**PSYC 313 Child Development DL1 ONLINE**

Course Syllabus – Fall 2021

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Virtual Office Hrs: Mon 9:30-10:30, Tuesday 4-5pm + by appt.

<https://gmu.zoom.us/j/3101561808?pwd=RGUySHplRDVVc1dxeWJJaERCNFFOUT09>

In-person Office Hrs: Mon 10:30-11:30, + Thursdays by appt.

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Virtual Office Hours: Tuesday - 10-11am, Thursday 6-7pm <https://gmu.zoom.us/j/8628894006>

In person Office Hrs (David King 1032): Wednesday 9-10am

**Course Description and Learning Goals**

The GMU catalog description of this course is as follows: "Study of human psychological development from conception to adolescence including such topics as genetic factors, emotional and intellectual growth, and environmental influences." The goal of this course is to have students leave at the end of the semester with 1) a broad and deep understanding of the fascinating process of child development, 2) an understanding of the major theories of development, 3) an appreciation of the research process and how investigators go about answering questions about child development, and 4) the necessary skills for finding, reading, interpreting, and discussing research results in the field of developmental psychology. In addition to gaining a greater understanding of social, biological, cognitive, language, and emotional development in children in cultural context from conception to adolescence, students in this course will improve in their ability to apply knowledge of child psychology to current parental, educational, clinical, public policy, and social issues.

**Required Textbook and Readings**

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

Other readings are posted in BB by module/week.

**Course Format, Requirements, and Assignments**

The class is offered online with learning modules and assignments organized by week, with a unit quiz every other week. To facilitate student engagement and assist with the formation of a positive and active learning community, we will all participate in weekly discussion posts and responses integrated with the topics of the week. Although most of the class activities are conducted asynchronously, given the importance for students and instructors to meet and get to know each other somewhat, we will also have multiple opportunities to meet virtually via Zoom, and students are required to meet with the instructor at least once in this way. Students will have to take considerable responsibility for pacing their progress and learning the material **each week** in the course. Quizzes and course materials will become available and remain active only at certain times/dates, and **students cannot fall behind and make up missed material later**. Students will need to **carefully follow along with the content and activities each week** to be successful.

**Module Quizzes [40%] (6 @ 25pts = 150 points)**

Seven module quizzes will take place at the end of each of 7 two-week periods. The quiz covers all material presented in lectures, videos, and the readings during those two weeks. Quizzes will primarily consist of 25 multiple choice and T/F questions. The quizzes have a **45-minute time limit**, and must be taken some time **between the relevant Thursday noon to Sunday 11:59pm.** Quizzes are open book, but only class materials are allowed to be consulted during the test – **no internet searches, nor discussions with others in or out of the class are allowed during the quiz**. The quiz must be completed by the assigned Sunday night date or students will receive a score of zero. I will **drop the lowest quiz grade so only 6 will count**. If a student misses one of the quizzes for any reason (including good ones), that will be the one dropped. No make-up quizzes will be allowed.

**Student engagement/participation - Discussion Posts/Responses + Virtual office hours [27%] 100 points**

Although the course is online, active and frequent discussion is critical to student learning and this will take place on BB in the CLASS Discussions board and during Zoom virtual office hours.

Discussion posts. Students are required to post at least once per week and respond to at least one other student’s post each week. **Discussion posts are typically due on Thursday by 5pm and responses to peers’ posts are due by Sunday 11:59pm**, unless otherwise noted.

Discussion posts/responses will be **graded with a 3-point scale** that takes into consideration depth/length (whether the post is substantive and thought-provoking), relevance (whether the post addresses the prompt and relates back to course material), and grammar/spelling/clarity. Discussion posts and peer responses must be submitted on time in order to count toward your grade. The first post/response for the week will be the one graded on the 3-point scale.

Students are encouraged to respond to more than one peer post and continue to respond again as a thread develops and earn **extra credit (XC) for every post beyond that which is required** (1 point per post)! A total of 27 posts are required (13 weeks \*2 posts + first week only one post) \* a maximum of 3 points per post = 81 points. A total of 10 of these XC points can count toward one’s participation grade.

In addition to the weekly topical class discussion forum, there is also a **general forum/thread for students to post questions** about either course mechanics or course content, or whatever. Students also get participation points for posting questions (or answers!) there (1 point per post). Additional XC points that take a student past the 100 participation points total will be applied toward the students final grade up to 5 points total.

