

GRAND VALLEY STATE UNIVERSITY

Child Development – PSY 301, Section 8

Hybrid format

Instructor
Dr. Maouene

Class Times and Location

Mo, Wed, in person, Time: 8.00 to 8.50
Building: Lake Ontario Hall (LOH 174)
Fri: asynchronous

Office room: ASH 2213

Office Phone: 616-331-3369

Email: maouenej@gvsu.edu

Web: <http://www.gvsu.edu/psychology/josita-maouene-159.htm>

Teaching assistant: Michelle Arandela

Email: arandelam@mail.gvsu.edu

OFFICE HOURS:

In person: Drop in
Mo & Wed, 10 to 10.50

or by appointment on zoom

email me first!

- **Blackboard Course site:**
<https://lms.gvsu.edu/ultra/course>
- **Blackboard Student Mobile App:** Go to the app store. Download the Blackboard Ultra app. It will ask you to accept the conditions and go through a process of multifactor authentication
<https://services.gvsu.edu/TDClient/60/Portal/KB/ArticleDet?ID=5303>

Course Description

Child Development

PSY 301/ 3 Credit Hours

This course focuses on the developmental changes that take place between conception and adolescence. We will cover several aspects of these changes including theories of development (why does it change), milestones of development in various domains (what changes) and a case study of the roots of violent behavior development with the book *Ghosts from the Nursery*. The approach to the course topics is scientific, with an emphasis on scientific observation and research finding in developmental psychology. An appreciation for cultural diversity is an integral part of this course and will be addressed in the lectures and video segments. A major emphasis will be put on the application of the concepts related to different periods of your childhood in a weekly journal entry and on the complexity of development.

Offered Fall and Winter semesters. PSY 101 prerequisite.

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies>

Required Accounts and Supplies

- 1) Tophat (software account) for in-class /home polling and exams
- 2) Blackboard account
- 3) Zoom account
- 4) Note cards 3 by 5 inches or a A4 page 1 side
- 5) Phone, tablet or laptop for in-class questions

Below all the details:

TEXTBOOK is available on Tophat and Bb

- Siegler, Deloache, Eisenberg & Saffran (4rd Edition, 2014), How Children Develop. Worth Publishers.

BOOK is available for download from the library

- GHOSTS FROM THE NURSERY, book
Karr-Morse, R. & Wiley, M. S. (2nd edition 2013, FIRST edition 1997 is ok too !!). Ghosts in the Nursery: Tracing the roots of violence. Atlantic Monthly Press.

Here's how to access the online version of *Ghosts* from the library:

Start by going to the [GVSU library website](#)

There should be a search bar near the top of the page that says "Find articles, books, & more." Type in *Ghosts from the Nursery* in that search bar.

The first option that pops up should be the online version. Click "Access Now" and that will take you to the online version of the book!

It can be read online or downloaded as a separate PDF.

TOPHAT

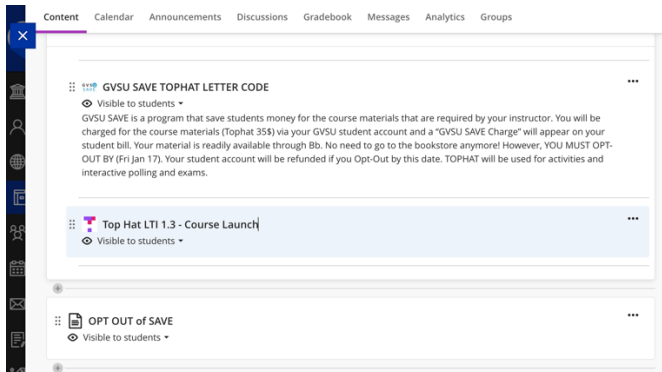
- **TOPHAT (35\$)** will be used for **activities and interactive polling and exams**: The access is through the **GVSU SAVE program**. It means you do not need to go through the library to get it. You will need either a laptop, a smartphone, or a tablet.
- Your course is participating in the GVSU SAVE program. This means your course material will be delivered to you via a link on the course's Blackboard page. The course is now live for the semester and you may access your course material at this time. You should have received a "Welcome Email" from Verba/VitalSource that explains the GVSU SAVE program. You have been charged for your course material on your GV student account. The deadline to opt-out of the SAVE program is **Friday, Jan. 17** for normal 15-week courses. Please be aware, if you opt-out you will be responsible for purchasing the required course 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 procedure:

