

Child Development (PSYC 313 – DL1)
George Mason University – Fall 2019

Blackboard/Online

Instructor: Jerry L. Mize, M.A. Email: jmize2@gmu.edu

Office Hours: By Appointment via Skype

Textbook Requirement

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

***All readings are required*

***Other readings are posted in Blackboard by unit.*

Course Description, and Objectives

Recommended Prerequisite: PSYC 100 or permission of instructor (i.e., Intro Psych)

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). By the end of the course, it is expected that you will be able to:

- 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

Teaching Philosophy: As an instructor, it is my goal that you will have successfully met the objectives for this course. It is my job to guide you through the course material and provide you with the appropriate resources to be successful. Your job, as a student of higher education, is to adequately prepare for class, listen attentively during lectures, interact with me and your classmates, make use of the resources that have been provided to you, and reach out to me when needed. I encourage a respectful, open dialogue between instructor and students, so please do not hesitate to consult me.

Course Format: 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.

Grading

A	B+	B	C+	C	D	F
90 - 100	87-89	80-86	77-79	70-76	60-69	< 60

***Rounding Up** and makeups are at instructor's discretion.*

***Please, do not ask for extra credit.*

Story Project = 20%

Discussion Posts = 30%

Unit Tests = 50%

Assignment Details

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 60-minute time limit. Tests are due by 11:59 each Sunday but may be completed earlier. Tests are open book/notes, 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 discussion board usually consisting of 7-9 students. These are different from the CLASS Discussions. Only group members can see the discussions in the group discussion. Some threads in the group discussion are questions just for the group, whereas others are done in the groups to facilitate a group response to the CLASS Discussion. Discussion posts are usually due on Sunday, unless otherwise noted. You will need to participate in advance, not all in one sitting, so do not leave it all until the end. You may be assigned roles that you are expected to fulfill in the group discussion such as Starter, Critic, Connector, or Secretary.

Expectations for roles Group Discussions:

Starter: Responsible for providing the first responses to the discussion prompt. Get the discussion going. Take a stand and see if others agree. It is important that you make your initial posts by Thursday.

Critic: Responsible for pushing back on what the starters said. This is to make sure that their reasoning is good. Even if you generally agree with them, try to disagree or find something that they missed.

Connector: Responsible for trying to push the ideas back into the course content. Connect ideas to readings and things that come up in the class.

Secretaries: Summarize the group's response and form into a final response. Post a draft with enough time so that others can give feedback in the group discussion. (One of) you must be sure to post the group's final response into the Class Discussion page.

All students are expected to respond at least twice in addition to their assigned roles. Discussion posts cannot be done in one sitting, but, rather, students are expected to engage with the discussion multiple times. Only substantive posts will be considered a part of participating in the discussion (i.e., not just posts that indicate agreement, or very short posts).

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.

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/Makeup Policy. 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.

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 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.

Course and Institution Policies

Course Withdrawal Policy:

The final day to add or drop with no tuition liability is 1/28/19. Final drop deadline is February 11th.

Cancellation Policy:

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.

Email:

Email is the best way to get in contact with me. Official Communications via GMU Email: 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. Please be patient as you await a response. I'll respond within 24 business hours. Make sure to include a subject line in your email mentioning your course/section (e.g., PSYC 200 – 01) and sign your name. Please be professional in your emails. Emails that are written in "text-speak" will receive a response asking to resend the email in a professional format.

Respect Policy:

I encourage everyone to share thoughts and ask questions throughout the class and express your disagreement with me during class discussions. However, as you make comments and ask questions, please be mindful of other's potential situations and respectful of their beliefs/values/choices. Discriminatory or hateful comments will not be tolerated. Not complying with this policy may result in dismissal a grade penalty or being dropped from the course.

LMS Policy and Grading:

The Learning Management System (LMS) used at this institution is BlackBoard. It is expected that you check the LMS regularly for possible announcements, the most up-to-date documents, and to see your grades on individual assignments. The instructor will make an effort to post individual grades. However, note that the LMS gradebook may not always be completely accurate in its weighted or final grade calculation throughout the semester. Students are welcome to calculate their weighted grades on their own or contact the instructor if they are uncertain of its accuracy. It is the student's responsibility to contact the instructor if they notice an error in the LMS gradebook.

