

Developmental Psychology:

Infancy through Childhood

Fall 2021 | Psy 244 | Asynchronous Online | Prerequisite: Psy 101 | 3 credits

COURSE DESCRIPTION

Physical, cognitive, emotional, and social development from infancy through childhood, including prenatal 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.	D2L asynchronous course	Wed 10-11am, 5-6pm
Undergraduate Assistants: Emma Dereski Pronouns: she/her	dereski1@msu.edu		Mon 11:30am-12:30pm
Olivia Walters Pronouns: she/her	walte351@msu.edu		Tues 5:00 – 6:00pm
Madison Meyer Pronouns: she/her	meyerm22@msu.edu		Fri 9:00am-10:00am

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) 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
- ✓ Practice social support skills and communicating developmental information broadly

COFFEE HOURS

- In lieu of traditional office hours
- Join at: <https://msu.zoom.us/j/98346603712>
- During the times noted above
- Group discussion time, or individual meetings
- Coffee optional!

REQUIRED TEXT

- Revel e-text of: Berk, L. E. (2021). *Infants, Children, and Adolescence* (9th edition). \$79.99
- To access: Choose **ONE** option:
 1. Use link <https://console.pearson.com/enrollment/dsjcst>
 2. OR bookstore source code ISBN: 9780135493984
- All other course materials housed in D2L

COURSE REQUIREMENTS

The following are the course activities and assignments. Full assignment instructions in D2L.



Revel Reading, Quizzes (25%)

Embedded in the Revel e-text are activities and quizzes to complete. You will be graded on accuracy and can retry for half credit.

The lowest two weekly scores will be dropped.

Research suggests higher Revel grades predict higher course grades! Register at:

<https://console.pearson.com/enrollment/dsjcst>



Packback Discussion (15%)

To create a sense of community in our online course, we will use Packback

Questions (www.packback.co) to facilitate discussion.

The lowest five Packback scores will be dropped. You must get Curiosity Scores of 50% by:

- Posting 1 question, and 2 replies:
- Posting a response to another question
- Replying to someone on your question
- Deadline is Fridays at 6 pm ET.
- Register through the Packback email you received, or by going to <https://questions.packback.co/login>
- “Join a community” with our Community Lookup Key: 7d30acc4-eb03-4910-8ec2-3ed256fc97c3



Exams (30%)

Research on testing effects shows that repeated recall (testing) improves long-term memory of concepts. We utilize this with Revel quizzes and D2L exams. I hate exams myself – boring! But this semester I don’t have a graduate TA, so I am unable to eliminate exams and only do creative projects (my preference)! Instead, we’ll go back to basics with three exams. These are pretty standard, multiple-choice in D2L. You may use your book, but any academic dishonesty will be immediately reported to the university.



Parent Pop-ups (30%)

To assess your understanding of a breadth of concepts in child development, you will participate in a “parent pop-up” as you complete MyVirtualChild activities in Revel. One of the things that will become apparent as you work through course content is that it is tough to be a caregiving adult of a young child! This assignment helps you develop some social support skills so you can become an informed supportive adult to a caregiver in your life, and help normalize asking for help.

You will work within D2L in pre-assigned “parent pop-up” groups. These serve as parenting support groups. You will submit a summary of your virtual child’s development and then support each other as you work through developmental milestone progress and concerns. Details in D2L.

This assignment includes three main parts:

1. Summarize your child’s development in each developmental phase in one page or less. Specify areas they are thriving and areas they need extra support – including areas you need help supporting them.
2. Visit the assigned prompts for each developmental phase.
3. Get together as a parent pop-up group and share how your kids are doing, ask for help in areas you need it as a parent, and discuss the prompts. Takes notes of the discussion!

Each group should **turn in one document** that includes:

1. Developmental summary for each child
2. The advice received from parents in the group
3. The group’s responses to the prompts I provide

It may be easiest to designate someone to compile reports and collate into one document.