There are **two** codes you will need: the GVSU SAVE PROGRAM CODE (letters) and the TOPHAT JOIN CODE (numbers)

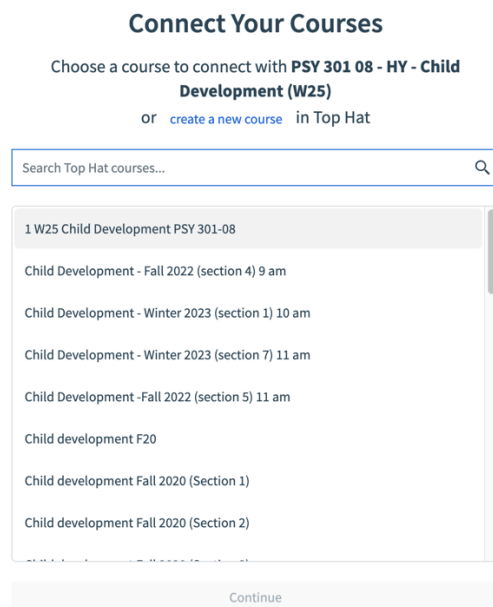
STEP 1 Getting the GVSU SAVE PROGRAM CODE

Go on to your PSY 301class on Bb, click on Tophat LTI 1.3- Course Launch (see below)

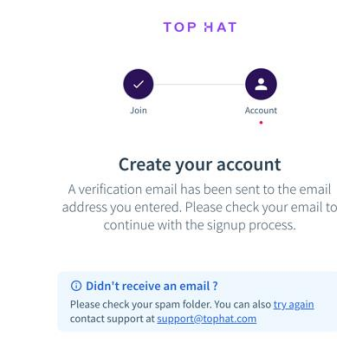


A window (below) will appear and ask you to connect your course in Bb with the course on Tophat

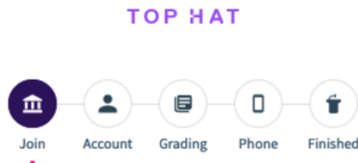
Select “1 W25 Child Development PSY 301-08 “(top of the menu)



STEP 3. Create your account on Tophat



Click on “join your course”, enter your school name, enter your gvsu email, agree to the terms and policies, an email will be sent to you (you may have received it already when I invited you), create your account, enter the joint code with six digits: **432515 (see below) and create an account.**



Find your course with a JOIN CODE

The quickest way to join your course is with its unique 6-digit join code. Every course has one.

Join code

Search for your course with a join code

Type a 6 digit code to search for your course

432515

STEP 4

Then select (not the free trial option, not the credit card option) but the Redeem button and enter the code you copied with the letters for registration from Bb SAVE.

← Course Lobby

TOP HAT

Welcome to Features: New Feature Course

Professor: Sean Dempsey • Join Code: 381800

Start your course free trial!

Access your instructor's online course for 14 days without payment. Any progress made in the course during your free trial will be saved. After your trial has ended, you will need to purchase all required content to access your Top Hat course.

[Start 14 Day Free Trial](#)

NO!

Tip: Start your trial during or after the first day of class to take advantage of the full 14 days

Required course material:



Top Hat Pro (Classroom)

View slides, participate in class, and complete interactive assignments and quizzes, all from your own personal device

[Redeem Bookstore Access Keys](#)

[Check Out with Credit Card](#)

NO!

YES!



Letter code

Click this button and then on the next page enter the letter code from the GVSU SAVE program



You can download the app on your phone.

The Tophat app url will be: <https://app.tophat.com/e/432515>

Tophat Navigation

Make sure you are in Chrome, Safari is not supported.

<https://support.tophat.com/s/article/Content-Spaces>

Top Hat Course Content

Spaces (My Course, Course Work, Assigned for Grades)

Attendance (Submitting Attendance)

Top Hat Pages (Course Work, Assignment Status, Page Tools)

Questions

Discussions

Tests / Exams / Quizzes

Downloading Slides and Files

Frequently Asked Questions: Top Hat Course Content

- How to Get in Touch with **TOPHAT SUPPORT**

Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email (support@tophat.com), the app support button, or by calling 1-888-663-5491.

COURSE OBJECTIVES

- 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 and create knowledge regarding child development to both observations of children and to interactions with children: You will write a weekly journal on your own development (interviewing your parents or principal caregivers) or on the development of people you know and observe the development of Jeffrey and his brother John through a case study presented in the book Ghosts from the Nursery).

