Developmental Psychology:

Prenatal through Childhood

Fall 2023 | Psy 244 | Psychology 118 | Prerequisite: Psy 101 | 3 credits

COURSE DESCRIPTION

Prenatal through childhood physical, cognitive, emotional, and social development. Includes history, theory, and research throughout stages of development through childhood. Consideration of biological, cultural, and social approaches to and influences on development.

Professor: Dr. Katie Clements Pronouns: she/her	vadnais3@msu.edu I will respond within 1 business day.	Psychology 118 Tues & Thur 2:40 - 4:00pm	Office Hours: Psy 136, Fri 2:30-4 pm or by appointment calendly.com/DrKVC
Graduate Assistant: Christophe Delay Pronouns: he/him	Email them first! delaychr@msu.edu		By appointment (Zoom) - calendly.com/delaychr/30min
Undergraduate Learning Assistant: Brennan Haugen Pronouns: he/him	Email them second! haugenbr@msu.edu		By appointment – email

Office Hours

Office hours are opportunities to connect with your instructor – and I love to get to know students! You can ask questions or discuss course topics. Schedule at the link above if you can't join me in person on Fridays, and add a note about what you want to discuss. You may sign up for two slots back-to-back for more time!

Required Text

Santrock, J., Lansford, J., & Deater-Deckard, K. (2022). *Children* (15th ed.). McGraw Hill LLC.
- We will be **accessing the book via the Connect learning platform**. I negotiated you a super deal – access to the whole platform and all the features for the price of just the book!
- You will access **Connect via d2l**

Course Format

This course meets in person twice each week. Complete the assigned reading before class and come prepared to discuss together. Our class time together will include interactive lecture and discussion, including points of confusion, clarity, and curiosity.

Classroom Philosophy

- We are whole people – I respect your "whole personness" and respectfully ask for the same .
- We all must be active learners and co-create our learning environment. Bring your whole self to class.
- Humble respect for others' experiences, insights, and identities gives us the most room to learn and grow.
- We're all doing our best! It may look different than it did yesterday, or tomorrow, or different from someone else's. But let's bring our best, as it is in this moment.

LEARNING OBJECTIVES

By the end of the course you will be able to:

✓ Identify influential researchers and theories in child development
✓ Describe the ways individuals stay the same (continuities) and how they change (discontinuities) through periods of development
✓ Analyze development in physical, cognitive, and social emotional domains
✓ Apply social, cultural, and biological lenses to understand influences on child development
✓ Communicate scholarly developmental concepts to a general audience

You matter and you deserve to be here

You worked hard to gain admission into this university! You proved that you can do hard things. College will be full of unexpected challenges – and joys. Now that you're here, you get to continue to demonstrate how much you can learn in short periods of time.

"Office hours" are also "student hours"! Please drop in during my Friday office hours, or anytime you see me in the office and introduce yourself. We don't have to talk about our class; we can talk about other parts of student or post-grad life too. It is a supportive space to talk through your questions, concerns, or goals.

My teaching style is very interactive and grounded in active learning. You will be expected to participate in ways that might be surprising for a large lecture. I see my role as giving you both knowledge and skills that your future employer expects of you as a graduate, and that your community expects of you as a citizen. Bring your full self to class for the limited time we're together. "Be where your feet are" – put your distractions away for a short time and get your head in the game. Students report that it's harder, but it's really worth it to participate more. And because you matter, and you deserve to be here in this university, your contributions deserve to be seen in the classroom.

External Resources

As a member of the MSU community, you have access to many resources. Perhaps the best one is the library! You can even chat with a librarian from the website (lib.msu.edu) and they can help you find whatever you need. They'll even get it for you if the library doesn't already have it!

I am aware that many classes start Groupme chats (or something similar) to communicate with each other outside of class. I have also learned that there is a lot of misinformation in those group chats. Sometimes students learn that the hard way when they rely on Groupme instead of official course materials (like the syllabus, or d2l announcements). Therefore, I recommend that you use that type of resource carefully. Consider it a source of encouragement and camaraderie, but not as official course information. I believe that learning to use our resources wisely and collaborate is a wonderful, valuable life skill. It's also increasingly imperative that we become critical and informed about all of our sources.

