



Child Development

PSY 3210

Prerequisite: PSY 2500 with a grade of 2.0 or higher

Winter 2018: Wednesday, January 3, 2018 – Tuesday, April 17, 2018

Final Exam Thursday, April 19, 2018- Saturday, April 21, 2018

Instructor: Dr. Melissa Jackson, Ph.D.

Class Meeting Time/Location: Online Only

Office Hours: by appointment only

Email Address: Please use Moodle Messenger first to contact your instructor with any questions or concerns. Moodle Messenger is a private emailing system between the student and the professor via Moodle. Use email as a second line of contact mijackso@oakland.edu

Course Description: This course is designed to teach students sequential development from the moment of conception through the end of adolescence. Students will get a comprehensive introduction to the field, covering physical, intellectual, emotional, and social patterns of growth. During this course students will develop his/her analytical thinking and communication skills to apply the concepts learned to everyday life.

Course Outcomes:

By the end of this course students should be able to do all of the following:

- Describe physical, cognitive, social and personality development from conception through adolescence.
- Demonstrate an understanding of psychological research and be able to write an APA style manuscript.
- Demonstrate an understanding of competing theoretical perspectives of developmental influences particularly as they relate to the effects of nature and nurture.
- Demonstrate a multi-level understanding of the influences of diversity issues as it pertains to children and their families.
- Describe the importance of genetic and hereditary factors and be able to describe its effects on children's physical, cognitive, and social development.
- Discuss and explain the influence of environmental factors within a growing child.

Required Text: Child Development 7th Edition

Author: Robert S. Feldman

Available at the Oakland University Bookstore

Grading Information

Weekly Thought Pieces (20%) Every week a thought piece will be presented in a Discussion Forum on Moodle to start the weekly discussion on new material. You will be asked to answer the question by Wednesday and respond to two of your classmate's post by the end of the week. Your participation in the discussion forum will be graded on the timing of the post, the replies to classmate's initial post, replies under your post from classmates and proper text formatting.

Assignments (20%): There will be short written assignments given throughout the semester. Each assignment will be related to the lecture topic of the week. Specific directions for each assignment will be given in the Moodle Assignment activity. Due dates for each assignment are outlined on the course calendar as well as stated in each assignments instructions.

The Growing Child Paper (20%): This paper is designed to allow you to research any current topic in child development. This is a two-part process which includes a draft submission and final submission. You will need to include an analysis of theoretical and empirical literature to support your topic. Specific directions for this paper will be given in the Moodle Assignment activity.

Quizzes (40%): There will be quizzes each week in this course. Each quiz will cover information from powers points, discussion forums, videos and the required textbook. Each quiz will consist of multiple-choice items. Grades for each quiz will be available after the quiz closes.

Late Submissions:

It is expected that all weekly thought pieces, assignments and quizzes will be taken on the scheduled date during the allotted time. The dates are listed in the "Course Calendar" section of the syllabus. Make-up submissions are only given under extreme circumstances such as death in the family, and illness.

Your Grade: Grades will be based on quizzes (40%), assignments (20%), weekly thought pieces forums (20%) and research paper (20%). All grades will be posted in Moodle grade book.

Grading Scale

Percentage	OU Grade
100	4.0
99	4.0

Percentage	OU Grade
79	2.9
78	2.8

98	3.9
97	3.9
96	3.8
95	3.8
94	3.8
93	3.7
92	3.7
91	3.6
90	3.6
89	3.5
88	3.4
87	3.4
86	3.3
85	3.3
84	3.2
83	3.2
82	3.1
81	3.1
80	3.0

77	2.7
76	2.6
75	2.5
74	2.4
73	2.3
72	2.2
71	2.1
70	2.0
69	1.9
68	1.8
67	1.7
66	1.6
65	1.5
64	1.4
63	1.3
62	1.2
61	1.1
60	1
≤59	0

*The percentages for your course grade are rounded to nearest whole number based on the number in the tenth position. For example, 86.35% is equal to 86% and receives an OU grade of 3.3

A NOTE ABOUT PAPER GRADING:

I strongly believe that assignments and papers should reflect both how well students address the content of the paper assignments and the quality of their writing. Thus, both content and style will be graded and given equal weighting in paper grading.

With regard to content, I will grade on: (a) Logic/coherence—does the writer address all relevant aspects of the assignment in a coherent manner? (b) Organization—is the paper well-organized given the nature of the assignment?