In addition, since this course is one of those required for admission to the COE (Council for Opportunity in Dr. Maouene | PSY 301| Winter 2025

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.

SPECIFICS TO THE DELIVERY OF THE COURSE

Methods of Instruction: Instructional strategies will include interactive slides with polling through TOPHAT, interactive videoclips, an individual journal, questions and discussion posts on Ghosts from the Nursery, and exams reviews.

Groups. You will be asked to work with your neighbors, and answer polls and discussion questions through TOPHAT during activity and slide times throughout the entire course.

Format: This class uses a hybrid format which means we will meet twice a week in person, Mondays & Wednesdays whereas Fridays are asynchronous. I will have prerecorded lectures on Fridays on Bb.

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.
- 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 week-end, 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.

*****HOW TO SUCCEED IN PSYCH 301*****

- Study the concepts each week and read the examples from “How children develop” (on Bb and Tophat).
- Come to class, answer the questions on Tophat and review those!
- The exams are mainly on the concepts you study each week (list at the end of each chapter of your textbook). Create **flashcards** for those, early, each week.
- **Understand the procedure followed in experiments and the names of the techniques used**
- **Connect the name of a researcher with the name of the theory and its main points.**
- **Take Good Notes:** Fill-out your slides with notes, and make note of examples. Additional lecture notes will be essential when you study for the exams.
- Take notes on the video clips and review them as questions on these will appear in the exams.
- Ask for Office Hours early.
- Come to and do the reviews and the exam practices

- Take the extra credit opportunity offered.
- Catch up participation points if you missed a lecture.
- Read the book *Ghosts from the Nursery* and do the assignments.
- Create 3 well organized hand-written note cards for each exam.

Structure of the class

The whole session is divided in **three units of 5 weeks each**:

UNIT 1: Theories and Methods, concepts chapters 1, 4 (partial), 9 (partial);

UNIT 2: Milestones of development from conception to adolescence, concepts chap. 2 (partial), 5, 6(partial), 14 (partial), 11 (partial)= *Ghosts* chap.1;

UNIT 3: *Ghosts from the Nursery*, chapters 2-8 (except 4 and 7).

The class is organized around weekly modules including the weekly assignments (15 of them). The deadline for the weekly requirements is set at Sunday 11.59 pm. Monday is a grace period (=no deduction for lateness).

Each module has approximately the same structure:

- 1) Learning objectives
- 2) Module requirements
- 3) Journal entries (first 10 weeks)
- 4) Questions and discussion posts on *Ghosts* (5 last weeks)

ASSIGNMENTS

All the Assignments can be accessed through Bb week by week

For the first 10 weeks (unit 1 and 2)

- **STUDY THE CONCEPTS.** You find those in the textbook at the end of each chapter of “How children develop”. Pages are indicated in the schedule of the syllabus.

JOURNAL ENTRIES. The semester long project is a Developmental (Auto)biography or DAP. It consists of 8 weekly journal entries of 350-500 words over 10 weeks. **You have two possibilities to upload your entry: either you type directly in the submission box or you write your entry on a word doc and you upload it through the browser button.**

It is a reflection on your development from 0 to 18, with an integration of **5 concepts** of your choice from the concepts of the week (except for the first week where five concepts are given to you). You will be asked to report anecdotes, memories on different milestones of your development 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, etc.

Two attempts at uploading (~30 min). Each journal is worth 10 pts. Total 80 pts.

- **1 point will be deducted** if the word count is missing at the end of your journal entry.
- If you forget to highlight or bold or CAPITALIZE the 5 concepts, I cannot grade your journal. You will need to reupload the journal entry following the required format.
- If you don't follow the instructions, a **deduction of max 15%** may apply.

- The journal entries are due by Sunday midnight. Monday is a grace day. **Catch up possible during the whole semester. Final deadline: Monday, final week. 15% deduction maximum.**
- **If documentation is sent to the professor to explain the situation (~valid excuse), the 15% deduction will be forfeited.**

DEVELOP YOUR CURIOSITY WITH A BOOK AS SUPPORT (ON Bb WEEKLY)

For the last 5 weeks (unit 3) + week 5

- This book is a case study of the development of Jeffrey who committed a murder when he was 17.
- **We will read 6 out of the 11 chapters from the book “Ghosts from the Nursery”, one chapter per week (chap.1,2,3,5,6,8).**
- I uploaded a pdf of **chapter one** in case you did not order the book! **MAKE SURE YOU DO.** I have the pdf for 3 chapters but not after that!
- Each full assignment is worth 15 pts. The last assignment on chap. 8, do only Part I and II (worth 10 pts) and then conclude on the activity as a whole, the conclusion is worth 5 pts. For the 6 assignments amount to a total of **90 pts.**
- Use **your own words for each part of the assignment**, you cannot copy from the book (otherwise it is plagiarism!).
- You have 2 attempts.
- They are due by Sunday midnight. Monday is a grace period. Catch up possible **until Monday of final week** midnight. **Deduction of 15% max.**

- This homework has 3 parts

Part 1 and 2 are submitted together on Bb. It is a link you click on.

