76.98% will be adjusted to 77% bringing the student's grade from a C to a C+.)

Accommodations for Late Work/Make-ups: First and foremost, turn in all assignments, ON TIME! Late assignments receive a 0. Missing one assignment will substantially lower your grade in the course. While university policy does indicate that accommodations can be granted for absences under certain 'excused' circumstances, due to the nature of this course, and the flexibility of the schedule, due dates are considered firm. Keep in mind that you have one full week to complete the coursework posted each week, and that should provide you with plenty of flexibility should personal or professional issues arise. *Please, please, please* reach out to me ahead of time if you need assistance. I cannot help you if you wait until Sunday at 11:59pm when assignments are due.

If a student misses a deadline for an assessment/assignment and they are seeking an accommodation (i.e. permission to turn it in late), they must **contact the professor via email within 48 hours of the deadline with an explanation. The professor may grant accommodations based upon:**
1) **The cause for the missed deadline (student will be responsible for providing documentation)**
   a. Examples of excused reasons: medical conditions that limit time or ability to engage with the course material (e.g. concussion, inpatient medical or mental health care), funerals/memorial services, birth and adoption, Jury Duty/court appearances, medical conditions of a loved one where student is serving as caretaker.
   b. Non-Examples: forgetting the deadline, not budgeting time wisely throughout the week, failure to properly upload assignment to Blackboard, leaving campus early for the weekend.
2) **The extent to which the student's ability to complete the assignment was impaired.**

*Accommodations will NOT be granted for missed deadlines if the student does not reach out to the professor within 48 hours of the assignment/assessment due date. If you are unsure of whether you are eligible for an accommodation, just ask! Please reach out if you are struggling.

COURSE REQUIREMENTS

1. **Exams:** There will be three exams in this course, all of which are multiple choice, non-cumulative, and worth 50 points each. You will be given 90 minutes to complete each exam.

   Exams will be taken online, accessed via **Blackboard**, and will require **Respondus Lockdown and Monitor.** The software allows for fair, secure tests by preventing students from accessing other programs and ensuring that student knowledge is being validly measured. It's best to think of this software as a way to simulate the experience of students taking a proctored exam in a regular classroom, but from the location of the student's choice.

   Using LockDown Browser and a Webcam for Online Exams: The purpose of exams is to gauge whether students have successfully learned course content and skills. To support that success, exams must be administered fairly. I find that students want exactly that—they want to know that when they have studied hard for an exam, they are being fairly recognized for that work and knowledge. The suspicion that others might be "gaming the system" can be dispiriting. This is especially relevant for online courses, where there is no in-class proctor or instructor present to ensure fair testing circumstances for all concerned. To help alleviate these problems, this course requires the use of LockDown Browser and a webcam for online exams. The software simulates conditions of taking an in-person exam—it prevents students from looking at notes and course materials, and from communicating questions and answers with each other.

   Although further information about this software will be provided after the course has begun, it is important to be aware up front that this is how exams will be administered, and that there are certain hardware requirements to take exams this way. The required webcam can be built into your computer or can be the type that plugs in with a USB cable.

Watch this brief video to get a basic understanding of LockDown Browser and the webcam feature. https://www.respondus.com/products/lockdown-browser/student-movie.shtml

Download and Install LockDown Browser and Webcam Feature from this link: https://download.respondus.com/lockdown/download.php?id=936312756

When taking an online exam, follow these guidelines:
- Ensure you're in a location where you won't be interrupted
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- Clear your desk or workspace of all external materials not permitted - books, papers, other devices
- Remain at your computer for the duration of the test
- If the computer, Wi-Fi, or location is different than what was used previously with the "Webcam Check" and "System & Network Check" in LockDown Browser, run the checks again prior to the exam
- To produce a good webcam video, do the following:
  - Avoid wearing baseball caps or hats with brims
  - Ensure your computer or device is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or other surface where the device (or you) are likely to move
  - If using a built-in webcam, avoid readjusting the tilt of the screen after the webcam setup is complete
- Take the exam in a well-lit room, but avoid backlighting (such as sitting with your back to a window)
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

Getting Help: Several resources are available if you encounter problems with LockDown Browser:
- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area
- Respondus has a Knowledge Base available from support.respondus.com. Select the "Knowledge Base" link and then select "Respondus LockDown Browser" as the product. If your problem is with a webcam, select "Respondus Monitor" as your product
- If you're still unable to resolve a technical issue with LockDown Browser, go to support.respondus.com and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it

2. **Weekly Reading:**
You will be assigned a total of 14 reading assignments, worth 1 point each. Weekly reading is supplemental and supportive of the weekly lectures in our course. The weekly reading will be fair game for exam content and extremely helpful for completing weekly quizzes and extension assignments. You can access the weekly reading content via Blackboard.

