

Fall 2025
PSY 301 Section 05 Child Development
Online Asynchronous

Instructor Information

Dr. Sydney Garlitch

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Virtual Office hours: MW: 12:00pm-2:00pm, F: 12:00pm-1:00pm (shared with in-person office hours). Virtual office hours require you to make an appointment through Zoom. You can find the link to Zoom on Blackboard. Once you click the link, hit the Appointments tab to be able to schedule a 15-minute office hour time slot. If you cannot make these office hours because of a scheduling conflict, please email me and we can set a different virtual appointment!

Course Description

Explores the development of the child from conception to adolescence in the home, school, and society. Interactions among physical, cognitive, personality, and social developments are considered. Practical implications for child development of theories and research on these topics will be emphasized. Field observation required.

Prerequisite: PSY 101

Course Objectives

By the end of this course, you will be able to:

- 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 children's 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 to interactions with children.

Course Textbook

Siegler, R., Saffran, J.R., DeLoache, J., Eisenberg, N. & Gershoff, E. (2024). How Children Develop, 7th edition. Worth.

This course is participating in **GVSU Save program**. Your required course materials will be available prior to the first day of class through your BlackBoard account. You will be charged for the course materials via your GVSU student account and a "GVSU SAVE Charge" will

appear on your student bill. However, if you decide you don't want to participate, you will need to Opt-Out of the program and be sure you obtain the material on your own. For the instructions to opt-out, and more information about the program visit the GVSU SAVE website at: <https://lakerstore.gvsu.edu/gvsusave>. The last day to opt-out is September 5th. Note that if you opt-out, you MUST still purchase access to Achieve. If you have any questions or are experiencing any issues, please contact lakersave@gvsu.edu.

Along with your textbook, you need to enroll in [Achieve](#) which is a separate webpage associated with your textbook. To enroll in Achieve, you should navigate to Blackboard and click the link under the Course Materials and Links-Achieve Webpage Found Here! Folder. Once you click on the link, you will be prompted to sign into Blackboard, find this course (PSY 301), then click any assignment or link for Achieve (you can use the E-book link in that same folder), and then submitting information to make a profile on Achieve. The following link provides instructions on enrolling in Achieve via your LMS (Blackboard Ultra): [click here](#). I do not manage the Achieve course outside of setting assignments. If you are having trouble accessing it or other issues with Achieve, you should contact their customer support by [clicking here](#).

Course Format

This is an online asynchronous course. Each week I will post materials for learning that will typically include a brief lecture discussing one of the larger topics, additional readings or other forms of media, and will assign quizzes and exams. You will be required to watch the recorded lecture and complete the various assignments. You can complete the work at a time that is convenient for you, but it must be done by the posted due dates.

Technology Requirement

Since this is an online course, you need to have reliable access to the internet, a computer with a sound card, speakers, and an operating system that meets Blackboard browser requirements, a computer microphone and camera (built-in or external). Most laptops have a microphone, camera, and the required browser capability.

Software Applications for class: To be successful in class, you also need to download and be familiar with the following applications:

- Zoom (through your GVSU account)
- Panopto
- Respondus LockDown Browser

I provide more information and resources about these on Blackboard but please contact me or IT help desk if you have questions.

If you have technical issues accessing Blackboard, contact the help desk right away by phone or email: 616-331-3513 or helpdesk@gvsu.edu.

Grading Scale

93.0-100% A	90.0-92.9% A-	87.0-89.9% B+
83.0-86.9% B	80.0-82.9% B-	77.0-79.9% C+
73.0-76.9% C	70.0-72.9% C-	67.0-69.9% D+
63.0-66.9% D	60.0-62.9% D-	< 60.0% F

Course Outcome Measures

Your grade will be comprised of exams, quizzes, class activities, and a final project.

	Points	Number	Subtotal
Discussion Board	20	4	80
Quizzes	10	10 (11, drop 1)	100
Exams	50	3	150
Field Observation	40	2	80
Total Points for Class			410

Discussion Board: You will be required to submit discussion board responses throughout the semester. During the first week of class, you will post a short introduction to help the class get to know each other. As the semester continues, you will be required to explore a variety of materials (readings, videos, podcasts, etc) and then write or record your response to the material. For each discussion post assigned, there will be specific details about requirements for the length of the post and the type of reply that you should make to other classmates. A discussion post that does not meet the requirements and/or does not have a reply to other students will earn only partial points. Because this is a large class, you will be divided into discussion groups to make it easier to facilitate communication. These will be assigned during the first week of class. It is important to maintain educationally relevant and respectful dialogue in the discussion posts. **See Blackboard folder under course materials and links for a review of proper online netiquette.** Failure to submit your discussion board post and reply by the deadline will result in a 0.