- **Part 1) Write** five pieces of information on Jeffrey's story (pages in **italics** (or tilted) at the beginning of each chapter uniquely), worth **2.5 pts. Bullet points are recommended (do it in the submission box). See screenshot in red below.**
- **Part 2) Answer** 5 questions out of 10 proposed per chapter read, worth **2.5 pts. Be short. Don't copy, use your own words (Do it in the submission box).**

PART 3 USES ANOTHER Bb assignment page for discussion (see snapshot below in green)

- **Part 3) Post a discussion question supported by scientific results and reply to a peer supported by scientific results too (details available under discussion). This part is worth 10 pts, 5 pts for each post.**

Content Calendar Announcements Discussions Gradebook Messages Analytics Groups Student Preview

Learning objectives
Visible to students +

Module requirements
Visible to students +

Slides/clips Theories on Social development
Visible to students +

Exam 1 Unit 1 preparation
Visible to students +

Tophat questions on Slides of the recorded lecture on the introduction to Ghosts
Visible to students +

Ghosts Chap.1 O & R **Part 1 and 2 here**
Due date: 10/2/23, 11:59 PM
Visible to students +

Week 5 What are you curious about child development in Ghosts chap.1?
Due date: 10/2/23, 11:59 PM
Visible to students + **Part 3**

1) Write five pieces of information on Jeffrey's story (pages in italics at the beginning of each chapter).

- Jeffrey used
- Jeffrey was
- Jeffrey got l
- Jeffrey was
- Jeffrey got c

2) Answer 5 questions out of 10 proposed per chapter read.

1. Which period is typically overlooked in our search of violence?
➢ The infar
2. What is the main reason for overlooking this period?
➢ It is hav
3. What are the 'ghosts' from the nursery?
➢ The babi
4. What do we know about early offenders (below age 12)?
➢ Earl aggr.
5. Of what kind are the majority of the violent crimes committed in the US?
➢

Example Part 1 and 2 (above)

- Week 5 and week 10 to 15, you will see the same general prompt: **What are you curious about Child development in Ghosts Chap. X?**
- And each time you will create a **NEW** question as a response and a reply to a peer (2 posts total).
- The primary goals are to develop your curiosity and your critical thinking skills using the most recent scientific (**2015-present**) research since the book is quite old. The next goal is to get a sense of what other have experienced and are curious about to be enriched by and enrich others.

Procedure:

- 1) You start with your new **question** which can be on anything that caught your attention within the chapter.
- 2) You then have to **answer to one peer question**

Rubrics:

A. The NEW elevated question (5 pts)

Your **question** needs to show some elaboration (**150 words or more**), which means:

- 1) You start with your experience then
- 2) You search for a **scientific article** and integrate some of the **scientific results** that enhances the question you have.
- 3) You **specify the word count**
- 4) You provide a **reference or a link to the scientific publication. A link to an institutional webpage or a magazine is not enough!**

B. The elevated response to a peer (5pts)

- Your **answer** to a question from your peer also needs the same elaboration as above with scientific results (150 words min).
- The only difference is that you are now allowed to use a link to a secondary source also (an institutional webpage or a trustworthy blog).
- Put the word count too.
- Don't forget the link or the reference.

Assessment

- The question (=response to the general prompt) = 5pts. 50% deduction if missing a reference. 0.5 pt deduction if missing word count. 0.5 pt deduction for an article between than 2005 to 20014, up to 1pt if article before 2005 years. If not a scientific article or scientific report, deduction of 1.25 pt.
- The reply: One reply to a peer question (can be a comment too) = 5pts. 50% deduction if missing a reference, 0.5 pt deduction if missing word count. If the answer is just one sentence or two, worth 1 pt.
 - You can always edit if you missed the word count or the reference (2nd attempt).
 - Catch up possible until Monday of final week.