With regard to style, I will grade on: (a) Spelling/punctuation--is the paper free from misspellings, typos, and punctuation errors; (b) Fluency--does the writing flow well without awkward and incomplete sentences? Are verb tenses consistent throughout and do you keep parallel forms in your writing; (c) Is your paper appropriately referenced using proper APA format?

Plagiarism and Cheating will not be tolerated at any time.

Course Expectations

Attendance:

Students

Course participation is required. It is your responsibility to make sure your computer is compatible with Moodle. Students are expected to login at least 5 times a week and maintain active

participation. You are also required to complete all assignments and take all exams as stated in the course calendar.

Instructor

As the instructor of the course I will login to the course at least 5 times each week **Monday-Friday after 10am**, moderate conversations in forums, grade assignments in a timely manner (within a week of the assignment deadline) and respond to Moodle Messages within 2 days.

Moodle: If you don't already know how, you will need to learn how to use Moodle on the OU computing network. **This is an online course so everything is completed via Moodle.** You can access your account by logging in through the OU homepage by going to the "Current Students" menu and clicking "Information Technology". Under "e-Learning & Instructional Support", click on "Moodle Login". For Moodle technical issues please contact the e-learning and instructional support office <http://www2.oakland.edu/elis/help.cfm?formname=moodle> . To get immediate help, call (248) 805-1625 weekdays 8 am to 8 pm and 10 am to 12 pm on Saturdays.

Technology: If for any reason the student's computer crashes or internet fails it is imperative that the students has a backup plan to be able to login to Moodle. This means the student must have access to another computer or another location as needed. Smartphones and tablets are not the preferred hardware for this course it is strongly recommended that students use a laptop or computer.

Withdrawal from Class: If you choose to drop this course you **MUST** withdraw from the course by the University's official withdrawal date. Please check http://www.oakland.edu/important_dates to make note of these dates. It is the student's responsibility to be aware of the many deadlines for dropping the course. If you do not withdraw from the course and just stop participating, you will receive a 0 in the course which is a letter grade of a F.

Special Considerations:

A student with a documented learning or physical disability must contact the Office of Disability Support Services, 103A North Foundation Hall, (248) 370-3266, and inform the professor of special needs during first week of classes. For more information, visit <http://www.oakland.edu/dss>

Policy on Academic Misconduct

The University's regulations that relate to academic misconduct will be fully enforced. Any student suspected of cheating and/or plagiarism will be reported to the Dean of Students and, thereafter, to the Academic Conduct Committee for adjudication. Anyone found guilty of academic misconduct in this course may receive a course grade of o.o, in addition to any penalty assigned by the Academic Conduct Committee. Students found guilty of academic misconduct by the Academic Conduct Committee may face suspension or permanent dismissal. The full policy on academic misconduct can be found in the General Information section of the Undergraduate Catalog. 9

Excused Absence Policy:

University excused absences applies to participation as an athlete, manager or student trainer in NCAA intercollegiate competitions, or participation as a representative of Oakland University at academic events and artistic performances approved by the Provost or designee.

For the OU excused absence policy, see <http://wwwp.oakland.edu/provost/policies-andprocedures/>

Faculty Feedback:

As a student in this class, you may receive “Faculty Feedback” in your OU e-mail if your professor identifies areas of concern that may impede your success in the class. Faculty Feedback typically occurs during weeks 2-5 of the Fall and Winter terms, but may also be given later in the semester and more than once a semester. A “Faculty Feedback” e-mail will specify the area(s) of concern and recommend action(s) you should take. Please remember to check your OU email account regularly as that is where it will appear.

Audio Recording Policy:

Students who wish to audio-record lectures may request permission to do so. These recordings may only be used for the purpose of personal study. Students may not share these recordings with other individuals without the consent of the professor. At the conclusion of the semester, students may request permission to keep these recordings if needed, otherwise it is expected that all audio-recordings will be deleted from all electronic recording and storage devices.

Departmental Policy for Resolution of Student Academic-Related Concerns:

The student has an obligation to attempt to resolve all academic-related concerns with the instructor. If a suitable solution cannot be reached, then the student should consult the Department of Psychology Procedure for the Resolution of Student Academic-Related Concerns at <https://www.oakland.edu/Assets/Oakland/psychology/files-anddocuments/Undergrad-Advising/Resolution%20of%20Student%20Concerns-04-2017-approved%20full%20doc.pdf>

Veteran Support Services:

The office of Veteran Support Services (VSS) is responsible for giving support services to more than 300 veterans, service members, and dependents of veterans. VSS is staffed with personnel who are veterans and current or former students. Any student veteran or dependent of a veteran requiring assistance with navigating the Veterans Administration, understanding service-related benefits, or requires referrals to campus and community resources should contact one of the Veterans Liaisons by visiting 116 North Foundation Hall, or phoning 248-370-2010. <http://wwwp.oakland.edu/veterans/>