3. **Lecture Participation:**
Video lectures will be posted weekly, and they will be worth a total of 3 points. Students are required to attend their virtual/video lectures just as if they are attending an in-person course. The student ultimately has the flexibility to choose when to attend/complete the lectures

throughout the week but should not expect this course to be less demanding than an in-person course. Students will earn points based on the percentage of each lecture completed. For instance, if a student completed 75% of the lecture video prior to the weekly deadline, they would receive 3.75/5 lecture points for that week. Students need to watch the lecture videos at real speed in order to receive full credit. ***Please note that lecture video grades do not push to Blackboard automatically or immediately, it usually takes about 24 hours for your grade to update, however, the Panopto system does keep track automatically of how much of the lecture video you have completed, and you can open the videos as many times as needed, and watch in short "chunks" if you'd like.***

4. **Weekly Quizzes:** Each week I will post a quiz that contains 5 multiple choice questions, which will mimic what exam questions will look like. You will be able to complete the weekly quiz once you've completed the weekly reading and lecture video. You may only take the quiz once, however, this is an open note quiz, so use your study guide and notes! If you choose to use other resources (e.g. the internet or chatGPT), I cannot control that, but you would be doing yourself a disservice in ensuring you are prepared for the semester exams (which are not open note).

5. **Extension Assignments (Extra Credit):** Each week I will post an optional Extension Assignment following the course module content. You may complete the extension assignment for extra credit once you've completed the entire module for the week. If you have not completed the material for the week, I will not award you extra credit points.

6. **Observation Project:** This semester, you will be completing a culminating Observation Project. The purpose of this project is to observe, interact, and reflect on infant, toddler, and childhood development throughout the course of this semester. You'll combine your observations, caregiver interviews, and interactions with children to apply concepts from our course related to physical, perceptual, brain and socioemotional development.
   a. The project contains three major portions:
      i. **Part 1, due 10/12/25:** Infant/Toddler Development
         1. You will observe an infant/toddler, interview their caregiver, and write a reflection on your observations.
      ii. **Part 2, due 11/9/25:** Early Childhood Development
         1. You will interview a child, pose questions to the child about their moral development and self-concept, and write a reflection.
      iii. **Part 3, due 12/7/25:** Middle Childhood/Adolescent Development
         1. You will choose a favorite child/adolescent character from a TV show, movie or book and describe and analyze their cognitive and social emotional development.

7. **COURSE SCHEDULE**

Below is the tentative course schedule for the semester. New Modules are posted weekly at 8:00am, Mondays, and all content will be due to be completed by Sunday of that week, at 11:59pm. If any portion of the schedule changes, students will be notified in advance.

Module	Start Date	Lecture Topic	Reading Assignment	Coursework	Due Date
1	8/25/2025	Course Overview, Intro to Developmental Science & Historical Perspectives	Connect Reading #1	Lecture Video, Weekly Quiz	8/31/2025
2	9/1/2025	Research Methods	Connect Reading #2	Lecture Video, Weekly Quiz	9/7/2025
3	9/8/2025	Prenatal Development	Connect Reading # 3	Lecture Video, Weekly Quiz	9/14/2025
4	9/15/2025	The Role of Genes & Environment	Connect Reading #4	Lecture Video, Weekly Quiz	9/21/2025
5	9/22/2025	Infant Brain & Motor Development	Connect Reading # 5	Lecture Video, Weekly Quiz	9/28/2025
6	9/29/2025	Infant Perceptual Development	Connect Reading #6	Lecture Video, Weekly Quiz, Exam # 1 (Module 1,2,3,4,5)	10/5/2025
7	10/6/2025	Infant Socioemotional Development & Attachment Theory	Connect Reading #7	Lecture Video, Weekly Quiz, Observation Project Part #1	10/12/2025
8	10/13/2025	Early Childhood Socioemotional Development	Connect Reading #8	Lecture Video, Weekly Quiz	10/19/2025
9	10/20/2025	Moral Reasoning Development in Childhood	Connect Reading #9	Lecture Video, Weekly Quiz	10/26/2025
10	10/27/2025	Self-Concept & Theory of Mind	Connect Reading #10	Lecture Video, Weekly Quiz, Exam # 2 (Module 6,7,8,9)	11/2/2025