ASSIGNMENTS

Smartbook Reading (41%)

Part of the Connect platform includes an e-book with adaptive learning. This means instead of just plain old reading, you'll read with my important points already highlighted(!), and answer questions about main concepts. The questions will get more basic if you're struggling and more advanced if you're mastering material. This ensures that everyone is learning, no matter where you start!

Attendance (5%)

You can read the basic course content independently. Our class time together will consist of an interactive summary of unit content, with some peer and instructor discussion including points of confusion, clarity, and curiosity. Your attendance is for the advanced learning experience of a university course. Therefore, you will be expected to participate to your full ability. The lowest 4 attendance grades between weeks 3-15 are dropped.

Connect Assignments (20%)

Since the Smartbook assignment includes concept questions, the Connect assignments provide opportunities for you to go beyond concept definitions. You will review videos, observe child behavior, or other types of learning activities, and demonstrate your knowledge with questions in that applied context. These activities represent more relevant ways you will use this knowledge in your future!

Quest (20%)

Quest is a video game-style learning activity that puts you in the role of a child on a quest! You must fulfill each mission by making certain decisions and engaging in certain experiences. These missions support the "child's" cognitive, physical, and social emotional development. These are all fun, short games that we will discuss in class.

Media Project (14%)

I believe scholarly knowledge should be publicly available. It is increasingly common to share research and new knowledge in creative ways to reach people outside of research teams. It also helps distill what is really important and valuable to know about a concept. The purpose of this project is to communicate a course concept to a non-academic audience using an easily accessible media format. **Students will either be in Set 1 (draft in week 7, final in week 9) or Set 2 (draft in week 14, final in week 16).** You will be assigned a small group of up to four students using CATME.

Regardless of the format you choose for your project, you must include**:** a first draft, integration of feedback from that draft, high quality, engaging visuals and sounds, thorough and accurate explanations of concepts, with examples not used in class. I encourage you to scan the concepts at the beginning and end of chapters and choose early.

Possible project formats include:
- Podcast (max 15 minutes)
- Short video (max 10 minutes)
- Social media hashtag campaign

GRADE DISTRIBUTION

The grading scale and percentage allocated per assignment are shown below.

Grading Scale

Grade	%
4.0	89.5-100
3.5	84.5-89.4
3.0	79.5-84.4
2.5	74.5-79.4
2.0	69.5-74.4
1.5	64.5-69.4
1.0	59.5-64.4
0.0	<59.4

Assignment	Points	Setup	Contribution
Smartbook	30 pts/each (300 pts)	Lowest 2 dropped	~41%
Connect Assignments	50 pts/each (150 pts)	All required	~20%
Attendance Weeks 3-15	2 pts/each (40 pts)	Lowest 4 dropped	~5%
Quest	50 pts/each (150 pts)	All required	~20%
Media Project	100 points (100 pts)	Final draft grade	~14%
Total	Up to 740 points		100%

ASSIGNMENT MAPPING

I want us to cultivate a classroom where we are invested in the learning *process*, not just outcomes. Here is how I do that.

Bloom's Taxonomy is basically a hierarchical classification of levels of thinking. Modern updates to the model have renamed the levels as verbs (things we consciously do), identified knowledge (the type of knowledge gained) and cognitive process (the processes used to gain the knowledge) dimensions. I use Bloom's Taxonomy to ensure we're mastering a variety of skills using a variety of cognitive processes.

Here is a diagram for our course that outlines how you're progressing up through the levels of thinking in this course, via activities and cognitive processes. As you master more fundamental activities, you gain those skills and move up the hierarchy. Some of the assignments use multiple skills and processes.