Virtual Zoom Office hour meeting(s). Each student **is required to come to Dr. Winsler’s virtual office hours (or in-person) at least once** in the semester (or set up an alternative time for an individual meeting). Students are strongly encouraged to come multiple times to office hours to ask questions and chat, and will receive XC participation points for doing so (19 points for first visit).

**Story Project [13%] 50 points**

Students will complete a short paper/template (2-3 pages) describing one of their own childhood experiences/issues and relating that to 2 of the psychological theories covered in this course. You will tell the story of whatever experience you are going to be referring to, and then choose two theoretical standpoints from the course from which to analyze and interpret your story. In other words, take the story and interpret it from one theoretical standpoint. Then, reinterpret it from the other theoretical paradigm. The idea is to show, with support, how your experiences might be interpreted differently depending on one’s theoretical paradigm. A template and grading rubric are found on BB. The paper is **due on BB by Monday Oct 25 by 11:59pm**.

**Empirical Article Summary and Critique [20%] 75 points**

Students will select an empirical article/research study with human subjects (not a review) of their choice from the journal, *Child Development* (or another scientific journal approved by Dr. Winsler*)* and write a 6-7 page (APA 7 style - double-spaced, Times font, size 12) summary and critique of the article. The empirical article itself **must be approved** by the instructor before you can start writing your summary and critique (send the article or full citation with abstract via email). The paper should start with a summary of what the researchers did, with whom, why it is interesting/important, and what the authors found. Then you must connect the article explicitly to at least two (2) concepts we have discussed in the course (both in terms of methodology/research methods and developmental content/theory), plus mention at least two (2) methodological strengths and two (2) methodological problems/criticisms that you perceive of the study. The paper is due **on BB by Monday 11/29, 11:59pm.** An example good article critique (from another class) is available for review on BB and the rubric used for grading is also available on BB.

**Extra Credit**

Each student can earn **up to five extra credits points by participating in research (online or in-person) projects as a research participant**. In order to do so, you can sign up for a Sona Systems account by using this link:<http://gmu.sona-systems.com/> and then clicking on the “Request an account here” link under New Participant. Even if you have used Sona Systems before, you will need to create a new account for the new semester. Log in using your Mason NetID and password. Make sure to choose in the system all the courses in which you are enrolled for the Fall (that are accepting XC for research), including Psyc 313DL. You will have to allocate which and how many credits you are applying to Psyc 313DL.

For more information on how to participate in research through Sona Systems watch this video: <https://vimeo.com/200617483>. As an alternative to participating in studies, you may instead read an article involving child development research with children and write a brief summary (2 pages). Competent/well-written/appropriate summaries would count for up to 2.5 XC points each. The research articles must be from journals published by the American Psychological Association. Full directions will be on BB. Saturday December 4 is the Last day for students to participate in Sona studies.

**Late Work**

Module Tests and Discussion Posts/responses must be completed by the due dates with no exceptions. Writing projects turned in late will lose 25% for up to 24hrs late, 50% for up to 48hrs late. 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 missing assignments or submitting something 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