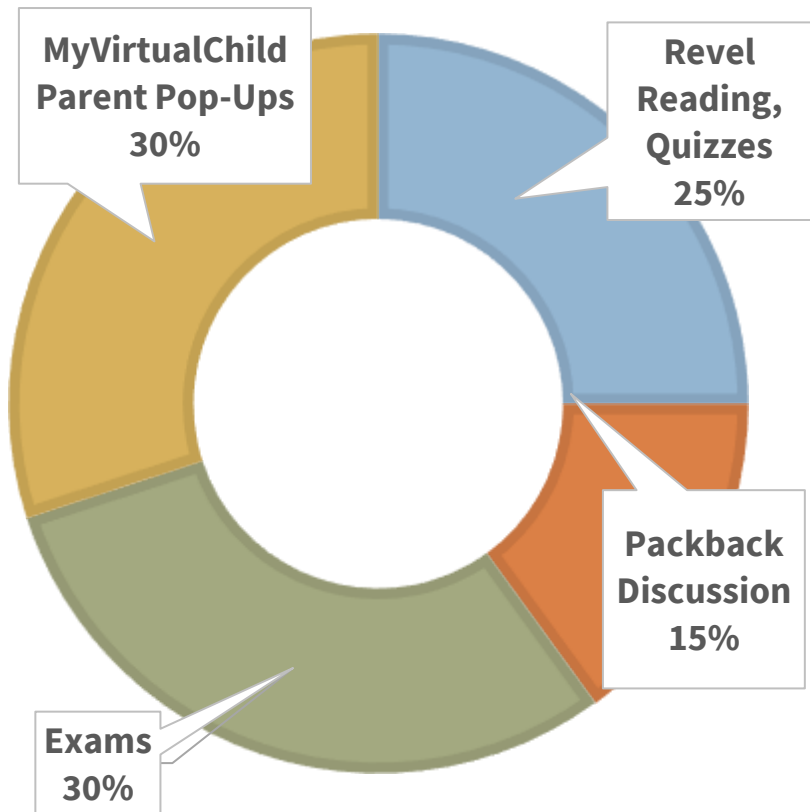
GRADE DISTRIBUTION

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 Distribution

- Revel Reading, Quizzes
- Packback Discussion
- Exams
- MyVirtualChild Parent Pop-Ups



INCLUSIVITY IN DEVELOPMENTAL PSYCHOLOGY

In an ideal world, science would be objective.

However, much of **science is subjective** and is historically built by a small subset of privileged voices.

In this class, we will try to use data from a diverse group of scientists and scholars reporting on diverse populations, but limits still exist on this front. I acknowledge that it is possible that there may be both **overt and covert biases** in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of science and human experiences.

In particular for this class, we will encounter bias in the issue of **sex and gender**. Scientific data, for the most part, uses a **gender-binary and sex-binary framework**—thinking and functioning in terms of men and women when discussing gender, or male and female when discussing sex assigned at birth.

However, this doesn't encompass everyone's experience or identity and I have worked to include other examples, and encourage you to consider others as well. The results of some research refer to binary labels – for example, boys and girls or moms and dads. When we report research results, we use the same terms used by the researchers, because that usually reflects how they **designed their study and collected their data**, although it may not be inclusive.

I encourage you to think about what that means about the conclusions we draw, and how you might contribute to a more comprehensive scientific world yourself!

Despite its potentially exclusionary nature, we have chosen to include such research because we believe that the data still has value in informing and supporting our discussions and may be the **only or best data available** on a given topic.

As I've developed and taught and retaught this course, I've tried to make **my own language** more inclusive. You will see me refer to “individuals who give birth” or “birthing person” and I'm trying to transition to the term “chestfeeding” instead of “breastfeeding.” These are sometimes tough habits to break, and **I'm still learning**, so I encourage you to be patient, which I will extend to those of you joining me in this effort. I believe there is a lot of value in considering the scholarly implications of choosing not to be inclusive in scholarly **research and practice settings**.