EXAMS

All 3 Exams will be taken through Tophat in class. A code will be given to you right before the exam.

There will be 3 exams, non-cumulative, 40 MCQ, worth **40 pts** on the textbook content and lecture slides.

- 3 index cards 3 by 5 inches hand-written only both sides are allowed for each exam.

EXAM MAKE UP

- If you should have a legitimate reason for missing an exam, you are expected to let me know before the exam (email), **unless unforeseeable circumstances**, so a make-up exam can be arranged. **Provide documentation whenever possible.** I reserve the right to refuse to let you make up an exam if I judge that your excuse is not acceptable.

TOPHAT

I will propose polls and activities in each class, either individually or in groups.

Tophat has a grading system attributing automatically ½ pt for trying and ½ pt for correctness for questions and 1pt for discussion questions. The maximum of points (undetermined as of yet) will amount to ~15% of your grade for in-class participation for a total of **55 pts**.

TOPHAT ACCOMMODATIONS

- If you had to miss class, the slides and the questions for participation points will be assigned weekly as graded homework in Tophat so that you can catch up. Due Sunday by midnight. Monday is a grade period, No deduction of points.
- If you are sick and could not do the Tophat participation points, there is a plan B. You can ask me to reopen Tophat but that must be done at the latest by the day of the exam on the unit 1 and 2. For unit 3, the deadline is set to Monday of final week.
- The catching up period will close at the end of the unit the classes were missed unless extraordinary circumstances.

Attendance

- Attendance will be taken **through Tophat** every time you log-in but **will not count** as a grade. I use the attendance for an administrative purpose as I am required by the Registrar's office to provide an exact date of the last class a student attended in certain cases. I also use the attendance to check who needs to catch up.
- However, there is a direct relationship between participation and your grade. If you miss class, and you don't catch up, your grade will be negatively impacted.
- See the [university's attendance](https://gvsu.edu/s/XZ) (gvsu.edu/s/XZ) policy in the online catalog for more information.
- Students are responsible for material, announcements, and learning activities covered in class. Obtain lecture notes from a classmate if you miss class. You can communicate with classmates electronically via email and [Bb IM](https://gvsu.edu/s/Wm) (gvsu.edu/s/Wm)

ASSESSMENT

Item	Number	Total	%
Individual and Group participation, polls and in-class activities through Tophat	Every class	55	~15%
Journal entries on BB worth 10 pts	8	80	~24%
3 Exams through Tophat non-cumulative 40MCQ	3	120	~36%
5 questions and posts per chapter on Ghosts worth 15 pts each	6	90	~25%

Total: 345 pts

Your grade will be determined using the standard campus grading scale shown below:

94 – 100% A	80 – 83.99% B-	66 – 69.99% D+
90 – 93.99 % A-	77 – 79.99% C+	60 – 66.99% D

87 – 89.99% B+
84– 86.99% B

74 – 76.99% C
70 – 73.99% C-

<60% F

No extra credit offered but the option of leaving out one journal homework this semester. Please mention in the submission box that this is the journal you will opt out for this semester.

TENTATIVE COURSE SCHEDULE

Date	Topic	Assignments due that week by Sunday midnight unless otherwise stipulated
UNIT 1: What is development? Historical foundations Themes Methods and Theories		
Week 1		
Mo Jan 6	Admintrivia	
Wed Jan 8	Intro I. What is development, what develops?	
<i>Fri Jan 10</i>	<i>Intro II. Historical Foundations (pre-recorded lecture found On Bb under week 1)+ Tophat Questions on this section</i>	<i>textbook chap. 1 pp. 2-22. Study the key terms pp. 37 + Journal 1</i>
Week 2		
Mo Jan 13	Intro III Research Methods in Development	textbook chap. 1 pp. 22-36. Study the key terms pp. 37
Wed Jan 15	Theories of Cognitive Development: Piaget 4-stage Theory, Concepts and Experiments	textbook chap. 4 pp. 135-155. Study the key terms pp. 169
<i>Fri Jan 17</i>	<i>How cognitive change occurs in Piaget + Tophat questions</i>	<i>textbook chap. 4 pp. 129-135. Study the key terms pp. 169 + Journal 2</i>
Week 3		
Mo Jan 20	MLK DAY	
Wed Jan 22	Chap. 4 Latest theories of Cognitive and motor development (Thelen & Smith) Dynamic Systems Theories (DST)	textbook chap. 4 p. 161 + pdf Study the key terms pp. 169 + slides and pdf