Quizzes: You will submit weekly quizzes (except for a few weeks—see schedule below). The goals of the quizzes are to ensure that you have been reading the chapters each week and to practice retrieving the material. Completing the quizzes will be one step in helping you study for exams. Quizzes will be timed, administered through Blackboard, and must be submitted by the deadline to earn points. The questions on quizzes will include multiple choice or true/false and be based on recent material from lectures and assigned readings. Once the quiz deadline has passed, the correct answers will be posted for you to view. The lowest quiz score will be dropped.

Exams: You will have 3 exams throughout the semester. The exams will include multiple choice questions based on material from the textbook, lectures, and from the other required materials.

Exams will be administered through Lockdown Browser (see more information below), will be timed, and must be submitted within the timeframe given on Blackboard. Correct answers for exams will not be posted, so you will need to schedule office hours appointment if you would like to review your exam grades.

Field Observation: Observing children will greatly enhance your understanding of developmental psychology. Therefore, I require two brief “field observation” assignments. You will complete informal testing and observation of a child of your choice (must be different child for each assignment though). Then, you will write a brief paper about the experience and how it relates back to class. More information regarding the two assignments is provided on Blackboard and I will post a video to explain each in more detail prior to the assigned due date.

Extra Credit: In the Achieve platform, there are assignments called “Learning Curves”. These are adaptive quizzes that are personalized to help you learn by adjusting the number and difficulty of questions based as you answer questions. You can earn 1 extra credit point for completing each learning curve. There are two learning curves per chapter, so you could earn up to 24 points (which is 5% of your grade). The learning curve assignments will be helpful in preparing you for quizzes and exams and can help improve your grade if you did not do well on an assignment, such as a discussion board or quiz. To earn the extra credit points, you must submit the learning curve assignments before the exam on that material (see due dates on Achieve). If you do not submit by the deadline, you will not earn the extra credit.

LockDown Browser Requirement

This course requires the use of LockDown Browser for online exams. You will need to take a practice test prior to completing the exam (more instructions on Blackboard). Watch this video to get a basic understanding of LockDown Browser:

<https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

Download Instructions:

- Select a test from the course
- You will see the message "Assessment Security - You need Respondus LockDown Browser to complete this assessment."
- Below this will appear a "Download Respondus LockDown Browser" link. Click the link to go to the download page and then follow the instructions
- Download Respondus LockDown Browser to your computer; follow the installation instructions
- Return to the test and select "View assessment"
- LockDown Browser will launch and the test will begin

Note: LockDown Browser only needs to be installed once per computer or device. It will start automatically from that point forward when a test requires it.

Guidelines: When taking an online exam follow these guidelines

- Select a location where you won't be interrupted

- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it.
- Turn off all mobile devices, phones, etc. and don't have them within reach.
- Clear your area of all external materials - books, papers, other computers, or devices.
- Remain at your desk or workstation for the duration of the test.
- 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 with Respondus LockDown Browser: 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 "LockDown Browser & Respondus Monitor" as the product to view helpful articles.
- 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

Syllabus Change Policy

The syllabus is subject to change with notice given in advance. If changes are necessary, an announcement and updated syllabus will be posted on Blackboard.

Email Policy

Email is the best way for you to communicate with me. Please put PSY 364 and your section (as I teach several) in the subject line of the email. You can expect a response within 24 hours of your email during regular business hours (M-F, 9am-5pm). If you send an email outside of those hours, there may be a delay in my response.

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!

Course and Campus Environment

As an instructor, I will strive to create an equitable and inclusive learning environment in our class. It is my and the university's goal that you feel able to share information about your experiences as a student. Below are some of the resources available for support:

- **Title IX, Sexual Misconduct Policy, and Gender- and Sexual-Based Harassment Policy:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. Title IX's sex discrimination prohibition also protects students from

discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. If you or someone you know has been harassed, assaulted, or denied services on the basis of sex or gender, you can find the appropriate resources at www.gvsu.edu/titleix or contact the University's Interim Director and Title IX Coordinator, Kevin Carmody at (616) 331-9530 or carmodke@gvsu.edu.

