Spring 2023 – PSYC-313 Child Development (3 credits)

Meeting time and location: Asynchronous

Blackboard

***Instructor:*** Alenamie Alegrado (she/her)

***Email:*** [aalegrad@gmu.edu](mailto:aalegrad@gmu.edu)

***Student Hours:*** Wednesday 2:00 pm – 3:00 pm and by appointment.

***Office:*** DKH 1030. Access to my office space is locked from the outside, so please let me know in advance if you want to meet.

***Zoom:*** Email me if you want to set up a zoom meeting.

Required Textbook: The Development of Children 8th Edition

*Additional Readings will be accessible through Blackboard.*

**Course Objective:** This course will introduce students to developmental psychology from infancy through childhood. We will address topics covering prenatal development to adolescence. Developmental Science is the study of how humans change and stay the same throughout the course of their lives. We will cover early human development touching on major developmental theories.

**Learning Outcomes:** By the end of this course, students should be able to:

1. Understand concepts and principles of development pertaining to physical, cognitive, emotional, and social development.
2. Understand how the multiple domains of development interact with contextual factors to influence developmental outcomes and individual differences.
3. Apply your knowledge of development to account for early life through adolescence behavior.
4. Demonstrate oral, written, and visual communication skills in analyzing content of developmental psychology.
5. Demonstrate critical thinking about the nature of human development.

**Course Schedule**

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| --- | --- | --- | --- | --- |
| **Start** | **End** | **Chapter** | **Content** | **Poster Deadlines** |
| 1/23 | 1/29 | 1 | The Study of Human Development |  |
| 1/30 | 2/5 | 2 | Biocultural Foundations |  |
| 2/6 | 2/12 | 3 | Prenatal Development and Birth | Topic Idea(s) |
| 2/13 | 2/19 | 4 | The First 3 Months |  |
| 2/20 | 2/26 | 5 | Physical and Cognitive Development in Infancy | Article Information |
| 2/27 | 3/5 | 6 | Social and Emotional Development in Infancy |  |
| 3/6 | 3/12 | 7 | Language Acquisition | Poster: Draft |
| 3/13 | 3/19 |  | **Spring Break** |  |
| 3/20 | 3/26 | 8 | Physical and Cognitive Development in Early Childhood | Peer Feedback |
| 3/27 | 4/2 | 9 | Social and Emotional Development in Early Childhood |  |
| 4/3 | 4/9 | 10 | Contexts of Development | Poster: Final |
| 4/10 | 4/16 | 11 | Physical and Cognitive Development in Middle Childhood |  |
| 4/17 | 4/23 | 12 | School as a Context for Development | Video Presentation |
| 4/24 | 4/30 | 13 | Social and Emotional Development in Middle Childhood |  |
| 5/1 | 5/7 | 14/15 | Adolescence | Poster Interactions |
| 5/8 | 5/14 |  | **Final** | Response to Interactions |

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| **Important Dates** | |
| First Day of Spring Classes: | Mon. Jan 23 |
| Last Day to Submit Domicile Reclassification Application | Mon. Jan 23 |
| Last Day to Add: All Individual Sections Forms Due | Mon. Jan 30 |
| Last Day to Drop: With 100% Tuition Refund | Mon. Feb 6 |
| Last Day to Drop: With 50% Tuition Refund | Mon. Feb 13 |
| Unrestricted Withdrawal Period: 100% Tuition Liability | Tue. Feb 14 - Mon. Feb 27 |
| Mid-term Evaluation Period: 100-200 level classes - Grades Available via PatriotWeb | Mon. Feb 20 - Fri. Mar 24 |
| [Selective Withdrawal Period - Undergraduate Students Only (100% Tuition Liability)](https://registrar.gmu.edu/topics/selective-withdrawal/) | Tue. Feb 28 - Mon. Apr 3 |
|  |
| Spring Recess (no classes) | Mon. Mar 13 - Sun. Mar 19 |  |
| Incomplete Work from Fall 2022 Due to Instructor | Fri. Mar 31 |  |
| Incomplete Grade Changes from Fall 2022 Due to Registrar | Fri. Apr 7 |  |
| Last Day of Class | Sat. May 6 |  |
| Reading Day(s): Reading days provide students with additional study time for final examinations. Faculty may schedule optional study sessions, but regular classes or exams may not be held. | Mon. May 8 - Tue. May 9 |  |
| Examination Period | Wed. May 10 - Wed. May 17 |  |
| Spring Commencement | Thu. May 18 |  |
| Degree Conferral Date | Fri. May 19 |  |