ONLINE LEARNING

The nature of our course can feel impersonal. Some students appreciate being able to think and work **independently** through the material and only periodically check in with peers. Some students prefer **multiple points of contact** with peers and instructors. In a class of our size, preferences are diverse! In an asynchronous course, it is **your responsibility** – and privilege! – to choose the style that works best for you.

You are **only required** to interact with others via online, asynchronous discussion boards, and in the Parent Pop-Up support groups. If you **thrive with more interaction**, join our office hours Zoom link! You can hang out with your me, your professor, or any of the undergraduate teaching assistants. We can talk about **this class, your other classes, grad school, research, or life**. In an online class, getting to know your professor on a personal level requires **proactive choices**. I also have an office in Psychology and am on campus a couple times a week.

I make every effort throughout the semester to **adapt** to our needs. Some things will work, some won't. Each semester brings **new and unique** students and experiences. Reach out to me any time – I want to get to know you too!

POLICIES & EXPECTATIONS

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



Deadlines and Due Dates

- No course meetings
- Firm assignment deadlines

I will make accommodations for students who are unable to meet deadlines due to Covid-19. This will not harm your performance or put you at a disadvantage in this class. I cannot always accommodate last-minute requests.



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 online learning space requires extra attention to the *way* we engage each other. Our interactions 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 is going to move through this material in their own way and from the lens of their own experiences, and 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*.
- Know how to check for announcements and email messages in D2L.
- Manually set your D2L emails and announcements to forward to your @msu.edu email (in D2L communication settings)
- Additional software accessible through D2L.



Limits to Confidentiality

Please note that **the instructor of this course and the graduate TAs are mandated reporters**. We are 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 one of us, we 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. Please email or have RCPD send this form to me as soon as possible or at least two weeks prior to the accommodation date (test, project, etc).

TIPS FOR SUCCESS

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



Reading and Projects

Read the assigned text *early in the week*. Revel activities are embedded within and will help you develop a deeper understanding of the topic. They will help you develop an informed discussion post and be able to participate in your parent pop-up group. If you are confused about any part of the textbook or have questions about what you read, bring your questions to Packback to ask your peers and me! The higher your level of participation, the higher your grade, in my experience!

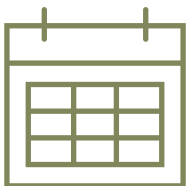


External resources

I am very aware that students are facing additional financial strain. If accessing external resources like Revel present a financial barrier for you, please reach out to me and ask about Pearson's financial assistance options. I have ensured they are willing and able to support students facing financial strain.

Weekly Schedule

I recommend maintaining a weekly schedule of activities for this and any other online courses. It can be extra difficult for some students to hold themselves accountable in fully online, asynchronous courses.



Monday: Revel reading
Tuesday: D2L mini-lecture, Packback question
Wednesday: ~244 break~
Thursday: Packback respond and reply, finish Revel
Friday: Parent pop-up, study



How to Email

Email/announcements will be sent to you through D2L. Check your email and D2L regularly for updates. I recommend forwarding your D2L inbox to your regular MSU email (you can forward D2L announcements too!). I will make every effort to respond to emails within 24 hours except on weekends and holidays. I expect you will extend the same courtesy and respond to emails from other instructors and your classmates in a timely manner. If you need to reach out with a question via email, include '**Psy 244**' in your subject line so I can easily find it. Please write your email in a professional manner (i.e., professional greeting, complete sentences, sign your name).



D2L

D2L will be used for administrative purposes including announcements, housing course documents (e.g., mini-lectures, assignments, readings), and recording grades. Mini lectures will be posted here, and may include deeper dives into some of our concepts, or highlight important concepts, depending on class needs. Please explore D2L widely, so you know how to track your progress. As an administrator, I can also see your progress. Please remember the D2L HelpDesk (accessed at <http://d2l.msu.edu> or by phone at 1-800-500-1554) is a great tool.