Create
Evaluate
Analyze
Apply
Understand
Remember
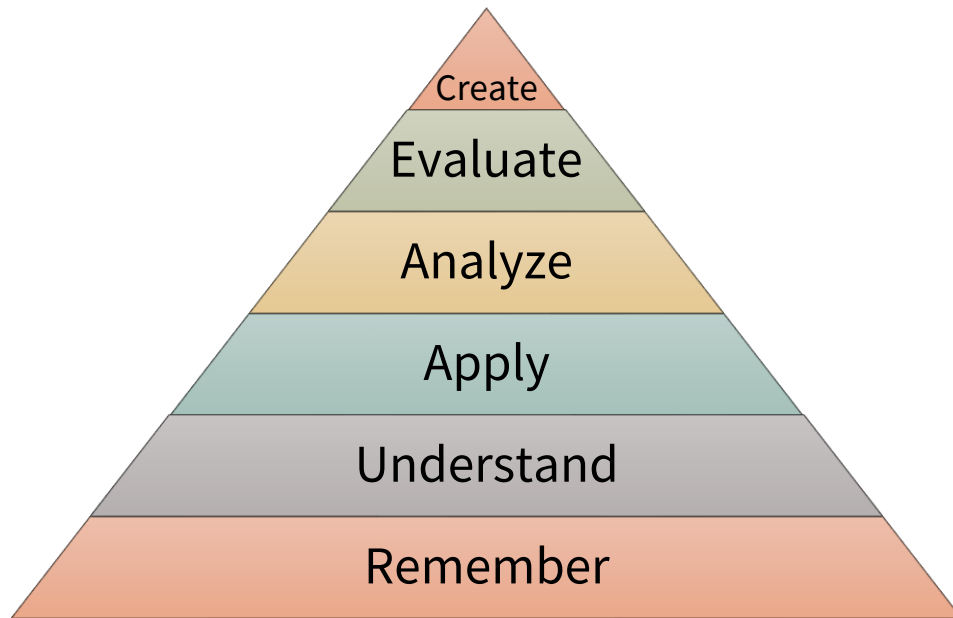
Assignments	Bloom's Taxonomy	Cognitive Skills (and many more!)
Media Project	Create	Design, develop
Participation in class	Evaluate	Argue, critique
Participation in class	Analyze	Compare, contrast
Quest	Apply	Implement, demonstrate
Connect Assignments	Understand	Explain, describe, summarize
Smartbook (Assigned reading and adaptive review questions)	Remember	Recall

POLICIES & EXPECTATIONS

The following describe various policies that will be enforced during the semester.

Deadlines and Due Dates

- Class: Tuesday, Thursday 2:40-4:00pm ET
- Smartbook due before class Tuesdays
- Connect assignments due Fridays 7pm ET

Note exceptions in the syllabus/assignment details. I will make reasonable accommodations for students if notified in a timely manner. Complete the Smartbook before class each week to engage with class content. "Connect assignments" are due Friday by 7pm ET.

Academic Misconduct

The Spartan Code of Honor states, "As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do." In addition, Article 2.III.B.2 of the Student Rights and Responsibilities (SRR) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." The Psychology Department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations.

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the Academic Integrity webpage.) **Your work must be your own original work, and all contributing ideas must be cited. Use of AI (like ChatGPT) is considered academic misconduct in this class. If you are unsure, contact me.**

Civility (Non-Academic Misconduct)

Developing a successful learning space requires extra attention to the way we engage each other. Our actions affect everyone in our community. This class may offer the opportunity to challenge and explore our own beliefs and we may find ourselves challenging other people's beliefs as well. Please remember that everyone learns from the lens of their own experiences. If you challenge your classmates make sure it is with the goal of enhancing each other's learning.

Article 2.III.B.4 of the Student Rights and Responsibilities (SRR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the SRR states that "The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action."

Course Management Software

- We use D2L (https://d2l.msu.edu/) for online course management *and communication*.
- Manually set your D2L emails and announcements to forward to your @msu.edu email (go to your profile, then 'notifications' to check the box for emailing announcements)
- Check for announcements and messages in D2L regularly and often

Limits to Confidentiality

Please note that **the instructor of this course is a mandated reporter.** I am required to report all incidents of relationship violence and sexual misconduct that involve students, faculty, or staff, occurred at a University-sponsored event, or occurred on University property, and *even if these are reported in course materials*. Therefore, if you share such an experience with me, I will be required to share your name and the details of the disclosure to the Office of Inclusion and Equity (OIE) and MSU Police:

- *Suspected child abuse/neglect, even if this maltreatment happened when you were a child;*
- *Allegations of sexual assault, relationship violence, stalking, or sexual harassment; and*
- *Credible threats of harm to oneself or to others.*

OIE will include these facts, (not your name) in the University's statistics on sexual and domestic violence. They will also reach out to you via email with additional university resources. It is entirely your decision to use any of the provided services or even respond to the University's email.

Accommodations

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("VISA") form. **Important:** Please email or have RCPD send this form to me as soon as possible but at least two weeks prior to the accommodation date (class, assignment, etc.). **VISAs are not retroactive**. You must submit them prior to the accommodation, so submit even if you're unsure if you will need it.