**Course Outline**

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| **Date** | **Topic(s)** | **Reading/Assignment** |
| Week 1  Aug 23 - Aug 29  (Mod 1a) | Why Developmental Psychology?  The Value of Developmental Theories  Big Developmental Questions  Research Methods in Child Development | • Read Miller Ch 1  • Complete Module 1A  • Discussion Post/Response |
| Week 2  Aug 30 - Sept 5  (Mod 1b) | Prenatal Development & Teratogens  Genes, the Environment, and Epigenetics  Early Brain Development | • Read Miller Ch. 5 p. 248-275  • Complete Module 1B  • Discussion Post/Response  **• Module 1 Quiz** |
| Week 3  Sept 6 - Sept 12  (Mod 2a) | Constructivism Overview  Assimilation and Accommodation  Meaning Making, Memorizing | • Read Brooks & Brooks  • Read Wadsworth  • Complete Module 2A  • Discussion Post/Response |
| Week 4  Sept 13 - Sept 19  (Mod 2b) | Cognitive Development: Piaget’s Theory | Read Miller (6th) Ch. 2  • Complete Module 2B  • Discussion Post/Response  **• Module 2 Quiz** |
| Week 5  Sept 20 - Sept 26  (Mod 3a) | Cognitive Development: Vygotsky  Private Speech and Self-Regulation  Finding Empirical Articles for Article Critique | • Read Miller (6th) Ch. 4  p. 153-188  • Complete Module 3a  • Discussion Post/Response |
| Week 6  Sept 27 - Oct 3  (Mod 3b) | Scaffolding  ADHD  Parent-Child Interactions | • Read Berk & Winsler (1995)  • Read Winsler (1999)  • Complete Module 3b  • Discussion Post/Response  **• Module 3 Quiz** |
| Week 7  Oct 4 - Oct 10  (Mod 4a) | SocioCultural Contexts and the Competent Child  Bronfenbrenner Ecological Systems Theory  Race/Ethnicity/Culture | • Read Miller (6th) Ch. 4, p.  188-210  • Read Umaña-Taylor (2016)  • Complete Module 4a  • Discussion Post/Response |
| Week 8  Oct 11 - Oct 17  (Mod 4b) | Effects of Poverty/Racism  Bilingualism  English Language Learners (ELLs)  Immigrant Families - Advantage and Paradox | • Read Winsler et al. (2014)  • Read Miller & Chen (2013)  • Complete Module 4b  • Discussion Post/Response  **• Module 4 Quiz** |
| Week 9  Oct 18 - Oct 24  (Mod 5a) | Parenting, Parenting Styles  Behaviorism and Social Learning  Raising a Deaf Baby | • Read Miller (6th) Ch. 6  • Read Lane (2005)  • Complete Module 5a  • Discussion Post/Response |
| Week 10  Oct 25 - Oct 31  (Mod 5b) | Parental Racial Socialization  Gender Development and Socialization | • **Story Project Due Monday**  • Read Dunbar et al. (2017)  • Read Hyde et al. (2019)  • Read Williams (2020)  • Complete Module 5b  • Discussion Post/Response  **• Module 5 Quiz** |
| Week 11  Nov 1 - Nov 7  (Mod 6a) | Temperament and Attachment  Emotional Development/Theories | • Read Miller (6th) Ch. 5, p.  212-248  • Read Thompson (2020)  • Complete Module 6a  • Discussion Post/Response |
| Week 12  Nov 8 - Nov 14  (Mod 6b) | SEL and Early Childhood Teachers  Social Development  Peer Relationships | • Read Fatahi et al. (2020)  • Read Brown & Stone (2018)  • Complete Module 6b  • Discussion Post/Response  **• Module 6 Quiz** |
| Week 13.5+  Nov 15 - Nov 23  (Mod 7a) | Academic Development and Progression  Delayed Entry to School, Early Retention, High Stakes Tests, Access to Advanced Courses and the Arts | • Read Tavassolie et al. (2019)  • Read Winsler et al. (2019)  • Read Ricciardi & Winsler (2019)  • Complete Module 7a  • Discussion Post/Response |
| Nov 24 – Nov 28 | NO CLASS - THANKSGIVING BREAK |  |
| Week 15  Nov 29 - Dec 5  (Mod 7b) | Moral Development  Character Education | • **Article Critique Due (Mon 29th 11:59pm)**  Complete Module 7b  • Discussion Post/Response  **• Module 7 Quiz** |

**Additional Required Readings (On BB)**

Brooks, J. G., & Brooks, M. G. (1999). *In search of understanding: the case for constructivist classrooms.* Alexandria, Va.: Association for Supervision and Curriculum Development. (Ch.1)

Wadsworth, B. J. (1996). *Piaget's theory of cognitive and affective development: Foundations of constructivism.* White Plains, N.Y: Longman Publishers USA. (13-20)

Berk, L. E., & Winsler, A. (1995). *Scaffolding children's learning: Vygotsky and early childhood education*. Washington, DC: National Association for the Education of Young Children. (Ch.

Winsler, A. (1998). Parent-child interaction and private speech in boys with ADHD. *Applied Developmental Science, 2,* 17-39. doi: [10.1207/s1532480xads0201\_2](http://psycnet.apa.org.mutex.gmu.edu/doi/10.1207/s1532480xads0201_2)

Miller, G.E., & Chen, E. (2013). The biological residue of childhood poverty. *Child Development Perspectives, 7* (2), 67-73.

Umaña-Taylor, A. J. (2016). A Post-Racial Society in Which Ethnic-Racial Discrimination Still Exists and Has Significant Consequences for Youths’ Adjustment. *Current Directions in Psychological Science*, *25*(2), 111–118.<https://doi.org/10.1177/0963721415627858>

Winsler, A., Kim, Y. K., & Richard, E. (2014). Socio-emotional skills, behavior problems, and Spanish competence predict the acquisition of English among English language learners in poverty. *Developmental Psychology, 50,* 2242-2254*.*

Lane, H. (2005). Ethnicity, Ethics, and the Deaf-World. *Journal of Deaf Studies and Deaf Education*, *10*(3), 291–310.