**Course Assignments**

*Rubrics for course assignments can be found in the assignment submission portal.*

*You can see where you earned/lost points on the graded rubric with your assignment.*

*Email me if you have questions or want more information about your graded assignments.*

Exit Ticket (15% of course grade)

* Students will submit **3** Exit Ticket assignments over the length of the course. Students may choose which week to submit exit tickets. The exit ticket must be related to the week’s content. Exit tickets submitted for previous week’s content will receive late deductions. **Students may not submit an exit ticket and reflection in the same week**.
  + Students will submit their exit tickets on Blackboard by Sunday at 11:59 pm for the week’s content.
  + Minimum 225 - 250 words – No Maximum
    1. What chapter did you use for this assignment and in which week are you submitting?
    2. Tell me what you liked or didn’t like about the content and why
    3. Tell me how you connect or relate to the content
    4. Tell me what the content made you think about
    5. Did you look up any additional information about the topic?
    6. Provide word count
       1. ***Not*** *included in the word count:* What chapter did you use for this assignment and in which week are you submitting? Tell me what letter grade you expect to receive on the assignment based on the rubric provided.

Reflection (20% of course grade)

* Students will submit **2** Reflection assignments over the length of the course. Students may choose which week to submit reflections.The reflection must be related to the week’s content. Reflections submitted for previous week’s content will receive late deductions. **Students may not submit a reflection and exit ticket in the same week.** 
  + Students will submit their reflections on Blackboard by Sunday at 11:59 pm for the week’s content.
  + Minimum 475 - 500 words – No Maximum

1. What did you know and/or what surprised you?
2. What did you learn?
3. How does it apply to you?
4. How does it apply beyond you?
5. Did you look up any additional information about the topic?
6. Provide word count
   1. ***Not*** *included in the word count*: What chapter did you use for this assignment and in which week are you submitting? Tell me what letter grade you expect to receive on the assignment based on the rubric provided.

Content Review (30% of course grade)

* Students will complete weekly check-in and check-out assignments to review course content.
  + The lowest 3 check-in grades will be dropped
  + The lowest 3 check-out grades will be dropped
  + Weekly check-in and check-out assignments will be available on Blackboard *until* *Sunday @ 11:59 pm.*

Poster Project (30% of course grade)

Students will select a scientific research paper that conducts a study from a peer reviewed journal on a topic of personal interest that is related to developmental psychology. Resources that do not reflect this criteria will not receive full points. Students will produce and present a poster that communicates key findings of their paper over the course of the semester.

