

**PSYC 313 Child Development  
ONLINE**

Summer 2018: May 21 – June 23

*Last updated: 5/19/2018*

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**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 with special emphasis on important contexts of development (i.e., family, peers, culture, schools).

**Student Learning Objectives:**

- Describe key developmental processes
- Compare and contrast children's thinking and adult thinking
- Explain the relative role of context in developmental phenomena
- Apply developmental theory to real-life parenting and teaching situations

**Textbook and Readings**

All readings are required.

Miller, P. H. (2016). Theories of developmental psychology (6<sup>th</sup> Edition). New York: Worth Publishers.  
ISBN-13: 978-1429278980

Other readings are posted in Blackboard by unit.

**Course Requirements and Assignments**

The class is offered online asynchronously with the modules and assignments for any given module 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.

**Unit Tests 50%**

Each of the five modules 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 are typically due on Sunday. Tests are open book, but only class materials are allowed on the test – no use of internet searches, discussions with others in or out of the class, etc. The test must be completed by the assigned due date or will receive a score of zero.

### **Discussion Posts 30%**

The bulk of the discussions will happen in the GROUP discussions. These are different from the CLASS Discussions. Each person is assigned to a discussion GROUP of 7-9 students. Some threads in the group questions just for the group. Others are done in the groups to facilitate a group response to the CLASS Discussion. You may be assigned roles that you are expected to fulfill such as Starter, Critic, Connector, or Secretary.

On the group discussion board, informal/colloquial responses are okay. However, for the post that is to the class discussion board, more formal language should be used with correct spelling, punctuation, and grammar. Students are expected to express understandings based on the lecture/readings, even if relying a personal anecdote. Discussion posting deadlines may vary.

### **Story Project 20%**

Students will complete two short papers relating childhood experiences to psychological theories covered in this course. More information will be provided in a separate, writing project guidelines document. Grading will be split between the first story project and the second story project.

### **Late Work**

Module Tests and Discussion Posts must be completed by the due dates. Story Projects turned in late will lose 25% for up to 24hrs late, 50% for up to 48hrs late. Writing projects submitted after this time will receive a "0" for the paper grade. Exceptions may be made under extraordinary circumstances and/or if the student communicates with me in advance of the problem. Other than university problems due to the University, technology/internet/computer problems are not considered a valid excuse for submitting anything late.

### **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

### **Technology**

Except for the course textbook, all course materials will be housed on Blackboard. “Attending” class involves participating in the activities of each module. Modules consist of viewing videos, reading my posts, participating in group discussions, participating in class discussions, and taking tests. All of these activities take place through Blackboard.

### **Blackboard Login Instructions**

Online materials for this class can be accessed through Blackboard. You must check our course webpage frequently for course content, assignments, and discussions. This course is 100% online. Access to [MyMason](#) and GMU email are required to participate successfully in this course. Check [the IT Support Center](#) website. Navigate to [the Student Support page](#) for help and information about Blackboard. In the menu bar to the left you will find all the tools you need to become familiar with for this course. Take time to learn each. Make sure you run a system check a few days before class. Become familiar with the attributes of Blackboard and online learning.

**Hardware:** You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and access to a fast and reliable broadband internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a

headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required taking a distance education course, consider and allow for:

1. the storage amount needed to install any additional software and
2. space to store work that you will do for the course.

If you consider the purchase of a new computer, please go to [Technology Buying Guide](#) [http://itservices.gmu.edu/services/view-service.cfm?custome1\\_dataPageID\\_4609=6233](http://itservices.gmu.edu/services/view-service.cfm?custome1_dataPageID_4609=6233) to see recommendations.

Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. Watch [this video](#) about using Windows on a Mac. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows.

**Software:** This course uses Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the [myMason Portal](#). (See [supported browsers and operating systems](#).) You will certainly need plugins that will allow you to stream videos through Kaltura and YouTube. You will also need PowerPoint and Acrobat reader. A Mac or a PC is required for tests, because exams must be taken using Respondus Lockdown Browser, which only installs on those systems.

It is possible that course materials may need additional software such as [Flash](#), [Java](#), and [Windows Media Player](#), [QuickTime](#) and/or [Real Media Player](#). Your computer should be capable of running current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free [here](#).

Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

### **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.

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, even if the violation happens after the end of the term.

### **Miscellaneous**

The final day to add or drop with no tuition liability is Wednesday May 23<sup>rd</sup>. Final drop deadline is Monday June 4<sup>th</sup>.

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.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking. As a faculty member, I am a designated a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1412. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (703-993-2380). You may seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730.

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.

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	Writing Project	Unit Test Due	Readings Due
Week of 5/21	Constructing Knowledge	Constructivism, Aspects of Intelligence, Functional Impairments		Sunday 5/27	Miller Ch 1 (pp. 18-25); Brooks & Brooks; Wadsworth
Week of 5/28	Piaget's and Vygotsky's Views of Cognitive Development	Piaget's Key Concepts and Stages of Cognitive Development		Sunday 6/3	Miller Chs. 2 & 4; Miller Ch. 6 280-288; Rich Capote, & Taylor
Week of 6/4	Context & Development	Bronfenbrenner, Parenting Styles, Burton White, Genie	Story Project 1 Due	Sunday 6/10	Tanner et al; Rymer
Week of 6/11	Social-Emotional Development	Temperament, Attachment; Emotional Development, Peers		Sunday 6/17	Miller Ch. 7; Thompson
Week of 6/18	Moral Development	Moral Arousal, Co-Constructed Moral Standards, Developmentally Determined Levels of Moral Reasoning	Story Project 2 Due	Sunday 6/24	Miller Ch. 5 pp. 247-249; Carey