Inclusive Environment

MSU is committed to creating and maintaining an inclusive community in which students, faculty, and staff can work together in an atmosphere free from all forms of discrimination. The Office of Institutional Equity (OIE) reviews concerns related to discrimination and harassment based on sex, gender, gender identity, race, national origin, religion, disability status, and any other protected categories under the University Anti-Discrimination Policy (https://www.hr.msu.edu/policies-procedures/university-wide/ADP_policy.html) and Policy on Relationship Violence and Sexual Misconduct (https://civilrights.msu.edu/policies/rvsm.html). If you experience or witness acts of bias, discrimination, or harassment, please report these to OIE: http://oie.msu.edu/

TIPS FOR SUCCESS

You should expect a 4.0 in this class. Do the following, and you will succeed!

Reading and Projects

Do not wait until the due date to start any assignment. Sometimes you will have to observe video clips or do extra reading and that will take time. The project is a terrific way to practice other scholarly and real-world research skills. Students report the media project takes longer than they expected, so give yourself time!

Please email your grad TA and ULA a picture of your favorite animal by 9/15 at 7pm for extra credit.

External resources

I am very aware that some students face additional financial strain. If accessing external resources like Connect presents a financial barrier for you, please reach out to me. I will make sure you get the resources you need, there is no threshold or comparison. I have ensured the publisher rep for Connect is willing and able to support in this way. I have also been compiling resources to help with your projects that are free.

Weekly Schedule

I recommend maintaining a weekly schedule of activities for this class, and especially any with unusual schedules (online, once-a-week, etc.). It can be extra difficult for some students to hold themselves accountable in these course formats. The schedule below is just a suggestion, but I recommend sticking to something that works for you and helps spread out the work.
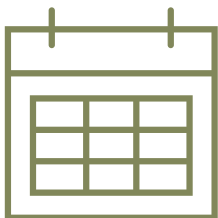
Monday: Smartbook
Tuesday: Class
Wednesday: Assignment
Thursday: Class
Friday: Assignment/Break

How to Email

I post all announcements on D2L, even though we meet in person. Check D2L regularly for updates, and especially before you email – often I've already answered your question there! Please forward your D2L inbox and announcements to your regular MSU email. I will make every effort to respond to emails within 1 business day. I expect you will extend the same courtesy and respond to emails from your instructors and classmates in a timely manner. **Always include 'Psy 244' in your subject line** so we can find your emails and respond appropriately. MSU is my professional workplace, and it's easy to email your professors respectfully. Follow these guidelines: Email without being annoying 😊

D2L

D2L will be used for administrative and instruction purposes including announcements, housing course documents (e.g., assignments, readings), an FAQ page, and recording grades. Please explore D2L widely, so you know how to find materials and track your progress. As an instructor, I can also see your progress – including what you do and don't access and submit. Please remember the D2L HelpDesk (accessed at http://d2l.msu.edu or by phone at 1-800-500-1554) is a great tool for navigation and troubleshooting. Please route your technological concerns to them. I can't fix d2l, always call them first!

Personal Success

Please utilize me as a resource to help you succeed, both in class and outside class. I want you to get a 4.0 and enjoy this class, do well at MSU, and still have a life with your friends, family, and hobbies. If one or more of those things are not happening, please contact me so we can work together to figure out a plan to improve your situation.

RESOURCES FOR STUDENTS

I can help you with needs pertaining to this course, and I will otherwise do my best to connect you to the right place. The university is a huge institution, and if a different form of support would be useful, we will do our best to help you find it.

Please, save the **Mental Health and National Suicide Prevention Hotline number in your phone: 988**

MSU Campus Resource List

The Department of Psychology has compiled a list of academic, mental health, culture, and identity resources around campus: https://psychology.msu.edu/undergraduates/student-resources.html

MSU Dependent Care Support

Michigan State University offers a dependent care support program for children or elders. This is a backup option if your usual child or eldercare falls through and a lack of care would stop you from attending class or completing schoolwork. Up to 40 hours of care per fiscal year are subsidized *per dependent*. https://worklife.msu.edu/family-care/kids-parents/backup-care.

MSU Student Food Bank

The MSU Student Food Bank serves MSU students experiencing food insecurity by providing free food and related items. Website: https://foodbank.msu.edu/ Email: foodbank@msu.edu.