Instructor’s Note:

I am looking forward to getting to know each and every one of you this semester! If, at any time you are having a problem in this course, please feel free to email, call or schedule a face-to-face meeting with me. The only way I will be able to correct a problem and help you is to have it brought to my attention. I believe that this will be an exciting, fun and productive semester as we explore the world of Child Development. Enjoy! 😊

Course Calendar (Winter 2018)

**** Keep this calendar as a reference for this course throughout the semester. You should refer to it on a weekly! ****

**** All Weekly Thought Piece first responses are due Wednesday night by 11:45pm except for the first one, all Assignments are due Sunday night by 11:45pm except for the first one and all quizzes must be completed by Sunday night by 11:45pm****

<i>Date</i>	<i>Topic</i>	<i>Readings</i>	<i>Assignments</i>
<p><u>January</u> <i>Week 1</i> January 3, 2018 – January 7, 2018</p>	<p>Why Study Child Development?</p>	<p>Chapter 1-2</p>	<p><i>Familiarize yourself with the course layout.</i></p> <p><i>Syllabus Quiz (Due Sunday, January 7, 2018 by 11:45pm)</i></p> <p>Weekly Thought Piece: Introduce yourself to the class and respond to the instructor’s post and another student by Sunday, January 7, 2018 by 11:45pm</p>
<p><i>Week 2</i> January 8, 2018 – January 14, 2018</p>	<p>Theory & Research in Child Development</p>	<p>Chapter 2</p>	<p>Weekly Thought Piece: Bronfenbrenner’s Ecological Theory, Intro. Developmental Psychology Research, Comparing Vygotsky and Piaget (1st response Due Wednesday January 10, 2018 by 11:45pm)</p> <p>Assignment w2: Design A Research Study (Due Sunday, January 15, 2017 by 11:45pm)</p>

			Quiz: Week 2 (Due Sunday, January 14, 2018 by 11:45pm)
<i>Week 3</i> January 15, 2018 – January 21, 2018	The Beginning of Life	Chapter 3-4	Weekly Thought Piece: Childbirth, Gene Therapy, Infertility (Due Wednesday January 17, 2018 by 11:45pm) Assignment w3: Reflective Interview- The Birth Experience (Due Sunday January 21, 2018 by 11:45pm) Quiz: Week 3 (Due Sunday January 21, 2018 by 11:45pm)
<i>Week 4</i> January 22, 2018 – January 28, 2018	Infancy-Physical Development	Chapter 5	Weekly Thought Piece: <i>Infant “states” and Parental Interactions</i> (Due Wednesday January 24, 2018 by 11:45pm) Assignment w4: Case Study: The Case of... One Step at a Time pg. 140 (Due Sunday January 28, 2018 by 11:45pm) Quiz: Week 4 (Due Sunday January 28, 2018 by 11:45pm)
<u>February</u> <i>Week 5</i>	Infancy-Cognitive Development	Chapter 6	Weekly Thought Piece: Parental Competition for the Smartest Infant (Due

<p>January 29, 2018 – February 4, 2018</p>			<p>Wednesday January 31, 2018 by 11:45pm)</p> <p>Assignment w5: Assimilation and Accommodation (Due Sunday February 4, 2018 by 11:45pm)</p> <p>Quiz Week 5 (Due Sunday February 4, 2018 by 11:45pm)</p>
<p><i>Week 6</i></p> <p>February 5, 2018 – February 11, 2018</p>	<p>Infancy-Social & Personality Development</p>	<p>Chapter 7</p>	<p>Weekly Thought Piece: Should You Let a Baby Cry? (Due Wednesday February 7, 2018 by 11:45pm)</p> <p>Assignment w6: Ainsworth’s Strange Situation Test (Due Sunday February 11, 2018)</p> <p>Quiz Week 6 (Due Sunday February 11, 2018 by 11:45pm)</p>
<p><i>Week 7</i></p> <p>February 12, 2018 – February 17, 2018</p> <p>*Midway Check Ups via Conference calls* (Each student must schedule a conference call with the instructor this week)</p>	<p>The Preschool Years: Physical Development</p>	<p>Chapter 8</p>	<p>The Growing Child “Draft” Due Saturday, February 17, 2018 by 9:55pm via Moodle</p> <p>Weekly Thought Piece: Effects of Poverty (Due Wednesday February 14, 2018 by 11:45pm)</p>