* **Topic Proposal (2%)**
  + Describe 2 or 3 topics you are interested in exploring for this project and why you are interested in the topics.
  + Tell me what letter grade you expect to receive on the assignment based on the rubric provided
  + Submission:
    1. Poster submission portal
       1. Tell me what grade you expect to receive on the assignment as a submission comment.
    2. Topic Proposal Discussion board
* **Article Information** **(5%)**
* Description of topic
  + Why is it important?
  + How does it relate to developmental psychology?
* Study research question(s) and/or purpose of study (Report question directly from the paper)
* Key findings of the study
* Implication of finding (Who does this information affect and how does it affect them?)
* Application of finding (What can this information be used to do in the future? What recommendations can be made based on this information?
* Submission:
* Poster submission portal
* Include a PDF copy of your article in your submission.
* Tell me what grade you expect to receive on the assignment based on the rubric provided as a submission comment.
* **Poster Draft (4%)**
  + Create a poster draft that includes all information requested in the poster outline and models the *Better Poster* design to the submission portal on Blackboard
  + Submission
    1. Poster Draft Discussion Board
    2. Poster Submission Portal
       1. Tell me what grade you expect to receive on the assignment based on the rubric provided as a submission comment.
       2. *I provide content feedback on your poster outline. Your peers are responsible for providing design suggestions, and double checking that all required elements are clearly communicated. I will only give individualized poster draft feedback upon request.*
* **Peer Feedback (3%)**
  + Provide feedback on poster drafts of **3 peers**
    1. Students are responsible for providing design suggestions and double checking that all required elements are present and clearly communicated on their classmate’s poster draft.
    2. Students will explain what they liked, learned, and offer constructive suggestions to their peer.
    3. ***Provide feedback to peers who have 2 or fewer peer reviews on their poster.***
    4. Submission
       1. Provide feedback to your peers by commenting on their poster draft thread
       2. Complete peer feedback summary assignments on Blackboard for each of the posters you reviewed.
          1. Tell me what grade you expect to receive on the assignment based on the rubric provided as a submission comment.
* **Final Poster (5%)**
  + Students will submit their Final Poster through the submission portal on Blackboard.
    1. Tell me what grade you expect to receive on the assignment based on the rubric provided as a submission comment.
  + Students will include a brief description of how they revised their poster draft into their poster final as a submission comment.
    1. This does not have to be lengthy; you may simply list what changes you made and if it was related to feedback you received.
* **Video Presentation (5%)**
  + Students will record a conference style poster presentation
    1. Students will utilize their poster to communicate their article of interest in a video recording.
    2. Submission
       1. Poster Submission Portal
          1. Tell me what grade you expect to receive on the assignment based on the rubric provided as a submission comment.
       2. Post on Poster Video Presentation Discussion Board
* **Poster Interactions (3%)**
  + Students will review their peer’s video presentations
  + Students will choose 3 presentations to interact with
    1. ***Students should engage with presentations that have 2 or less interactions to ensure everyone has at least 3 opportunities to respond to interactions.*** 
       1. ***Students should NOT interact with a presentation they reviewed as a poster draft.***
    2. Submission:
       1. Students will comment what they liked, learned, what surprised them, and ask questions to the presenter by commenting on the presentation thread.
       2. Students will submit their interactions in the Poster Interactions submission portal
          1. Tell me what grade you expect to receive on the assignment based on the rubric provided as a submission comment.
* **Response to Interactions (3%)**
  + Students will respond to peers who interacted with their presentation by responding to their comments.
  + Students will submit their responses to interactions in the Response to Interaction submission portal
    1. Tell me what grade you expect to receive on the assignment based on the rubric provided as a submission comment.

Extra Credit (2% bonus to final grade)

* Students will have the opportunity to complete 2 extra credit assignments over the length of the course. Each assignment will be worth 1 additional point towards their final grade. The extra credit assignment **must be related to the week’s content**. Extra credit assignments submitted for previous week’s content will ***not*** be accepted.
  + Students will write a description of implications and applications related to an important concept from the week’s material.
    1. What chapter did you use for this assignment and in which week are you submitting?
    2. What information from this week’s content do you believe is important to share with others?
    3. Who would benefit from knowing this information?
    4. Why would they benefit from this information?
    5. What recommendation would you give to help someone use this information? Any products or practices?
    6. How would applying this information affect the person’s future? What would the person’s future be like if they never used this information?
  + Submission:
    1. Students must post their extra credit assignment on the week’s discussion board by Sunday at 11:59 pm for the week’s content.
    2. Extra Credit Submission Portal
       1. This is a pass/fail assignment. Students will be graded on the overall quality of their submission. No partial extra credit will be awarded.

**Course Assignment Weights**

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| **Course Assignments** | | | |
| **Exit Tickets** | **15%** | **Poster Project** | **30%** |
| Exit Ticket 1 | 5% | Topic Proposal | 2% |
| Exit Ticket 2 | 5% | Article Information | 5% |
| Exit Ticket 3 | 5% | Draft | 4% |
| **Reflection** | **20%** | Peer Feedback | 3% |
| Reflection 1 | 10% | Final Poster | 5% |
| Reflection 2 | 10% | Video Presentation | 5% |
| **Content Review** | **35%** | Poster Interactions | 3% |
| Check-in | 17.5% | Response to Interactions | 3% |
| Check-out | 17.5% |  |  |

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| --- | --- | --- | --- | --- |
| **Grade Breakdown** | | | | |
| A+ | 97% | - |  | 100% |
| A+ | 93% | - | < | 97% |
| A- | 90% | - | < | 93% |
| B+ | 87% | - | < | 90% |
| B | 83% | - | < | 87% |
| B- | 80% | - | < | 83% |
| C+ | 77% | - | < | 80% |
| C | 73% | - | < | 77% |
| C- | 70% | - | < | 73% |
| D+ | 67% | - | < | 70% |
| D | 63% | - | < | 67% |
| D- | 60% | - | < | 63% |
| F | 0% | - | < | 60% |

**General Policies**

Official Communications via GMU E-mail: 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 and are required to activate their account and check it regularly.

