

GRAND VALLEY STATE UNIVERSITY**Child Development – PSY 301, Section 4****Hybrid format**

Instructor**Dr. Maouene**

Office AuSable Hall, room 2213

Class Times and Location

Mo, Wed, in person, 9:00 to 9:50

Building: AuSable Hall 2120

Fri: asynchronous

Office Phone: 616-331-3369**Email:** maouenej@gvsu.edu**Web:** <http://www.gvsu.edu/psychology/josita-maouene-159.htm>**Lab:** <http://www.maouene.info>**Teaching assistant:** Alyssa Cline**Email:** clinea@mail.gvsu.edu**OFFICE HOURS:****In person: Drop in**

Mo & Wed 10:00 to 10:45

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/TDCClient/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 aggressive 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 book, Accounts, and Supplies

- 1) Tophat (software account) for in-class /home polling and exams
- 2) ‘Ghosts from the Nursery’ (book)
- 3) Blackboard account
- 4) Zoom account
- 5) Note cards 3 by 5 inches or a quarter of an A4 page 1 side
- 6) Phone, tablet or laptop for in-class questions

Below all the details:

TEXTBOOK is available on Tophat

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

BOOK

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

TOPHAT

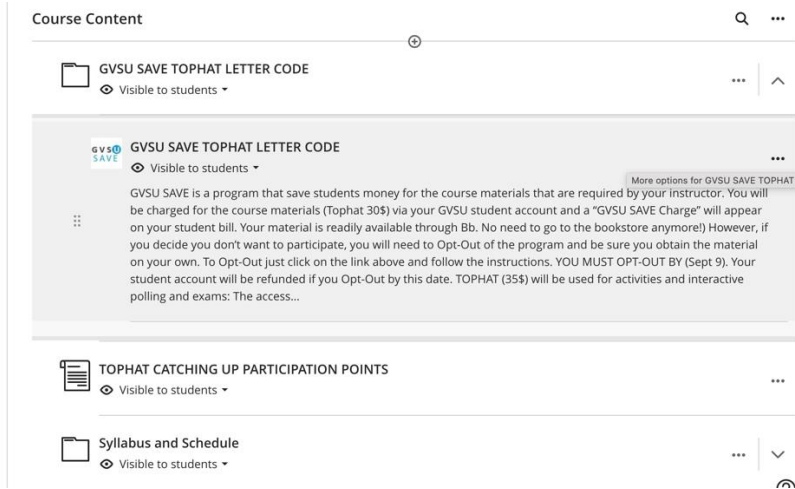
- **TOPHAT (35\$)** will be used for **activities and interactive polling and exams**: The access is through the **GVSU SAVE program**. It means you do not need to go through the library to get it. You will need either a laptop, a smartphone, or a tablet.
- Your course is participating in the GVSU SAVE 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, Sept. 8** 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:

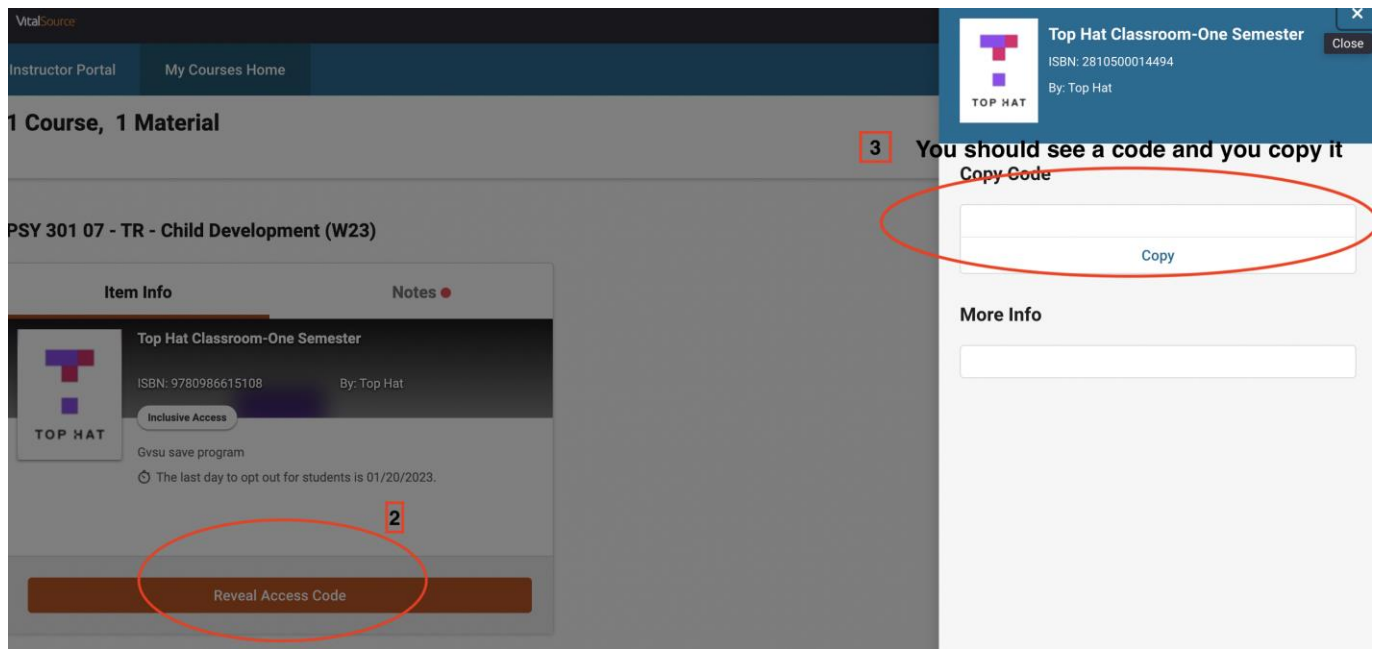
There are **two** codes you will need: the GVSU SAVE PROGRAM CODE (letters) and the TOPHAT JOIN CODE (numbers)