Legal Services

Funded by student taxes, Student Legal Services provides free professional legal assistance and representation to eligible students through a contract with the law firm of Jeffries and Associates, PLLC. Call to engage services. http://studentlegalservices.com/index.html.

Student Basic Needs

Student Advocates for Basic Needs Security (SABNS) is a student organization that advocates on behalf of students for the equitable distribution and practice of providing for the basic needs of students. Basic needs as it relates to this purpose are defined as affordable housing, access to healthy food options, and access to hygiene and other resources that contribute to student success. Their website and resource guide are located at: https://socialwork.msu.edu/students/student-advocates-for-basic-needs-security.html.

Confidential MSU Resources

There are resources available for students who would like confidential support, *without mandated reporting* to OIE or MSU Police. Most services are free.

MSU Counseling and Psychiatric Services (CAPS) 3rd Floor Olin Health Center Building 463 E Circle Drive East Lansing, MI 48824 (517) 355-8270	MSU Sexual Assault Program 207 Student Services Building 556 East Circle Drive East Lansing, MI 48824 (517) 355-3551 (office) (517) 372-6666 (24-hour crisis line) Website: www.endrape.msu.edu **Sexual Assault Healthcare Program – 24/7 Sexual Assault Nurse Examiners** Student Services Bldg, Parking Website link (517) 353-2700
MSU Safe Place (Domestic Violence) (517) 355-1100 Email: noabuse@msu.edu Website: http://safeplace.msu.edu	University Ombudsperson 354 Farm Lane, Room 129, North Kedzie Hall East Lansing, MI 48824 (517) 353-8830 Email: ombud@msu.edu Website: http://www.msu.edu/unit/ombud

COURSE SCHEDULE

Schedule subject to change, any changes will be announced in d2l and class. Detailed assignment instructions in d2l and Connect. All Smartbook and Connect assignments accessed in d2l.

Week	Date	Topic & Reading	Assignments & Projects
1	8/29	**Syllabus, D2L exploration, tech testing**	*Sign up for Connect*
	8/31	**Questions, Theories and Research Methods in Child Development**	*Complete Connect training videos*
2	9/5	**Biological Foundations (Ch 2)**	*Smartbook Ch 2*
	9/7		
3	9/12	**Prenatal Development (Ch 3)**	*Smartbook Ch 3*
	9/14		
4	9/19	**Birth and the Newborn Baby (Ch 4)**	*Smartbook Ch 4*
	9/21		
5	9/26	**Physical Development in Infancy and Toddlerhood (Ch 5)**	*Smartbook Ch 5*
	9/28		*Connect Assignment (due 9/29, 7:00pm)*
6	10/3	**Cognitive Development in Infancy and Toddlerhood (Ch 6)**	*Smartbook Ch 6*
	10/5		*Connect Assignment (due 10/6, 7:00pm)*
7	10/10	**Socioemotional Development in Infancy and Toddlerhood (Ch 7)**	*Smartbook Ch 7*
	10/12		*Quest: Haruki (due 10/13); Media Project Draft Set 1 (due 10/13, 7:00pm)*
8	10/17	**Physical Development in Early Childhood (Ch 8)**	*Smartbook Ch 8*
	10/19		*Connect Assignment (due 10/20, 7:00pm)*
9	10/24	*Fall Break Day*	Media Project Set 1 (due 10/26, 7:00pm)
	10/26	**Cognitive Development in Early Childhood (Ch 9)**	*Smartbook Ch 9 (due 10/26)*
10	10/31	**Socioemotional Development in Early Childhood (Ch 10)**	*Smartbook Ch 10*
	11/2		*Quest: Zoe or Oliver (due 11/3, 7:00pm)*
11	11/7	**Physical Development in Middle Childhood (Ch 11)**	*Smartbook Ch 11*
	11/9		
12	11/14	**Cognitive Development in Middle Childhood (Ch 12)**	*Smartbook Ch 12*
	11/16		work on media project!
13	11/21		*Media Project Draft Set 2 due (11/22, 7:00pm)*
	11/23	*Thanksgiving Break Day*	
14	11/28	**Socioemotional Development in Middle Childhood (Ch 13)**	*Smartbook Ch 13*
	11/30		*Quest: James (due 12/1, 7:00pm)*
15	12/5	**Semester Review**	
	12/7		
16	12/13	**Finals Week**	*Media Project Set 2 Due (due 12/13, 12pm/Noon)*