Developmental Psychology:

Infancy through Childhood

Fall 2022 | Psy 244, Honors Section (002H) | Psychology 120 | Prerequisite: Psy 101 | 3 credits

COURSE DESCRIPTION

Physical, cognitive, emotional, and social development from prenatal through childhood.   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 120 Mon & Wed 12:40 - 2:00pm	Office Hours: Psy 136, Fri 1-2 pm or by appointment calendly.com/DrKVC
Undergraduate Assistant: **Belle Hoke** Pronouns: they/them	hokeisab@msu.edu Email them first!		Monday 2-3pm Zoom: https://msu.zoom.us/j/98324196014

Office Hours

Office hours are informal ways to connect with your instructor – and I love to get to know students! You can ask questions or discuss course topics. You may or may not have a specific concern, and that's ok. Schedule at the link above, for a time that fits your schedule. Be sure you note "Psy 244" in your appointment. 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. We will be using a semi-flipped classroom model, so you should do the assigned reading before class. Our class time together will include lecture and discussion, including points of confusion, clarity, and curiosity. This is not a basic rote memorization course.

Classroom Philosophy

- We are whole people – I respect your "whole personness" and gently ask for the same
- We all must be active learners and co-create our learning environment
- 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 what it will be tomorrow, or different from someone else's. But let's bring our best, as it is in this moment.

LEARNING OBJECTIVES

The following are the course objectives you can expect to achieve this semester. 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) over time 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

ASSIGNMENTS

Smartbook Reading (40%)

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. In this way, I can ensure that everyone is learning, no matter where they start!

Group Discussion

One of the best things about a small honors class is getting to engage as scholars together. Our class time together will consist of a brief summary of the week's content, then discussion, including points of confusion, clarity, and curiosity.

Connect Assignments (33%)

Since the Smartbook assignment includes concept questions, the Connect assignments provide opportunities for you to go beyond concept recognition and recall. 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. These missions support the "child's" cognitive, physical, and social emotional development. These are all just fun, short games that we will discuss in class.

Media Project (7%)

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. You may work individually, with a partner, or in a small group of up to four students. 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
- Mini-presentation video
- 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	40%
Connect Assignments	50 pts/each (250 pts)	Lowest 1 dropped	~33%
Quest	50 pts/each (150 pts)	All count	20%
Media Project	50 points (50 pts)	Final draft grade	~7%
Total	Up to 750 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 dimensions (the type of knowledge gained) and cognitive processes dimensions (the processes used to gain the knowledge). 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.
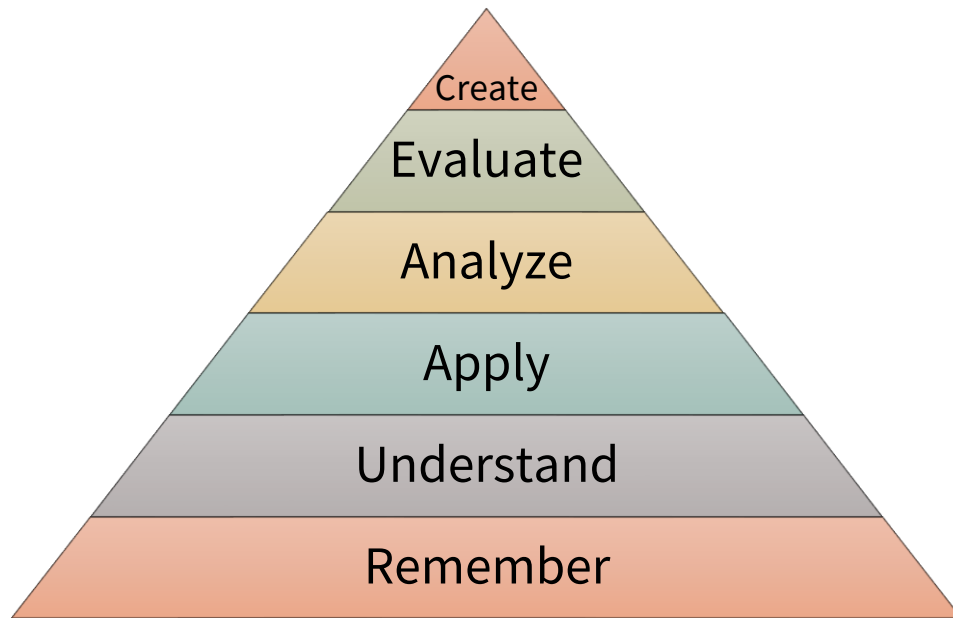
Assignments	Bloom's Taxonomy	Cognitive Skills (and many more!)
Media Project	Create	Design, develop
Group Discussions in class	Evaluate	Argue, critique
Group Discussions in class	Analyze	Compare, contrast
Quest	Apply	Implement, demonstrate
Connect Assignments	Understand	Explain, describe, summarize
Smartbook (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: M, W 12:40-2:00pm ET
- Smartbook due by class Wednesdays
- Connect assignments due Fridays

Note exceptions in the syllabus/assignment details. I will make reasonable accommodations for students if notified in a timely manner.