Dunbar, A. S., Leerkes, E. M., Coard, S. I., Supple, A. J., & Calkins, S. (2017). An Integrative Conceptual Model of Parental Racial/Ethnic and Emotion Socialization and Links to Children’s Social-Emotional Development Among African American Families. *Child Development Perspectives*, *11*(1), 16–22.<https://doi.org/10.1111/cdep.12218>

Hyde, J. S., Bigler, R. S., Joel, D., Tate, C. C., & van Anders, S. M. (2019). The future of sex and gender in psychology: Five challenges to the gender binary. *American Psychologist*, *74*(2), 171–193.<https://doi.org/10.1037/amp0000307>

Williams, A. (2020). *Parental Racial Socialization*. Blog post.

Thompson, R. (2020). Social and personality development in childhood. In R. Biswas-Diener & E. Diener (Eds), *Noba textbook series: Psychology.* Champaign, IL: DEF publishers.

Brown, C. S., & Stone, E. A. (2016). Gender Stereotypes and Discrimination. In *Advances in Child Development and Behavior* (Vol. 50, pp. 105–133). Elsevier.<https://doi.org/10.1016/bs.acdb.2015.11.001>

Fatahi, N., Curby, T., & Winsler, A. (2020). Teacher emotion socialization and children’s emotional competence. Manuscript submitted for presentation.

Tavassolie, T., & Winsler, A. (2019). Predictors of mandatory 3rd grade retention from high-stakes test performance for low-income, ethnically diverse children. *Early Childhood Research Quarterly, 48*(3), 62-74.

Ricciardi, C., & Winsler, A. (in review). Selection into advanced courses in middle and high school among low-income, ethnically diverse youth. Journal of Advanced Academics.

Winsler, A., Gara, T., Alegrado, A., Castro, S., & Tavassolie, T. (2019). Selection into, and academic benefits from, arts-related courses in middle school for low-income, ethnically diverse youth. *Psychology of Aesthetics, Creativity, and the Arts.* Advance online.<http://dx.doi.org/10.1037/aca0000222>

**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 and narrated PPTs, reading posts, participating in class discussions, and taking quizzes. All activities are on BB.

**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](https://mymasonportal.gmu.edu/) and GMU email are required to participate successfully in this course. Check [the IT Support Center](http://itservices.gmu.edu/) website. Navigate to [the Student Support page](https://coursessupport.gmu.edu/Students/) 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 Mac 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](https://gmu.bncollege.com/shop/gmu/page/help-links/CONTENT_SPOT_LANDING_PAGE?displayPageId=Home&leftNavRequired=false)

**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](http://mymasonportal.gmu.edu/). (See [supported browsers and operating systems](https://help.blackboard.com/Learn/Instructor/Getting_Started/Browser_Support).) 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.

It is possible that course materials may need additional software such as [Flash](http://get.adobe.com/flashplayer/), [Java](http://www.java.com/en/download/), and [Windows Media Player](http://windows.microsoft.com/en-US/windows/products/windows-media-player), [QuickTime](http://support.apple.com/downloads/#quicktime) and/or [Real Media Player](http://www.real.com/realplayer/search). 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 Microsoft Defender Advanced Threat Protection/Anti-Virus software for free [here](https://its.gmu.edu/service/microsoftdefender/).

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 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.

Students may not reproduce (including uploading to the Internet) any portion of any test, video, lecture or content in the course. 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.

For purposes of clarity, the following guidelines for plagiarism will be used in this course:

*Plagiarism* =

• Copying, word for word, greater than about 25% of a sentence from someone else's work and having the words appear to be your own words (i.e., not in quotes). [Note: This is regardless of 1) the type of other person's work (whether or not it was published), and 2) whether or not you have given the person a citation after the text or a reference in the bibliography].

• Using greater than 25% of the words in someone else's sentence by switching around the order of words or phrases and having the words appear to be your own words (same notes apply, as above).

• Paraphrasing someone else's ideas or findings or sentences without giving them a citation and reference.

• Using the same paper for this course which has been (or will be) turned in for another course.

**Miscellaneous**

The final day to drop with no tuition liability is September 7th. Final drop (selective withdrawal) deadline is Oct 27th.

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 (703-380-1434). 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 703-993-2474. 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/for/online>
* Writing Center ([http://writingcenter.gmu.edu](http://writingcenter.gmu.edu/))
* Counseling and Psychological Services ([http://caps.gmu.edu](http://caps.gmu.edu/))