Honor Code:

George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. It is every student's responsibility to familiarize himself or herself with the Honor Code. The Honor Code is available at: <http://mason.gmu.edu/~montecin/plagiarism.htm>. All violations of the Honor Code will be reported to the Honor Committee. 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 that of the students. The instructor for this course reserves the right to enter a failing grade to any student found guilty of an honor code violation. Additionally, 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 or other graded materials for others' use will be reported for an honor violation.

Students with Disabilities:

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474”

Student Privacy and Additional Resources:

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/>)

Syllabus Changes:

Every effort will be made to adhere to the announced course schedule and stated policies. However, the professor reserves the right to make necessary changes to accommodate unforeseen circumstances. Students will be notified of changes as they occur.

University Counseling Services:

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.

Religious Holidays:

Students may receive accommodations within reason and at the discretion of the instructor on an individual basis for observing religious holidays of special importance. Students may receive extensions/make-ups/early takes at the discretion of the instructor if observation of a religious holiday interferes with completing a course assignment on time. (This only applies to activities that are for celebrating and observing the holiday that span across a significant amount of time, not simply a family meal that takes a few hours). The following link will take you to GMU's religious holiday calendar (<https://ulife.gmu.edu/religious-holiday-calendar/>). If a student wishes to invoke this accommodation, they may submit a request to the instructor that must include the relevant dates, the holiday and its description, and how it will interfere with coursework. Students must inform the instructor of their intent to observe the holiday in writing by 11:59pm on 1/31/19. No late requests will be considered. More information may be requested by the instructor in making the decision, which will be determined on a case-by-case basis. If a student is discovered to be abusing this policy such as discussing a test that was taking early or being untruthful about their observance, they will receive an automatic F in the course.

***By being enrolled in this class, you understand that you are agreeing to adhere to the policies and actions required of you by both me and the institution. You are agreeing to the content and regulations of the most recent student/institution handbook and acknowledging that this syllabus serves as a contract between you and the instructor. As such, you are also agreeing to its content and policies.*

Course Calendar

Week	Dates	Text	Module	Discussion	Test
Week 1	1/21 – 1/26	Ch. 1	Getting Started, Constructivism Overview	G: Introduction	
Week 2	1/27 – 2/2	Ch. 1	Memorizing vs. Making Meaning, Assimilation vs. Accommodation	G: Favorite Teacher	
Week 3	2/3 – 2/9	Ch. 1	Deficits in Meaning Making and Memorizing	C: Quote Interpretation	Test Module 1
Week 4	2/10 – 2/16	Ch. 2	Key Concepts, Sensori-Moto Stage, Pre-Operations and Concrete Operation Stages	G: Piagetian Learning Experience	
Week 5	2/17 – 2/23	Ch. 2	Formal Operations, Co-Constructing Knowledge	C: Standardized Tests	
Week 6	2/24 – 3/1	N/A	Story Project 1	G: Story for Story Project (Due Wednesday)	Test Module 2
Week 7	3/2 – 3/8	Ch. 3	Competent Children, Context Matters, Raising Competent Children	G: Siblings	
Week 8	3/9 – 3/15	N/A	Spring Break		
Week 9	3/16 – 3/22	Ch. 3	Genie Movie	G: Genie Effects	Test Module 3
Week 10	3/23 – 3/29	Ch. 3	Parenting Styles, When Parenting Stories Go Wrong	C: Parenting Combo	
Week 11	3/30 – 4/5	Ch. 4	Temperament, Attachment	G: Temperament	
Week 12	4/6 – 4/13	Ch. 4	Emotion Development, Peer Development	C: Bullying Interventions	Test Module 4
Week 13	4/14 – 4/19	Ch. 5	Character Education, Moral Arousal, Co-Constructed Standards of Moral Reasoning	G: Co-Constructed Standards	
Week 14	4/20 – 4/26	Ch. 5	Levels of Moral Reasoning	C: TMS and Moral Judgements	
Week 15	4/27 – 5/4	N/A	Story Project 2	Story for Story Project (Due Wednesday)	Test Module 5

G = Group Discussion

C = CLASS Discussion

Other Important Date

1/21 – First Day of Classes

1/28 – Last Day to Add Classes

1/31 – Last day to inform instructor about religious holidays

2/11 – Last Day to Drop with 50% Tuition Refund

2/24 – Last Day to Drop Class

3/9 – 3/15 – Spring Break

5/4 – Last Day of Classes

5/5 – Reading Day

5/6 – 5/13 Final Exam Week

Note. 1/26 – 2/2 – Professor Mize out of the country with limited email availability but will not be available for Skype. Emails will be responded to between 2/3 and 2/5. Please be patient as I play catch up on those days.