STEP 1 Getting the GVSU SAVE PROGRAM CODE

Go on to your PSY 301class on Bb, click on the GVSU TOPHAT LETTER CODE.



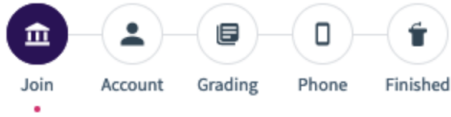
Click on the reveal access code (bottom orange bottom). It will open a window on the right. A letter code will appear. Copy it. Below, in the more info box, you will see the url for your class on Tophat, click on it.



STEP 3

Then on the registration page of Tophat, enter the joint code with six digits: 502736 (see below) and create an account.

TOP HAT



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

502736

Search for your course with a join code 🔍

Type a 6 digit code to search for your course

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 above on Bb blue frame)!

← 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](#)

YES! **NO!**



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

The Tophat app url is: <https://app.tophat.com/e/502736/>

- 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.

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 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 review sessions.

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. If it is an urgent message, please also include the words **“help”** in the subject line. Based on the sheer volume of email I receive every day, this will help me to give priority to urgent messages from my students.

- During the workweek (Monday – Friday) I will check my email several times between the hours of 9-5. You will receive a response within 24-hours (and usually much quicker.)
- I often check my email at least once during the 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 and answer the questions on Tophat!**
- **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 9 weeks)**
- 4) **Questions and discussion posts on Ghosts (5 last weeks)**

Requirements

Assignments under weekly learning modules

For the first 10 weeks (unit 1 and 2)

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- **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 and also under the Bb tab “Weekly Learning Module - Requirements”.
- **Journal entries:** The semester long project is a journal of a Developmental (Auto)biography or DAP. It consists of a weekly post, of 350-500 words over 9 weeks. It is under Bb, “Week1-week 9”. **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 and week 3 where 11 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, except journal 3 which is worth 20 pts. Total **90** 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, a zero will be entered until you reupload the journal entry following the required format.
- If you don't follow the instructions, **deduction of 15%**.
- They are due by Sunday midnight. Monday is a grace day. **Catch up possible after emailing professor to explain situation (~valid excuse), 15% deduction maximum.**

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

- **We will read 6 chapters out of the 11** 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!
- This homework has 3 parts:
- **1) Write** five pieces of information on Jeffrey's story (pages in italics at the beginning of each chapter), worth **2.5 pts. Bullet points is recommended (do it below in the submission box).**
- **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 below in the submission box).**
- **3) Post a discussion question and reply to a peer (details available under discussion). This part is worth 10 pts, 5 pts for each post. Go there: [https://lms.gvsu.edu/ultra/courses/ 410972 1/engagement](https://lms.gvsu.edu/ultra/courses/410972_1/engagement)**
- Part I and II you can copy and paste the questionnaire in the writing submission box or copy and paste it on a word doc, type your answers and upload it.
- Each assignment is worth 15 pts. You have 6 so a total of **90 pts.**
- You have to 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 during final week after emailing professor to explain the situation. **Deduction of 15% max.**