Academic Misconduct

Both students and faculty are responsible for "maintaining the integrity of scholarship, grades, and professional standards," per MSU's Student Rights and Responsibilities and the Spartan Code of Honor. In addition, the Psychology Department adheres to 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. Your work must be your own original work, and all contributing ideas must be cited. 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.

Course Management Software (D2L)
- We use D2L (**https://d2l.msu.edu/**) for online course management *and communication*.
- Please manually set your D2L emails to forward to your @msu.edu email (in D2L email settings)
- Check for announcements and messages in D2L.

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

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 the Connect assignment. Graded activities are embedded within and will help you develop a deeper understanding of the topic. I can see the analytics to determine what we should focus on in class and make sure everyone's getting what they need.

The project is a terrific way to practice other scholarly and real-world research skills. Start early!

External resources

I am very aware that students are facing 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. I have ensured the publisher rep for Connect is willing and able to support students facing financial strain. 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.
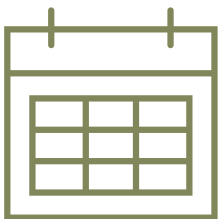
Monday: Class
Tuesday: Smartbook
Wednesday: Class
Thursday: Assignment
Friday: Assignment/Break

How to Email

I post all announcements in 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., Zoom meetings, assignments, readings), 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 technical concerns to them.

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 connect with 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 **National Suicide Prevention Hotline number in your phone: 800-273-8255**

Mental Health Hotline: 988

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*. More information about the program can be found here: 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. You can visit their website here: https://foodbank.msu.edu/ or email them at: 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.

Writing Center and Collaborative Learning Center

The Writing Center (writing.msu.edu) and the Collaborative Learning Center (nssc.msu.edu/clc) help develop writing skills and successful academic strategies.

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 the 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. Schedule shows registrar 'week' number and class dates. Detailed instructions in d2l. All Smartbook and Connect assignments accessed in d2l; see page 2 of syllabus for more info.

W	Date	Topic & Reading	Assignments & Projects
1	8/31	**Syllabus, D2L exploration (Monday schedule)**	*Sign up for Connect*
2	9/5	*Labor Day Holiday*	
	9/7	**Intro to Child Development**	*Complete Connect training videos*
3	9/12	**Biological Foundations (Ch 2)**	*Smartbook Ch 2*
	9/14		
4	9/19	**Prenatal Development (Ch 3)**	*Smartbook Ch 3*
	9/21		*Media (Connect) Assignment*
5	9/26	**Birth and the Newborn Baby (Ch 4)**	*Smartbook Ch 4*
	9/28		*Connect Assignment*
6	10/3	**Physical Development in Infancy and Toddlerhood (Ch 5)**	*Smartbook Ch 5*
	10/5		*Connect Assignment*
7	10/10	**Cognitive Development in Infancy and Toddlerhood (Ch 6)**	*Smartbook Ch 6*
	10/12		*Connect Assignment*
8	10/17	**Socioemotional Development in Infancy and Toddlerhood (Ch 7)**	*Smartbook Ch 7*
	10/19		*Quest: Haruki*
9	10/24	*Fall Break Day*	
	10/26	**Physical Development in Early Childhood (Ch 8)**	*Smartbook Ch 8*
10	10/31	**Cognitive Development in Early Childhood (Ch 9)**	*Smartbook Ch 9*
	11/2		*Connect Assignment*
11	11/7	**Socioemotional Development in Early Childhood (Ch 10)**	*Smartbook Ch 10*
	11/9		*Quest: Zoe or Oliver*
12	11/14	**Physical Development in Middle Childhood (Ch 11)**	*Smartbook Ch 11*
	11/16		*Connect Assignment*
13	11/21		*Media Project Draft*
	11/23	*Thanksgiving Break Day*	
14	11/28	**Cognitive Development in Middle Childhood (Ch 12)**	*Smartbook Ch 12*
	11/30		- work on media project!
15	12/5	**Socioemotional Development in Middle Childhood (Ch 13)**	*Smartbook Ch 13*
	12/7		*Quest: James*
16	12/?	**Finals Week**	*Media Project Due*