11	11/3/2025	Infant & Early Childhood Cognitive Development - Piaget	Connect Reading #11	Lecture Video, Weekly Quiz, Observation Project Part #2	11/9/2025
12	11/10/2025	Sociocultural Theory of Cognitive Development - Vygotsky	Connect Reading #12	Lecture Video, Weekly Quiz	11/16/2025
13	11/17/2025	Cognitive Development in Middle Childhood & Adolescence	Connect Reading # 13	Lecture Video, Weekly Quiz	11/23/2025
14	11/24/2025	No New Content	No Reading	Enjoy the Week Off!	11/30/2025
15	12/1/2025	Introduction to Developmental Disabilities	Connect Reading #14	Lecture Video, Weekly Quiz, Observation Project Part #3	12/7/2025
16	12/8/2025	No New Content	No Reading	Exam # 3 (Final Exam, non-cumulative, Module 10,11,12,13,14)	12/12/2025

COURSE POLICIES & RESOURCES
This course is subject to the GVSU policies listed at http://www.gvsu.edu/coursepolicies/

Withdrawing from a Course: The ultimate deadline for withdrawing from this course, or any course at GVSU, is Friday, November 7th at 5:00pm.

Accommodation of Students with Disabilities: If you have a learning, physical or other disability that would impact your ability to master and/or access the material in this course and/or take the exams as described above, please contact GVSU's Student Accessibility Resources (SAS) at 616-331-2490 or https://www.gvsu.edu/accessibility/ to arrange for special accommodations. You can also email access@gvsu.edu to connect with someone who can help.

Academic Dishonesty: If I have evidence of any form of academic dishonesty (cheating on an exam, giving or receiving information about what is asked in the exam, or any other form of cheating such as plagiarism), you will receive a failing grade in that activity and other consequences as dictated by GVSU policy. Plagiarism is presenting work, ideas or words that are not your own as though they were your own—this includes work of other students or work that is in a published source (the textbook, a journal article). To avoid plagiarism be sure to do your own work and put information in your own words. Use of quotes with appropriate reference to the original source from which you got the information or ideas is acceptable but less preferred than paraphrasing (with referencing of the source provided) in psychological writing.

AI Policy Statement by David A. Joyner @davidjoyner@fediscience.org
We treat AI-based assistance, such as ChatGPT and Copilot, the same way we treat collaboration with other people: you are welcome to talk about your ideas and work with other people, both inside and outside the class, as well as with AI-based assistants.

However, all work you submit must be your own. You should never include in your assignment anything that was not written directly by you without proper citation (including quotation marks and in-line citation for direct quotes).

Including anything you did not write in your assignment without proper citation will be treated as an academic misconduct case. If you are unsure where the line is between collaborating with AI and copying from AI, we recommend the following:

> 1. Never hit "Copy" within your conversation with an AI assistant. You can copy your own work into your conversation, but do not copy anything from the conversation back into your assignment. Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding.
> 2. Do not have your assignment and the AI agent open at the same time. Like above, use your conversation with the AI as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your revised knowledge. This includes avoiding using AI directly integrated into your composition environment: just as you should not let a classmate write content directly into your submission, so also avoid using tools that directly add content to your submission.

Psych Friends Peer-to-Peer Mentors: Psych Friends mentors are upper-level psychology and behavioral neuroscience students who are trained to provide support in many areas, such as: effective studying and time management techniques, exam preparation and reflection skills, understanding the PSY and BNS major requirements, potential jobs and careers in the field, the process of applying for graduate school, and how to maintain physical and mental health as a student. Visit https://www.gvsu.edu/navigate to schedule an online or in-person meeting today!

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
Laker Guardian Mobile Safety App: Creates a two-way connection between you and the campus police anywhere on campus. Find out more at https://www.gvsu.edu/dps/laker-guardian-129.htm

University 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

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/

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

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/

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/

If you made it to the end of this syllabus, I'm proud of you, and you are going to do great! :)