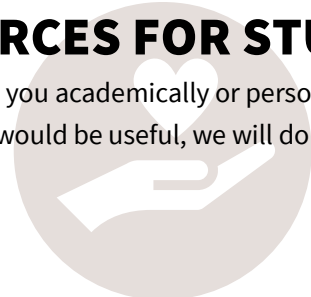


Personal Success

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

Here are some resources that may be helpful to you academically or personally. 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.



MSU Backup Dependent Care Program

Michigan State University offers a Backup Dependent Care Program for children or elders. This is meant to be a backup option for students if their usual child or eldercare falls through and a lack of care would stop them from attending class or completing schoolwork. More information about the program can be found here:

<https://worklife.msu.edu/family-care/kids-parents/backup-care>.



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. They offer four annual scholarships by nomination. Their website is:

<https://socialwork.msu.edu/students/student-advocates-for-basic-needs-security.html>.



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.



Confidential MSU Resources

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



Counseling Services

Free professional counseling services are available to all MSU students. To make an appointment call 355-8270 (TTY users call 353-7278) during business hours. Offices are in Room 207 Student Services Building. You may learn more about their services at

<https://caps.msu.edu/services/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.

<p>MSU Counseling and Psychiatric Services (CAPS) 3rd Floor Olin Health Center Building 463 E Circle Drive East Lansing, MI 48824 (517) 355-8270</p>	<p>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 SA Healthcare program, staffed 24/7</p>
<p>MSU Safe Place (517) 355-1100 Email: noabuse@msu.edu Website: http://safeplace.msu.edu</p>	<p>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</p>

COURSE SCHEDULE

This syllabus is subject to change as we learn what works for us this semester.

W	Date ¹	Topic & Reading	Assignments & Projects
1*	08/30	Course Orientation	Practice Packback Discussion
		Read: Syllabus, D2L Announcements	Register in Revel
2	09/06	History, Theory, Research Strategies	Packback Discussion
		Read: Chapter 1, Revel Activities	
3	09/13	Genetic and Environmental Foundations	Packback Discussion
		Read: Chapter 2, Revel Activities	
4	09/20	Prenatal Development	Packback Discussion
		Read: Chapter 3, Revel Activities	
5	9/27	Birth and the Newborn Baby	Packback Discussion
		Read: Chapter 4, Revel Activities	
6	10/04	Physical Development in Infancy and Toddlerhood	Packback Discussion
		Read: Chapter 5, Revel Activities	Exam 1 (Ch 1-4)
7	10/11	Cognitive Development in Infancy and Toddlerhood	Packback Discussion
		Read: Chapter 6, Revel Activities	
8	10/18	Emotional and Social Development in Infancy and Toddlerhood	Packback Discussion
		Read: Chapter 7, Revel Activities	
9*	10/25	Physical Development in Early Childhood	Infant and Tot Parent Pop-Up due
	Fall Break	Read: Chapter 8, Revel Activities	
10	11/01	Cognitive Development in Early Childhood	Packback Discussion
		Read: Chapter 9, Revel Activities	
11	11/08	Emotional and Social Development in Early Childhood	Packback Discussion
		Read: Chapter 10, Revel Activities	Exam 2 (Ch 5-9)
12	11/15	Physical Development in Middle Childhood	Packback Discussion
		Read: Chapter 11, Revel Activities	Preschool Parent Pop-Up due
13*	11/22	Personal Health Week	
14	11/29	Cognitive Development in Middle Childhood	Packback Discussion
		Read: Chapter 12, Revel Activities	
15	12/06	Emotional and Social Development in Middle Childhood	Packback Discussion
		Read: Chapter 13, Revel Activities	Exam 3 (Ch 10-13)
16	12/13	Exam Week	Elementary Parent Pop-Up due

*Short week

¹ Denotes first day the week starts – not due dates. Find due dates in syllabus assignment details or D2L.