Discussion part III:

- **Discussion of 6 chapters from the book Ghosts from the Nursery.**
- **The case study of the development of Jeffrey who committed a murder when he was 17.**

- **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 to my prompt and a reply to a peer (2 posts total).
- The first goals are to develop your curiosity and your critical thinking skills using the most recent scientific (2017-2023) 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 (or comment on it)**.
- **Rubrics:**
- **A. The NEW question (5 pts)**
- **Your question** needs to show some elaboration (a **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 respond to 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!**
- One question (=response to the general prompt) = 5pts (no point if irrelevant or not NEW), 50% if missing a reference), 1 pt deduction if missing word count. You can edit if you missed the word count or the reference.
- **B. The response to a peer (5pts)**
- **Your answer or comment** to a question from your peer also needs the same elaboration as above (150 words min).
- The only difference is that you are now allowed to use a link to either a scientific publication, a magazine or an institutional webpage.
- Put the word count too.
- Don't forget the link or the reference.
- One reply to a peer question (can be a comment too) = 5pts (no point if irrelevant, 50% if missing a reference), 1 pt deduction if missing word count.

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.

In-class participation

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 ~15.9% of your grade for in-class participation for a total of **55 pts**.

ACCOMMODATIONS

1) If you had to miss class, I will assign the slides and the questions for participation points as graded homework in Tophat so that you can catch up. Due Sunday by midnight. Monday is a grade period, No deduction of points.

2) If you are sick and could not do the Tophat homework, there is a plan B. You find it under Bb again 'Caching up participation points'.

Follow the 5 points procedure!

You have until the end of the unit to do so.

The procedure is the following: you email me at maouenej@gvsu.edu, answering the following questions in your email:

- 1) What are two concepts you find the most difficult in this lesson?
- 2) Why do you think they are difficult?
- 3) What is your understanding of each concept?
- 4) Give an example for each concept drawn from your own childhood experience whenever possible.
- 5) What are you curious about this lesson as far as child development is concerned? **A source/reference is required!**

Assessment: If all is correct, full point, if something is missing, ½ point.

You need to do this for every lesson you missed so up to 3 a week.

The caching up period will close at the end of the unit the classes were missed unless extraordinary circumstances.

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.

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](http://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](http://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 , except journal 3 worth 20 pts	8	90	25%
3 Exams through Tophat non-cumulative 40MCQ	3	120	35%
5 questions and posts per chapter on Ghosts worth 15 pts each	6	90	25%

TOTAL: 355pts

Extra credits

I make it a practice to give 1 extra credit opportunity, not more. This happens at a fixed time, marked in the calendar. It will be a participation to the TEACH-IN **Worth 5 points. Pick a session either on Nov 8 downtown or on Nov 9 Allendale campus and send me a reflection through email.**

The schedule 2023 will appear in October but check the 2022 schedule to get a sense of what is being discussed or trained.

<https://www.gvsu.edu/teach-in/>.

“The purpose of the Teach-In is for mutual education among students, faculty and staff and is intended to address topics related to inequality and systems of oppression, as well as social justice and liberation”.

- Expect a time commitment of SIX hours each week to complete reading assignments and concept learning outside of class, journal or answering questions on the book Ghosts from The Nursery and posting (for every hour in-class, at least two hours outside of class).

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+	74 – 76.99% C	<60% F
84– 86.99% B	70 – 73.99% C-	

Note: At end of the semester, no round up to the next grade is to be expected if students have not taken the opportunity offered with the extra credits.

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 Aug 28	Admintrivia	
Wed Aug 30	What is development, what develops?	
<i>Fri Sept 1</i>	<i>Historical Foundations</i>	<i>textbook chap. 1 pp. 2-22. Study the key terms pp. 37 + Journal 1</i>
Week 2		
Mo Sept 4	LABOR DAY	No class
Wed Sep 6	Research Methods in Development	textbook chap. 1 pp. 22-36. Study the key terms pp. 37
<i>Fri Sep 8</i>	<i>Theories of Cognitive Development: The precursor Piaget I</i>	<i>textbook chap. 4 pp. 129- 135. Study the key terms pp. 169 + journal 2</i>
Week 3		
Mo Sep 11	Theories of Cognitive Development The precursor Piaget II: Methods	textbook chap. 4 pp. 135-155. Study the key terms pp. 169
Wed Sep 13	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 Sep. 15</i>	<i>Theories of Cognitive Development: socio-cultural influences (Vygotsky, Rogoff, Tomasello)</i>	<i>textbook chap. 4 pp. 155-161. Study the key terms pp. 169</i> +journal 3
Week 4		
Mo Sep 18	Theories of Social Development The behaviorists or Learning Theories of social development (Watson, Skinner, Bandura)	textbook chap. 9 pp. 348-356. Study the key terms p. 381

