**PSYC 313 Child Development**
**ONLINE**
SUMMER
*Last updated: 5/19/2023*

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Instructor: Timothy W. Curby
Email: tcurby@gmu.edu
Office Hours:
Thursdays at 10am
https://gmu.zoom.us/j/98832905231?pwd=YWJpVklwMWlzMXZJTERFN2NpcGRTQT09
Or sign up for an appointment:
https://outlook.office365.com/owa/calendar/DrCurby@gmuedu.onmicrosoft.com/bookings/

## Course Description

How does a person's biology (genes, temperament) interact with the environment (what parents and teachers do) to shape how they develop during childhood? This course explores cognitive, emotional, moral, language, biological, 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 situations, including your own life.

## 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 40%

Each of the four 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. Tests are due by 11:59 on the due date but may be completed earlier. Tests are open book, but only class materials are allowed on the test – no use of internet searches, generative AI, discussions with others in or out of the class, etc.

### Reflections and Applications Assignments 60%

Each week, there will be one Reflection question (relating to your own life) and one Application (relate it to other people, programs, settings, etc.) question. You are to answer these questions and explicitly connect your

answer to course content. For written responses, each response should be about a page (double spaced, about 300 words). Although responses may not have a correct answer, they are expected to reflect course content. Thus, a complete answer needs to answer the question and be representative of course content.

## Late Work

Module Tests and Assignments must be completed by the due dates. Late work will lose 25% for up to 24hrs late, 50% for up to 48hrs late. No credit will be given after 48 hrs. Exceptions may be made under extraordinary circumstances and/or if the student coordinates with me in advance of something potentially being late. Note, we have two holidays scheduled during our short class. Given the flexible nature of the course, my expectation for any given week, you can flex your time to turn in the work by the due dates (typically Mondays). Off-campus 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 of each module. Modules consist of viewing videos, reading posts, participating posting in discussion boards, and taking tests. All of these activities take place through Blackboard.

**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 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. Login at mymason.gmu.edu. In the menu bar to the left you will find all the tools you need to become familiar with for this course. You will need plugins that will allow you to stream videos through Kaltura and YouTube. You will also need a PDF viewer.

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.

**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). You will need speakers or headphones to hear recorded content. If you consider the purchase of a new computer, please go to the Technology Buying Guide (https://its.gmu.edu/service/computer-purchasing-standards-consultation/#AdditionalInformation) 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 or Linux machine with virtualization software which can run Windowsas a program.

Also, there may be assignments in which you need to take a picture (or use a scanner).

## 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, however, no assistance, sharing of information, or discussion of test items or answers between students (past, current, or future) may take place. Instances of posting information to group discussions (GroupMe) or online repositories (CourseHero) will be taken as honor violations. 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.

Note, the use of generative AI (e.g., ChatGPT) on assignments or tests will be considered an honor violation. I reserve the right to submit work to scrutinize whether there is evidence of plagiarism and AI use. Ambiguous evidence may be turned over to the honor system for a determination.

## Miscellaneous

The final day to add or drop with no tuition liability is May 24th. Final drop deadline is May 30st.

As an online, asynchronous course, 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 | Reflect | Apply | Unit Test Due | Readings Due |
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| Week of 5/22 | Constructing Knowledge | Constructivism, Aspects of Intelligence, Functional Impairments | Introduction (Due Wednesday 5/24) | Find a constructivist YouTube video. | Monday 5/29 | Miller Ch 1 (pp. 18-25); Wadsworth |
| Week of 5/29 | Cognitive Development | Piaget's and Vygotsky's Views of Cognitive Development | Vygotskian Learning Experience. | Drawing Piaget's Stages | Monday 6/5 | Miller Chs. 2 & 4; Miller Ch. 6 280-288 |
| Week of 6/5 | Context & Development | Bronfenbrenner, Ethnic-Racial Identity, Parenting | Ecological levels picture | Advice to a coach | Monday 6/12 | Tanner et al; Rymer; Miller 203-207 |
| Week of 6/12 | Social-Emotional & Moral Development | Temperament, Attachment; Emotional Development, Peers Moral Arousal, Co-Constructed Moral Standards, Moral Reasoning | Character Temperament | TMS and Moral Judgements | Wed. 6/21 | Miller Ch. 7; Thompson Miller Ch. 5 pp. 247-249; Carey |