			<p>Assignment w7: Create-A-Flyer (Due Saturday February 17, 2018 by 9:55pm)</p> <p>Quiz Week 7 (Due Saturday February 17, 2018 by 9:55pm)</p> <p><i>* Research Paper Draft, Assignment 7 and Quiz 7 are due Saturday February 17, 2018 by 9:55pm this week due to Winter Break*</i></p>
<p><i>Week 8</i></p> <p>February 19, 2018 – February 26, 2018</p> <p><i>Winter Break-----></i></p>	<i>NO Assignments Due</i>	<i>NO Assignments Due</i>	<i>NO Assignments Due</i>
<p><u>February/March</u></p> <p><i>Week 9</i></p> <p>February 26, 2018 – March 4, 2018</p>	The Preschool Years- Cognitive Development	Chapter 9	<p>Weekly Thought Piece: Multicultural Thoughts about Piaget's Work (Due Wednesday February 28, 2018 by 11:45pm)</p> <p>Assignment w8: Case Study: The Case of ... The Secret Reader pg. 247 (Due Sunday March 4, 2018 by 11:45 pm)</p>

			Quiz Week 9 (Due Sunday March 4, 2018 by 11:45 pm)
<p>Week 10</p> <p>March 5, 2018 – March 11, 2018</p>	<p><i>The Preschool Years-Social & Personality Development</i></p>	<p><i>Chapter 10</i></p>	<p>Weekly Thought Piece: Gender Socialization (Due Wednesday March 7, 2018 by 11:45pm)</p> <p>Assignment w10: Gender Stereotyping and Toy Store Assignment (Due Sunday March 11, 2018 by 11:45 pm)</p> <p>Quiz Week 10 (Due Sunday March 11, 2018 by 11:45 pm)</p>
<p>Week 11</p> <p>March 12, 2018 – March 18, 2018</p>	<p><i>Middle Childhood-Physical Development</i></p>	<p><i>Chapter 11</i></p>	<p>Weekly Thought Piece: Learned Optimism: A Vaccine Against Depression? (Due Wednesday March 14, 2018 by 11:45pm)</p> <p>Assignment w11: Case Study: The Case of . . . Taking a Breather pg. 296 (Due Sunday March 18, 2018 by 11:45 pm)</p>

			Quiz Week 11 (Due Sunday March 18, 2018 by 11:45 pm)
Week 12 March 19, 2018 – March 25, 2018	Middle Childhood- Cognitive Development	<i>Chapter 12</i>	Weekly Thought Piece: Multiple Intelligences. (Due Wednesday March 21, 2018 by 11:45pm) Assignment w12: Case Study: The Case of . . . The Big Cheese pg. 327 (Due Sunday March 25, 2018 by 11:45 pm) Quiz Week 12 (Due Sunday March 25, 2018 by 11:45 pm)
<u>March/April</u> Week 13 March 26, 2017 – April 1, 2017	<i>Middle Childhood Years-Social & Personality Development</i>	<i>Chapter 13</i>	Weekly Thought Piece: Self-Esteem and Success at School (Due Wednesday March 28, 2018 by 11:45pm) Assignment w13: Growing Up in America: What If You Are Not “Like” the Dominant Culture? (Due Sunday April 1, 2018 by 11:45 pm) Quiz Week 13 (Due Sunday April 1, 2018 by 11:45 pm)
Week 14	Adolescence Years	<i>Chapter 14-15</i>	Weekly Thought Piece: Pressures of Advertising on

<p>April 2, 2018 – April 8, 2018</p>			<p>Females and Males. (Due Wednesday, April 4, 2018 by 11:45pm)</p> <p>Assignment w14: Popular Teenage Culture. (Due Sunday April 8, 2018 by 11:45 pm)</p> <p>The Life of an Adolescent Paper Final Draft Due via Moodle Sunday April 8, 2018 by 11:55pm</p> <p>Quiz Week 14 (Due Sunday April 8, 2018 by 11:45 pm)</p>
<p>Week 15 April 9, 2018 – April 15, 2018</p>	<p>Adolescence Years</p>	<p><i>Chapter 16</i></p>	<p>Weekly Thought Piece: Breaking the Ties—Family Dynamics. (Due Wednesday, April 11, 2017 by 11:45pm)</p>
<p>April 19, 2018 – April 21, 2018</p>	<p><u>FINAL EXAM</u></p>	<p><u>FINAL EXAM</u></p>	<p><u>FINAL EXAM</u></p>