<i>Fri Jan 24</i>	<i>Theories of Cognitive Development: socio-cultural influences (Vygotsky, Rogoff, Tomasello) + Tophat questions</i>	<i>textbook chap. 4 pp. 155-161. Study the key terms pp. 169 +Journal 3</i>
Week 4		
Mo Jan 27	Theories of Social Development The behaviorists (=Learning) Theories of social development (Watson, Skinner, Bandura)	textbook chap. 9 pp. 348-356. Study the key terms p. 381
Wed Jan 29	Theories of Social Development with the Social cognitivists: Dodge, Selman and Dweck, Bronfenbrenner	textbook chap. 9 pp. 366-368. Study the key terms p. 381
<i>Fri Jan 31</i>	<i>Chap. 9 Lesson 9 The precursors: Psychoanalysis: Freud and Erikson + Tophat questions</i>	<i>textbook chap. 9 pp. 340-348. Study the key terms p. 381 + Journal 4</i>
Week 5		
Mo Feb 3	Review exam unit 1 in-class /Present new homework	Chap.1,4 (partial), 9 (partial) and study the key terms p 37, 169 and 381.
Wed Feb 5	Exam 1 40 multiple-choice-questions	3 note cards handwritten 3x5 i allowed.
<i>Fri Feb 7</i>	<i>Introductory lecture on the book Ghosts Read Ghosts chap. 1 NEW Homework type: Part I and II Summarize page 1 in 5 bullet points and Answer 5 questions on chap.1 Part III: Two Discussion posts</i>	
UNIT 2 Milestones in development from conception to adolescence		
Week 6		
Mo Feb 10	Prenatal Development (chap.2) Historical perspectives, conception, early prenatal stages	textbook chap. 2 pp.39-56. Study the key terms p. 83
Wed Feb 12	Prenatal development II (chap.2) Milestones	(leave out section on hazards, we will study those in Ghosts!)
Fri Feb 14	<i>Lesson 3: Birth and the Newborn states of awareness, cycles (chap. 2)</i>	<i>textbook chap. 2 pp.66-83. Study the key terms pp. 83 +Journal 5</i>
Week 7		

Mo Feb 17	Infancy: Seeing, feeling and doing get you to thinking chap.5: slopes, gap and Handrail (Adolph)	textbook chap.5 pp.172-188 and 189-198. Study the key terms p. 213
Wed Feb 19	Infancy: Cognition Learning about the physical world of how objects work (Baillargeon)	textbook chap. 5 pp.198-213. Study the key terms pp. 213
<i>Fri Feb 21</i>	<i>Infancy: perceptual development+ Tophat questions</i>	<i>textbook chap.5 pp.172-188</i> + Journal 6
Week 8		
Mo Feb 24	Middle childhood I Moral development Testing babies and Piaget the precursor	Middle childhood I (Chap.14) Moral development Piaget the precursor Kohlberg's theory
Wed Feb 26	Middle childhood II: Moral Development: Kohlberg's theory	textbook chap. 14 Kohlberg's moral development pp. 558-566. Study the key terms of Kohlberg's theory
<i>Fri Feb 28</i>	<i>Prerecorded lecture: Middle childhood III: Moral development</i> <i>Critique of Kohlberg: the role of culture and guts</i>	<i>Only on slides on Tophat</i> + journal 7
Week 9		
Week 10		
Mo March 10	Adolescent : Identity development Erikson and James Marcia	textbook chap. 11, pp.446-449. Study the key terms of Erikson and James Marcia on identity development only + Tophat questions
Wed March 12	Identity development	
<i>Fri March 14</i>	<i>Exam prep online on Tophat</i> <i>See folder prep Exam unit 2</i>	+Journal 8 and conclude on journaling activity
Week 11		
Mo March 17	Exam Unit 2 40 multiple-choice-questions Concepts given in the exam checklist on BB 3 note cards handwritten 3x5i are allowed.	Chap.2 (partial), chap.5, chap. 6 (partial), chap. 14 (partial) and chap. 11 (partial).