- **Disabilities 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 Student Accessibility Resources (SAR), indicating the existence of a disability and the suggested reasonable accommodations. If you have not already done so, please contact the Student Accessibility Resources office (215 The Blue Connection) by calling 331-2490 or email to access@gvsu.edu. You may also access resources at <https://www.gvsu.edu/accessibility>. Please note that I cannot provide accommodations based upon disability until I have received a copy of the SAR 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.
- **Gender Expression and Identity:** At Grand Valley State University we recognize that an individual may wish to be identified by a professional, personal, preferred, display or use name without making an official legal name change. Students, faculty, and staff may use the [myName process](#) to update Banner and some related systems with such a name. The myName process will allow students, faculty, and staff to have the chosen name appear anywhere a legal name is not required.
- **Campus Climate Concerns:** Anytime you or anyone in the GVSU community feels belittled, disrespected, threatened, or unsafe because of who you are, the entire university community is diminished. That's why it's important to report all campus climate concerns--even those intended as jokes. While Grand Valley safeguards individuals' constitutional rights and protected speech, the university is also committed to inclusion and equity. Grand Valley exercises the right to engage in educational dialogue and seeks constructive responses to address campus climate concerns. To report a campus climate concern, go to <https://cm.maxient.com/reporting.php?GrandValley>. In addition, for faculty/staff-related complaints, you can file an informal complaint with the Division of Inclusion and Equity at inclusion@gvsu.edu or (616) 331-3296. For student-related complaints, you can also contact the Dean of Students office at (616) 331-3585.
- **Student Well-Being:** As a student, you may experience a range of issues that can negatively impact your learning, such as anxiety, depression, interpersonal or sexual violence, difficulty eating or sleeping, loss/grief, and/or alcohol/drug problems. These mental health concerns or stressful events may lead to diminished academic performance and affect your ability to participate in day-to-day activities. In order to support you during such challenging times, GVSU provides a number of confidential resources to all enrolled students, including the University Counseling Center (<https://www.gvsu.edu/counsel/> or (616) 331-3266) and the Student Ombuds, Takeelia Garrett (garrettt@gvsu.edu).

Academic Integrity and Plagiarism

The expectation in class (and at the university) is that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. I, as the instructor, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged.

- One issue in academic honesty is **plagiarism**. Offering the work of someone else as one's own without proper reference is plagiarism. 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.
- Another issue that revolving academic integrity is unwarranted use of generative AI assistance, like ChatGPT and Copilot. Using AI software to submit assignments for class is not permitted. Like taking work from another person, including anything that you did not write without proper citation is plagiarism.

In addition to the information above, this course is subject to all GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>

Course Schedule

Any changes to the following schedule will be announced in class and on Blackboard.

Week	Topic	Reading/Assignments
1 (Aug 25-29)	Studying Child Development	Chapter 1 Quiz 1 due 8/31 Intro discussion post due 8/31
2 (Sep 1-5)	9/1 Labor Day (No Classwork) Prenatal Development, Birth, and Newborns	Chapter 2 (2.1, 2.3, 2.4) Quiz 2 due 9/7
3 (Sep 8-12)	Cognitive Development (Piaget, Information-Processing)	Chapter 4 (4.1, 4.2, 4.4, 4.5) Piaget Field Observation due 9/15
4 (Sep 15-19)	Cognitive Development (Sociocultural, Dynamic Systems)	Quiz 3 due 9/21
5 (Sep 22-26)	Perception, Action, Learning	Chapter 5 AND Chapter 7 (7.1) Infant capability discussion post due 9/28
6 (Sep 29-Oct 3)	Perception, Action, Learning	Quiz 4 due 10/3 Exam 1 due 10/5

7 (Oct 6-10)	Language	Chapter 6 (6.1, 6.2, 6.3) Quiz 5 due 10/12 Enhancing language discussion post due 10/12
8 (Oct 13-17)	Intelligence and Academics	Chapter 8 Quiz 6 due 10/19
9 (Oct 20-24)	10/20 No Class (Fall Break) Social Development	Chapter 9 (9.2, 9.3, 9.4) Quiz 7 due 10/27 *extra day due to Fall Break
10 (Oct 27-31)	Emotional Development	Chapter 10 Emotions Field Observation due by 11/3
11 (Nov 3-7)	Emotional Development	Quiz 8 due 11/7 Exam 2 due 11/9
12 (Nov 10-14)	Attachment & Family	Chapter 11 AND 12 (12.1, 12.2, 12.3) Quiz 9 due 11/14
13 (Nov 17-21)	Attachment & Family Peers	Chapter 13 Attachment discussion post due 11/16
14 (Nov 24-28)	Peers 11/26-28 Thanksgiving Break (No Classwork)	Quiz 10 due 11/24
15 (Dec 1-5)	Gender Development	Chapter 15 (15.1, 15.2, 15.3) Quiz 11 due 12/5

Exam 3 will be taken during finals week but is NOT cumulative. It will cover Chapters 11, 12, 13, and 15. **Available on Blackboard starting Monday December 8th through Wednesday December 10th.** It must be submitted on or before December 10th at 11:59 pm.