In your emails to me please include this information:

Subject line: “PSYC 313: *request*”

Be sure to include your *name* in the body of the email

Mark your emails as urgent

Emails that do not include this format may not receive a response.

Do not message me through Blackboard.

Attendance/Engagement: This is an asynchronous lecture. Students will demonstrate course engagement by completing all course assignments. Students must inform the instructor if they anticipate they will not be able to complete course assignments on-time.

Late/Make-up Work and Submissions: Students are expected to keep up with content and assignments in the course. Non-penalty extensions and make-up work will only be considered in the case of a family or medical emergency. Please communicate with me if you are facing extraordinary circumstances, and I will do my best to support you. Late assignments will be accepted with instructor permission at a penalized rate of 5% per day.

Students are granted 2 late-grace passes. Unless otherwise specified, students may request an additional week to complete an assignment with no late penalty. Students submit their late-grade request on Blackboard BEFORE the assignment due date. This can be found in the Late Work Request tab on Blackboard. There will be a 5% deduction per day if the student submits a late request *after* the assignment due date.

* After 1-week, the 5% per day late deduction policy will be applied.
* *When students submit work after using a late-grace pass, they must make a comment on the submission stating they used a late-grace pass to avoid missing points.*
* The Peer Feedback, Poster Interaction, and Response to Interaction assignments are time-sensitive assignments. Therefore, they are only allowed a 1-day extension.

Submissions that are missing, corrupt, or are unable to be opened will receive a 0%.

Class Cancellation or Delay: If class must be cancelled or delayed, the instructor will inform students through an announcement on Blackboard and email. I will also include information regarding possible make up assignments.

Academic Integrity: Academic integrity refers to honest and ethical behavior in all aspects of academic activity. This includes: not cheating on exams or homework assignments (e.g., copying the work of others), not passing off someone else's ideas as your own (plagiarism), not engaging in dishonesty of any kind with regard to your class participation and assignments.

**Plagiarism**: Plagiarism is the *unacknowledged* use of another person's labor, another person's ideas, another person's words, or another person's assistance. Unless otherwise stated in class, all work done for courses – writing assignments, examinations, homework exercises, laboratory reports, oral presentations -- is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media -- these resources must be cited in a manner appropriate to the course. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism. If you are caught plagiarizing or cheating, you will fail the assignment, and, depending upon the severity of the violation, you may fail the class.

**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.

**Classroom needs:** 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 https://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

**Title IX:** Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**Technology:** Except for the course textbook, all course materials will be housed on 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. 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.

**Incompletes (IN):** An incomplete grade (IN) should be used only if the student requests it in writing. An IN counts as a failing grade until completed, and it automatically turns into an F if a grade is not turned in by the deadline listed in the academic calendar for that semester. Some students may prefer a C or D to an IN, and instructors should not assume that the student wants an IN rather than a grade or that it is in the student’s best interest to get an IN. Instructors should assign an incomplete only if the student has a very limited amount of work to complete and there is a non-academic reason that prevents them from completing the work within the semester. Instructors should not assign an incomplete if the student has missed a substantial portion of the work of the semester and wants extra time to do it; Instructors should not assign an incomplete to give a student time to improve on work already completed. An instructor may not change an already recorded grade to an INC “after the fact.” (for example, changing an F to an IN)

# Discrimination Policy:

Logo

Description automatically generatedI am committed to equal opportunity for all students. No one shall be treated differently or separately on the basis of race, religion, national origin, marital status, sex, sexual orientation, gender identity or expression, age, or disability. Discipline will be imposed where appropriate for any act of discrimination.



Please utilize me as a resource to help you succeed. I want you to earn the grade you want and enjoy this class, do well in college, and still have a life with your friends, family, job, and hobbies. If one or more of those things is not happening, please talk to me so we can work together to figure out a plan to improve your situation.