Unit 3: A case study of violent behavior development in an adolescent: GHOSTS from the Nursery

Wed March 19	Neural Development Ia Structure and functions	Ghosts chap. 2 on the Brain + 5 bullets points, 5 questions and 2 discussion posts
<i>Fri March 21</i>	<i>Recorded lecture on Neural Development II: Teratogens + Tophat questions</i>	
Week 12		
Mo March 24	Neural Development Ib Functions of the limbic systems and prefrontal cortex	Ghosts chap. 3 on teratogens + 5 bullets points, 5 questions and 2 discussion posts
Wed March 26	Neural development III Postnatal growth, experience and learning	
<i>Fri March 28</i>	<i>Recorded lectures on Neural development II, III, Tophat questions</i>	
Week 13		
Mo March 31	Neural development IV Emotions and learning + Intervention	Ghosts chap. 5 ADHD and conducts disorders + 5 bullets points, 5 questions and 2 discussion posts
Wed Apr 2	Temperament I & II	
<i>Fri Apr 4</i>	<i>Recorded lectures on Temperament II + Tophat questions</i>	
Week 14		
Mo Apr 7	Parenting styles I	Ghosts chap. 6 on temperament and parenting styles + 5 bullet points, 5 questions and 2 discussion posts
Wed Apr 9	Attachment I	
<i>Fri Apr 11</i>	<i>Recorded lecture on Parenting style II + Tophat questions</i>	
Week 15		
Mo Apr 14	Lesson 10 Attachment II	Ghosts chap. 8 on attachment + 5 bullet points, 5 questions (= Part I and II only). Conclude on this activity, no question posts.
Wed Apr 16	Lesson 11 Attachment III	Answer Tophat questions on attachment
<i>Fri Apr 18</i>	<i>Exam Review on Tophat (under Prep exam unit 3)</i>	

Week 16	Exam unit 3, 40 MCQ on slides unit 3 and chap.2 and 3 of Ghosts (neural development) non cumulative	Concepts are given in the exam checklist on BB 3 note cards handwritten 3x5 i allowed. Exam: Monday April 21 from 9 to 9:50 am usual room
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Grand Valley maintains a Religious Inclusion Policy (PC 9.6) that commits the university to accommodate religious and faith observances and holidays for students, faculty and staff members. Please let me know as soon as possible if I need to make arrangements.

Required Technology

Besides Blackboard (Bb), you must also have access to the following:

- If you are not familiar with Blackboard: <https://www.gvsu.edu/elearn/help/blackboard-student-help-2.htm>
- Zoom account <https://www.gvsu.edu/it/zoom-at-grand-valley-state-university-247.htm>
- 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>.

You can also borrow laptops or a charger from the library, 2nd floor, Digital lab, but it is on a first come first serve base.

In the psychology department, we also have a few laptops, you can borrow. Ask the student workers at the desk, ASH 2224.

Pdf, word

- 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.

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:mail.gvsu.edu) can be accessed by visiting: mail.gvsu.edu and [Blackboard](https://mybb.gvsu.edu) at: 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. To see scores and detailed grading feedback, click “My Grades” from the Blackboard course main navigation. Daily Percentage scores for in-class participation are posted on Tophat.

Assignments and Assessments

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

No assignments are accepted via email, unless discussed otherwise with the professor.

There are [several available computer labs](http://gvsu.edu/it/lab-hours-66.htm) (gvsu.edu/it/lab-hours-66.htm) available for you to complete course work. Note: GVSU Lab Assistants are not tutors, however, they are available to help with lab computer issues. Your instructor is available to help with assignment questions.

University Policies

Registrar - Last Day to Drop

Last day to drop with a “W” is **March 21 by 5 pm**. Students must initiate drop through [Registrar](http://gvsu.edu/registrar/course-withdrawals-6.htm) (gvsu.edu/registrar/course-withdrawals-6.htm).

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.

Student Accessibility Resources (SAR)

If you need accommodations because of a learning, physical, or other disability, please contact your instructor and SAR at <https://www.gvsu.edu/accessibility/sar-orientation-125.htm> at 616.331.2490.

[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](https://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/>

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 is 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.

Cell phones rings should be silenced during class time.

Quiet food is ok.

Academic Integrity

All course assignments, learning activities, and assessments, are to be authored and completed individually, by the student themselves. Failure to be able to correctly cite, explain and defend your submissions is an indication that it is not your work. While assisting another student in learning is part of the academic process, completing the assigned work as a team or group effort (with the exception of group projects as assigned by the instructor) is not allowed and will be considered Academic Dishonesty. No Academic Dishonesty will be tolerated and 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, and the consequences include penalties established by [GVSU's Academic Integrity](http://gvsu.edu/conduct/academic-integrity-14.htm) policy (gvsu.edu/conduct/academic-integrity-14.htm).

