# PSYC 313 Child Development
## ONLINE
Summer 2021: May 17 – June 20

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Office Hours:        Mondays at 11am
Zoom Link on Blackboard:
https://gmu.zoom.us/j/95750284450?pwd=Q3dVUVc4M2tnemJ3d0Myai9ZN0hpUT09

## 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 (6th 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 75-minute time limit. Every test, except the last one, are due by 11:59 each Monday but may be completed earlier. 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.

## Discussion Posts 30%

For each module there will be several lectures, external videos, and readings.  The purpose of the discussion responses is to relate content in the module in answering the starter question. The discussions will happen in GROUPS.  Each person is assigned to a discussion GROUP of 7-10 students. Threads in the group section only appear to your group.

Each week, there will be two different discussion posts.  One is just a response by you as a post to your group.  These will be due on Wednesdays.

A second, larger group post involves assigned roles and generating a final group response (collaboratively). The final posts are posted to the entire class by Monday (although they can be posted on the weekend if that is what is needed by the Secretary.)  Grades are assigned, in part, based on the group's final response. The different roles are Starter, Critic, Connector, or Secretary.

      **Starter** – you will need to provide the initial post(s) for the group.  It is important that you make your initial posts early, so that other people have time to well in advance of when other people need to post.  (Must be posted by end of day Thursday (earlier is OK).

      **Critic** – your job is to disagree with the initial post in some fashion.  You may also address what's missing from the starter response or where might things may be going off track.  You need to provide your response by Sunday (earlier is OK).

      **Connector** – your job is to connect ideas that have come up to materials that have come up in other aspects of the course.  This might be from this unit, or other units. You need to provide your response by Sunday (earlier is OK).

      **Secretary** – your job is to provide a draft 'final' response on the group's behalf.  If there is more than one secretary, you will need to work with the other secretary.  You need to post a draft by Sunday to your group for feedback and a final post to the class discussion board by end of day Monday (if needed, final post can be posted on Sunday).

*No matter what your role, you are expected to respond to two other posts by classmates by Saturday.

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 Work

Module Tests and Discussion Posts must be completed by the due dates (unless arrangements are agreed to in advance). 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 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 for each module.  Modules consist of viewing videos, reading posts, participating in group discussions, participating in class discussions, taking tests, and conducting an interview.  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 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:

2) the storage amount needed to install any additional software and
3) 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?customel_dataPageID_4609=6233to see recommendations.

**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.   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 running anti-virus software.

Note: If necessary, 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 19th.  Final drop deadline is Monday June 4th.

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 5/17 | Constructing Knowledge | Constructivism, Aspects of Intelligence, Functional Impairments | | Monday 5/24 | Miller Ch 1 (pp. 18-25); Brooks & Brooks; Wadsworth |
| Week of 5/24 | Cognitive Development | Piaget's and Vygotsky's Views of Cognitive Development | | Monday, 5/31 | Miller Chs. 2 & 4; Miller Ch. 6 280-288 |
| Week of 5/31 | Context & Development | Bronfenbrenner, Parenting Styles, Burton White, Genie | Story Project 1 Due | Monday 6/7 | Tanner et al; Rymer; Miller 203-207 |
| Week of 6/7 | Social-Emotional Development | Temperament, Attachment; Emotional Development, Peers | | Monday 6/14 | Miller Ch. 7; Thompson |
| Week of 6/14 | Moral Development | Moral Arousal, Co-Constructed Moral Standards, Developmentally Determined Levels of Moral Reasoning | Story Project 2 Due | Sunday 6/20 | Miller Ch. 5 pp. 247-249; Carey |