**PSYC 313-DL1: Child Development Spring 2019**

Instructor: Naomi Pak

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Office Hours: By appointment

**Course description**

This course will examine human psychological development from conception to adolescence including such topics as genetic factors, emotional and intellectual growth, and environmental influences.

**Learning Outcomes**

By the end of the course, students should

* Understand research and theories on child development.
* Gain critical thinking skills that will help you evaluate relevant research, theory, and media summaries about child development.
* Gain the ability to apply developmental research and theory in your future interactions with children.

**Course Materials**

* Exploring Child Development by Laura E. Berk (1st Edition)

ISBN 13: 978-0134893471

* A virtual child, which you will buy from [www.myvirtualchild.com](file:///C%3A%5CUsers%5CMarcia%5CDocuments%5CMasonChildPsych%5Cwww.myvirtualchild.com). Class ID is 25887.

**Methods of instruction**

This class will be held entirely online. Information will be presented in assigned readings. Students are responsible for understanding all of the information presented in both their textbook and in online materials. The course will consist of raising a virtual child and reading the textbook to understand chronological development. You will complete written assignments based on your virtual child and integrating information from the textbook and chapter slides. See the class schedule for dates.

**Criteria for evaluation**

Grades in this course will be based on the following components:

# Final Exam

There will be one final cumulative exam at the end of the semester. The final will be multiple-choice format. *No make-up exams will be given*, except under extraordinary circumstances beyond the student's control. It will be an open note and will take place on Blackboard. The final exam is worth 100 points. Late exams will not be accepted. You will have until May 9th at 11:59pm to complete the exam.

**2) My Virtual Child Assignments**

There will be six assignments due throughout the semester. These assignments will require you to raise your virtual child and then, to answer questions about why you made the parenting decisions that you did given the research and theories presented in the textbook. The assignments will vary in points from 10-12 (64 points total). Assignments are due at 11:59pm on the due date listed on the syllabus unless otherwise announced. Short answer questions will pop up at various times in the My Virtual Child program. Please ignore these questions and click “Save Final” to move forward.

My Virtual Child takes you through raising a child to age 18. As this is a child development course, we will not address adolescence; therefore the assignments end before you finish raising your virtual child to age 18.

**3) Discussion Board Post**

After raising your virtual child, you will post on the discussion board about your experience raising a virtual child as well as respond to a fellow classmate’s post. In your DQ post, answer the following questions: 1) Tell us about your experience raising a virtual child 2) What surprised you? 3) What are some parenting dilemmas that you faced and how did you respond to them? 4) Based on this activity, what things would you keep in mind when raising your own child? In your response post, write 5-6 sentences comparing/contrasting your experiences to your classmate’s. Each post is worth 25 points (50 points total)

**Grade Breakdown**

###### A+ = 97-100% B+ = 87-89% C+ = 77-79% D = 60-69%

A = 93-96% B = 83-86% C = 73-76% F = <60%

A- = 90-92% B- = 80-82% C- = 70-72%

**General Policies**

**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 exam 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 the exam. Students who attempt to photograph or in any way capture information about the exam for others’ use will be reported for an honor violation.

**Disability Help**

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resources Center (DRC) at (703) 993-2474. All academic accommodations must be arranged through that office.

**Miscellaneous**

Mason uses electronic mail 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 email account, and are required to activate that account and check it regularly. As a tip, please include your G-number and the course section in the subject of the email in all email correspondences with all instructors.

Life is stressful and we all need a little support sometimes. Students are encouraged to contact Counseling & Psychological Services (3129 Student Union Building I, http://caps.gmu.edu/) at 993-2380 for assistance with any kind of psychological/life problem or crisis situation. I can help with referrals for students with particular counseling needs so please feel free to talk with me for help with anything.

**Technology**

Please check Blackboard and your email regularly.

**Add/Drop Deadlines**

Last day to add: January 29th

Last day to drop with 100% tuition refund: February 5th

Final Drop Deadline with no tuition refund: February 12th

**Changes to the Syllabi**

I reserve the right to change any part of this syllabus. Such changes will be announced on Blackboard. Checking Blackboard frequently will ensure that you know about such changes.

# Course Schedule

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| Week | Date | Topic | Reading |
| Week 1 | 1/22-1/27 | Syllabus/ History, Theory, and Research Strategies | Chapter 1 |
| Week 2 | 1/28-2/3 | Genetic and Environmental Foundations | Chapter 2 |
| Week 3 | 2/4-2/10 | Prenatal Development, Birth, and the Newborn Baby | Chapter 3 |
| Week 4 | 2/11-2/17 | Physical Development in Infancy and Toddlerhood | Chapter 4 |
| Week 5 | 2/18-2/24 | Cognitive Development in Infancy and Toddlerhood **Due 2/22: Virtual Child up to 18 months and Assignment 1**  | Chapters 5 |
| Week 6 | 2/25-3/3 | Emotional and Social Development in Infancy and Toddlerhood **Due 3/1: Assignment 2**  | Chapter 6 |
| Week 7 | 3/4-3/10 | Physical Development in Early Childhood  | Chapter 7 |
| Week 8 | 3/11-3/17 | Spring Break |  |
| Week 9 | 3/18-3/24 | Cognitive Development in Early Childhood **Due 3/22: Virtual Child up to 3 years old and Assignment 3** | Chapter 7 |
| Week 10 | 3/25-3/31 | Emotional and Social Development in Early Childhood**Due 3/29: Assignment 4** | Chapter 8 |
| Week 11 | 4/1-4/7 | Physical Development in Middle Childhood  | Chapter 9 |
| Week 12 | 4/8-4/14 | Cognitive Development in Middle Childhood**Due 4/12: Virtual Child up to 8 years old and Assignment 5** | Chapter 9 |
| Week 13 | 4/15-4/21 | Emotional and Social Development in Middle Childhood **Due 4/19: Virtual child up to 10 years old and Assignment 6**  | Chapter 10 |
| Week 14 | 4/22-4/28 | **Due 4/26: Virtual Child up to 14 years old**  |  |
| Week 15 | 4/29-5/5 | **Due 5/3: Virtual Child up to 18 years old and Discussion Board Post**  |  |
| Final Exam | 5/9 | Cumulative Online Final Exam  |  |