Campus Emergencies

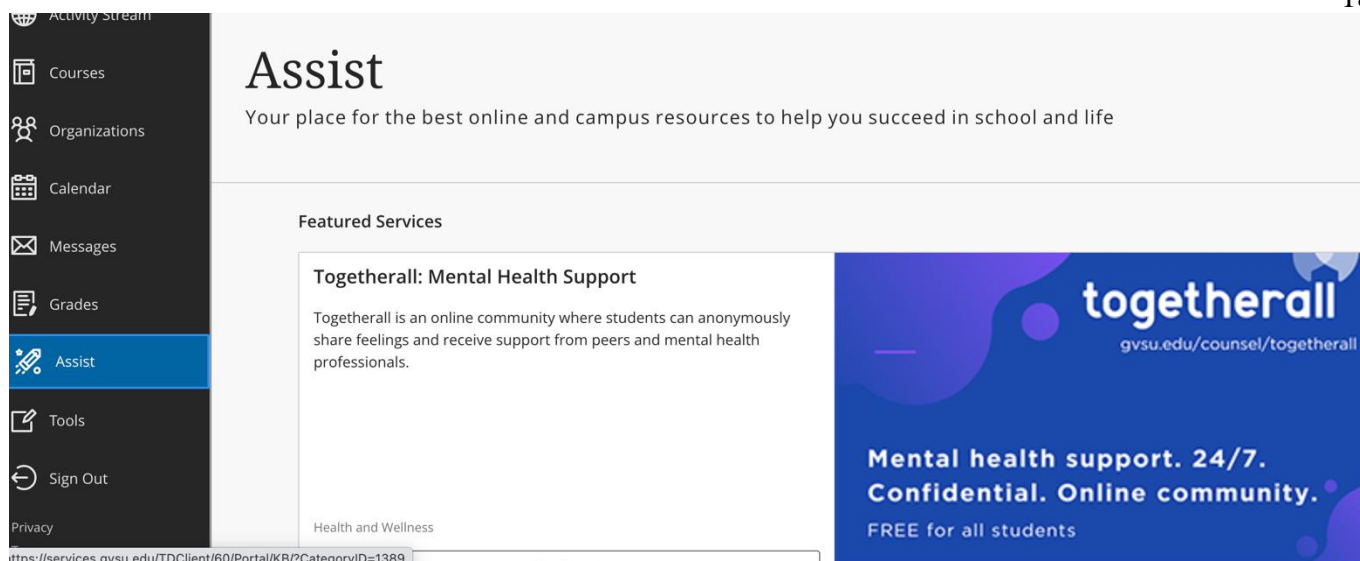
In case of fire, immediately proceed to the nearest exit during a fire alarm. Use a staircase, not an elevator. To sign up for campus emergency alerts and to access more information, please visit the [GVSU Emergency website](http://gvsu.edu/emergency) (gvsu.edu/emergency).

Furthermore, if you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency, please make me aware so that the university and Your professor can develop a plan to assist you.

Learning Resources

See the "Help & Support" section of Blackboard for help with using Blackboard; a link to the Blackboard Student Mobile App and Blackboard IM; GVSU computer lab hours and locations; [GVSU IT HelpDesk](http://gvsu.edu/it/helpdesk/) (gvsu.edu/it/helpdesk/).

A link named ASSIST in the left tab once you got on Bb is to assist you with the different support services available to students (Mental health support, Title IX, Academic support, Reporting incidents, etc.)



GVSU provides a wide variety of **free academic support** services including

The Tutoring and Reading Center <https://www.gvsu.edu/trc/>

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 the website for most current information on services, hours, and locations.

The Writing Center <https://www.gvsu.edu/wc>

The Student Academic Success Center <https://www.gvsu.edu/sasc/>

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!

The Knowledge Market (Located in the Library: Assistance with Research, Writing and Presentations) <https://www.gvsu.edu/library/km/>

Mental Health Needs (Counseling Center) <https://www.gvsu.edu/counsel/>

Financial Wellness (Money Smart Lakers) <https://www.gvsu.edu/moneysmart/>

Financial Aid Issues <https://www.gvsu.edu/financialaid/>

COVID information <https://www.gvsu.edu/lakerstogether/>

Career Services (Career related events, resume writing, sample interviews): <https://www.gvsu.edu/careers/>

Professional Advising (for major and graduation requirements, etc.): <https://www.gvsu.edu/advising/advising-centers-70.htm> - [CollegeAdvisingCenters](#)

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/ email.