PSYC 313 Child Development
ONLINE
Summer 2017
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	Mondays 1:30-2:30

Course Description

How does biology (genes, temperament) interact with the environment (what parents and teachers do) to shape how children will develop? This course explores cognitive, emotional, moral, language, biological, motor, and social aspects of child development, from the prenatal period through adolescence, with special emphasis on important contexts of development (i.e., family, peers, culture, schools).

General Course Objectives:

- To provide students with basic information concerning key processes and events which affect child development.
- To acquaint students with key pioneers in the field of child development as well as some of the modern researchers.
- To acquaint students with important theories of development.
- To provide students with practical applications based on research in child development.

Textbook and Readings

The emphasis of this course is on the material covered in the lecture. For the most part, readings are meant to supplement the content of the lecture.

Miller, P. H. (2016). Theories of developmental psychology (6th Edition). New York: Worth Publishers. ISBN 1429278986.

Other readings are posted in Blackboard by unit.

Technology

Most course materials will be housed on Blackboard. "Attending" class will mostly consist of viewing videos of PowerPoint lectures. There will also be prompts to respond to that are posted to Blackboard. Thus, a decent computer with a good internet connection is essential to succeed in this class. Macs tend to have the best luck with the Safari browser. PCs tend to do best with Firefox. Other materials available on Blackboard include the syllabus, non-text readings, and handouts based on PowerPoint slides.

To Access Blackboard:

1. Go to http://mymasonportal.gmu.edu/
2. Login using your Mason ID and password (the same one you use for your GMU email account)
3. Click on the 'Courses' tab (toward the top right of the screen)

4. Go to the list of courses in the **middle** of the screen
5. Click on the link for PSYC 313

Course Requirements and Assignments

The class is offered online asynchronously with lectures and assignments available to students at all times. Each student will have to take considerable responsibility for pacing their progress and learning the material. To succeed in this course, you will need to exert a lot of effort to keep yourself on a timeline that will allow you to complete material in a timely manner. Students will be able to work ahead, but there are deadlines so that students do not fall behind.

Unit Tests 70%

Each of the seven units will have a test that covers both the lectures and the readings. These tests will primarily consist of multiple choice questions as well as 1-2 short answer questions. The tests will have a time limit. Tests will be delivered online using the Respondus Lockdown Browser. All tests are required.

Online Discussion Posts 30%

For each unit, there will be an online Discussion Thread. Students must respond to the initial post by the instructor and then make at least two substantive responses to others. Full credit will only be given where the students are topical, express understandings covered in the lecture/readings, and are several sentences long.

Extra Credit Research Participation (+3%)

Extra credit may be obtained by participating in experiments sponsored by the Psychology Department (https://gmu.sona-systems.com). Each hour of extra credit will raise your final grade by 0.5%. Students may receive up to 3 additional percent (3%) in their final grade (6 credit hours max). However, participation in experiments is NOT a course requirement, and non-participation will not reduce the final grade. **Extra credit must be completed by May 6.**

Late Work

Assignments completed after the due date will not be counted. Exceptions may be made under extraordinary circumstances and/or if the student communicates with me in advance of the problem.

Grading Scale

Grades will be calculated as follows: > 93% = A, 90 – 92 = A-, 87 – 89 = B+, 83 – 86 = B, 80 – 82 = B-, 77 – 79 = C+, 73 – 76 = C, 70 – 72 = C-, 60 – 69 = D, < 60 = F

The Honor Code

Students in this course are expected to behave at all times in a manner consistent with the GMU Honor System and Code. (http://mason.gmu.edu/~montecin/plagiarism.htm). Students are encouraged to study together as much as possible throughout the course, however, no assistance, sharing of information, or discussion of test items or answers between students may take place. For all work, the name that appears on the paper must be the author. Violations of the Honor Code will not be tolerated in this course and will be immediately reported according to GMU procedures. The instructor reserves the right to use software to determine the extent to which the work is the student's. The instructor for this course reserves the right to enter a failing grade to any student found guilty of an honor code violation

Miscellaneous

The deadlines for adding and dropping classes are as follows:

First Day of Classes: Mon May 22.
Final Drop Deadline: Thu Jun 1.

Barring a major disruption of Blackboard, University holidays will not affect our schedule given that you can work within the timeline provided and adjust the pace as you see fit.

Official Communications via GMU Email: Mason uses email to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly.

Students may not reproduce (including uploading to the Internet) any portion of any test. Students who attempt to photograph or in any way capture information about tests for others' use will be reported for an honor violation.

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 709-993-2474. All academic accommodations must be arranged through that office.

Information about Student Privacy and Student Rights under FERPA can be found at:
http://registrar.gmu.edu/ferpa/

A variety of student services are available:

- Distance Education Services, University Libraries (http://library.gmu.edu/distance)
- Writing Center (http://writingcenter.gmu.edu/)
- Counseling and Psychological Services (http://caps.gmu.edu/)

Week	Units	Topics	Chapter Test Due	Readings Due
Week of 5/22	Constructing Knowledge	Constructivism, Aspects of Intelligence, Functional Impairments	Sunday 5/28/2017	Miller Ch 1 (pp. 18-25); Brooks & Brooks; Wadsworth
Week of 5/29	Developing Knowledge	Piaget's Key Concepts and Stages of Cognitive Development	Sunday 5/28/2017	Miller Ch. 2; Miller Ch. 6 280-288
	Co-Constructing Knowledge	Vygotsky's Key Concepts and Zone of Proximal Develoment	Sunday 5/28/2017	Miller Ch. 4; Rich Capote, & Taylor
Week of 6/5	Context & Development	Bronfenbrenner, Parenting Styles, Burton White, Genie	Sunday 6/11/2017	Rymer
	Social-Emotional Development	Temperament, Attachment		Miller Ch. 7 pp. 343-350; Shiner et al.; Johnson et al.
Week of 6/12	Finish Social-Emotional Development	Emotional Development, Peers	Sunday 6/18/2017	Miller Ch. 7 pp. 350-354
	Moral Development	Moral Arousal, Co-Constructed Moral Standards, Developmentally Determined Levels of Moral Reasoning	Sunday 6/18/2017	Miller Ch. 5 pp. 247-249; Thompson; Carey
Week of 6/19	Historic Roots	Biological Theories, Freud, Erikson	**TBD**	Miller Ch. 3