Wed Sep 20	Theories of Social Development Social cognitivists : Selman and Dweck. Ecological : Bronfenbrenner	textbook chap. 9 pp. 366-368. Study the key terms p. 381
<i>Fri Sep 22</i>	<i>Chap. 9</i> <i>The precursors: The Psychoanalysis and Freud and Erikson</i>	<i>textbook chap. 9</i> <i>pp. 340-348. Study the key terms p. 381</i> + Journal 4

Week 5

Mo Sep 25	Review exam unit 1 in-class	
Wed Sep 27	Exam 1 40 multiple-choice-questions	Chap.1,4 (partial), 9 (partial) and study the key terms p 37, 169 and 381. 3 note cards handwritten 3x5 i allowed.
<i>Fri Sept 29</i>	<i>Introductory lecture on Ghosts</i>	<i>Ghosts chap. 1 + 5 questions + Discussion posts</i>

UNIT 2 Milestones in development from conception to adolescence

Week 6

Mo Oct 2	Prenatal Development (chap.2) Historical perspectives, conception, early prenatal stages	textbook chap. 2 pp.39-56. Study the key terms p. 83 <i>(leave out section on hazards, we will study those in Ghosts!)</i>
Wed Oct 4	Prenatal development II (chap.2) Milestones	
Fri Oct 6	<i>Birth and the Newborn states of awareness, cycles (chap. 2)</i>	textbook chap. 2 pp.66-83. Study the key terms pp. 83 +Journal 5

Week 7

Mo Oct 9	Infancy: Seeing 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 Oct 11	Infancy: Cognition Learning about the physical world (Baillargeon)	textbook chap. 5 pp.198-213. Study the key terms pp. 213

<i>Fri Oct 13</i>	<i>Infancy and Early Childhood: Symbolic development</i>	<i>textbook chap. 6 pp.252-255. Study the key terms p.257</i> + Journal 6
Week 8		
Mo Oct 16	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 Oct 18	Middle childhood II: Moral Development: Kohlberg's theory and Critiques	textbook chap. 14 Kohlberg's moral development pp. 558-566. Study the key terms of Kohlberg's theory
<i>Fri Oct 20</i>	<i>Middle childhood III: Moral Development: the role of culture and guts</i>	<i>Only on slides</i> + journal 7
Fall Break Oct 22-24: No class Monday or Tuesday!		
Week 9	No class	
Mon Oct 23		
Wed Oct 25	Identity formation I Erikson and James Marcia	textbook chap. 11, pp.446-449. Study the key terms of Erikson and James Marcia on identity development
Fri Oct 27	<i>Identity formation II</i> History of the concept of adolescence	+ Journal 8 (final one)
Week 10		
Mo Oct 30	Exam Unit 2 40 multiple-choice-questions Concepts given in the exam checklist on BB 3 note cards handwritten 3x5 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 Nov 1	Neural Development I Structure and functions	Ghosts chap. 2 on the Brain + 5 questions and discussion posts

<i>Fri Nov 3</i>	<i>Neural Development II Teratogens</i>	Review slides and Tophat questions + create flashcards
Week 11	This week extra credit opportunity: Pick a session either on Nov 8 downtown or on Nov 9 Allendale and send me a reflection (350-500 words) through email. https://www.gvsu.edu/teach-in/	
Mo Nov 6	Neural Development III Prenatal and postnatal	Ghosts chap. 3 on teratogens + 5 questions and discussion posts
Wed Nov 8	Neural development IV	Review slides and Tophat questions + create flashcards
Fri Nov 10	Neural development V	
Week 12		
Mo Nov 13	Temperament I	Ghosts chap. 5 ADHD and conducts disorders + 5 questions and discussion posts
Wed Nov 15	Temperament II	Review slides and Tophat questions + create flashcards
Fri Nov 17		
Week 13	Thanksgiving, noc class on Mo, catch up with late work	
Week 14		
Mo Nov 27	Parenting style I	Ghosts chap. 6 on temperament + 5 questions and discussion posts
Wed Nov 9	Attachment I	Review slides and Tophat questions + create flashcards
Fri Dec 1	<i>Parenting style II</i>	
Week 15		
Mo Dec 4	Attachment II	Ghosts chap. 8 on attachment + 5 questions and discussion posts
Wed Dec 6	Attachment III	

Fri Dec 8	<i>Review session unit 3 online</i>	Review slides and Tophat questions + create flashcards and do the practice exam online
Week 16	Exam unit 3, 40 MCQ on slides unit 3 and chap.2 and 3 of Ghosts (neural development) non cumulative	Same classroom Concepts are given in the exam checklist on BB 3 note cards handwritten 3x5 i allowed. Exam: Wednesday Dec 14 8:00 to 9:50 am

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>

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](#) can be accessed by visiting: mail.gvsu.edu and [Blackboard](#) at: mybb.gvsu.edu

Social Media, Cloud Accounts, and Privacy

As an emerging professional, your online persona and “personal brand” is important.

Under [FERPA](#) (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](#) (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 **November 10**. Students must initiate drop through [Registrar](#) (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.

Disability Support Resources

If you need accommodations because of a learning, physical, or other disability, please contact your instructor and [Disability Support Resources](#) (gvsu.edu/dsr/) at 616.331.2490.

[Assistive technology computers](#) are available in many GVSU computer labs (gvsu.edu/dsr/accessible-computer-labs-68.htm). Also, Blackboard has a [commitment to accessibility statement](http://blackboard.com/accessibility.aspx) (blackboard.com/accessibility.aspx) providing information about accessibility in all of their products.

Student Code of Conduct

[Standards of conduct](http://www.gvsu.edu/conduct/) <http://www.gvsu.edu/conduct/>

are established in order to generate an atmosphere in which the goals and objectives of the institution can flourish. Individual rights can only be ensured with acceptance of individual and group responsibilities and respect for the rights of others. Individuals attending GVSU automatically place themselves under the applicable rules and regulations of the institution.

Accommodations for Non Native Speakers of English

If there is any student in this class who 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](#) 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](#) (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](#) (gvsu.edu/it/helpdesk/); accessibility and [Disability Support Resources](#) (gvsu.edu/dsr/).

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.)

Meijer Writing Center: To assist you with any writing project, at any stage of your writing process. The center's well-trained peer consultants can help you to brainstorm ideas, organize content, integrate research, polish a draft, and correctly document sources. Make an appointment or visit during drop-in hours.

Visit <http://www.gvsu.edu/wc/> or Call 331-2922.

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.

Changes to the Syllabus

The instructor reserves the right to change the contents of this syllabus. Students will be given notice of relevant changes in class, through a Blackboard announcement or email.

ACADEMIC CALENDAR

Fall 2023 Academic Calendar [Download Calendar](#)

Event	Date
Registration Drop and Add	March 20 - September 1
Payment Deadline	August 18 by 5:00 pm
Convocation	August 24
Classes Begin	August 28
100% Tuition Refund Deadline	September 1 by 5:00 pm

Event	Date
Last day to Add, Register, or Pay	September 1 by 5:00 pm
Labor Day Recess	September 3-4
Credit/No Credit Deadline	September 22 by 5:00 pm
75% Tuition Refund Deadline	September 22 by 5:00 pm
Mid-term Evaluations	October 9-13
Mid-term Grades Due from Faculty	October 17 by 12:00 pm
Mid-term Grades Available to Students	October 19
Fall Break	October 22-24
Withdraw with a "W" Grade Deadline	November 10
Thanksgiving Recess	November 22-26
Classes End and Commencement	December 9
Examination Week	December 9-16
Semester Ends	December 16
Grades Due from Faculty	December 19 by 12:00 pm
Grades Available to Students	December 21

The posted refund deadlines apply to courses that meet the entire semester/session. Classes that meet for only part of the session/semester have different refund deadlines. Those refund deadlines can be found by using the [searchable course schedule](#) or by contacting the Registrar's Office at (616) 331-3327 or email regdept@gvsu.edu. For any course, the credit/no credit deadline is the same as the 100% tuition refund deadline for that course.

Tuition refunds are based on the difference between the amount paid and the amount due for credits remaining after courses are dropped. The block tuition rate may result in a smaller or no refund being available for dropping a course. The [Tuition Refund Calculation page](#) has additional information and examples. Please contact the Registrar's Office for more information.

Visit our [calendars page](#) for past and future semester dates and a printer-friendly version of the registration calendar.

Grand Valley State University offers students the ability to take [15 credits for the same cost as 12 credits](#).