

Developmental Psychology:

Infancy through Childhood

Spring 2021 | Psy 244, Honors Section | Synchronous 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.

Class - Zoom

Tuesdays
12:40-3:30pm

Office Hours - Zoom

Mondays 3:00-4:30pm

Graduate Assistant:

Jessica Saucedo

Pronouns: she/her

sauced23@msu.edu

Office Hours - Zoom

Tuesdays 4:00 – 5:00pm

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

CLASSROOM PHILOSOPHY

I teach with these principles:

- ✓ We are whole people. I respect your “whole personness.”
- ✓ We all must be active learners.
- ✓ We co-create our classroom environment – even virtually!

Psy 244H SS21 Dr. Clements

OFFICE HOURS

- Join us at: <https://msu.zoom.us/j/93013293196>
- During times above, or by appointment
- Bring your questions or comments

REQUIRED TEXT

- Revel e-text: Berk, L. E. (2021). *Infants, Children, and Adolescence* (9th edition). We cover Ch 1-13.
- The Revel e-text is fully online, no physical copy
 - 2 ways to get it. Choose 1 access option:
 - More work, less money: MSU bookstore ISBN 9780135493984 (\$69.99)
 - More money, less work: <https://console.pearson.com/enrollment/eqyz3p> (\$79.99)
- Make sure to only choose ONE access option!
- It can also be used as an audiobook!

COURSE REQUIREMENTS

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



Revel Activities (20%)

You must complete the reading and assignments in Revel prior to class meeting. Embedded in the Revel e-text are section quizzes. You will be graded on accuracy with two attempts. There are also occasionally MyVirtualChild activities to complete. The lowest 3 scores will be dropped. Research suggests higher Revel grades predict higher course grades! Register at:

<https://console.pearson.com/enrollment/eqyz3p>



Packback (15%)

To help structure our in-class discussion, we will use Packback Questions (www.packback.co). Discussion topics of most interest will be the basis of our group discussion. The lowest 3 scores will be dropped. To get full credit, you must post 1 question, and 2 replies. You may reply to others' questions, or engage with responses to your own. The deadline is Mondays 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: **7371993b-5133-47c3-aca9-0c486d61d05d**



Group Discussion (30%)

We will be using a flipped classroom model. You must complete the assigned reading prior to the start of class. Our class time together will consist of a brief summary of the week's content, then discussion, including points of confusion, clarity, and curiosity. Your contribution to the discussion will be the basis of this portion of your grade. You will also work on the Developing Person assignment at this time.



Projects (35%)

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. To practice this skill, you will complete two projects.

Media project: 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

Developing person project: After each developmental period, you will submit a ‘developing person’ diagram for that stage. You will include columns for each developmental domain that identifies developmental changes and makes connections across domains. These will be submitted as small group projects that you will have time to work on in class. In lieu of a final exam, you will submit a final ‘developed person’ that covers your main milestones and connections from birth to age 11.



Extra Credit

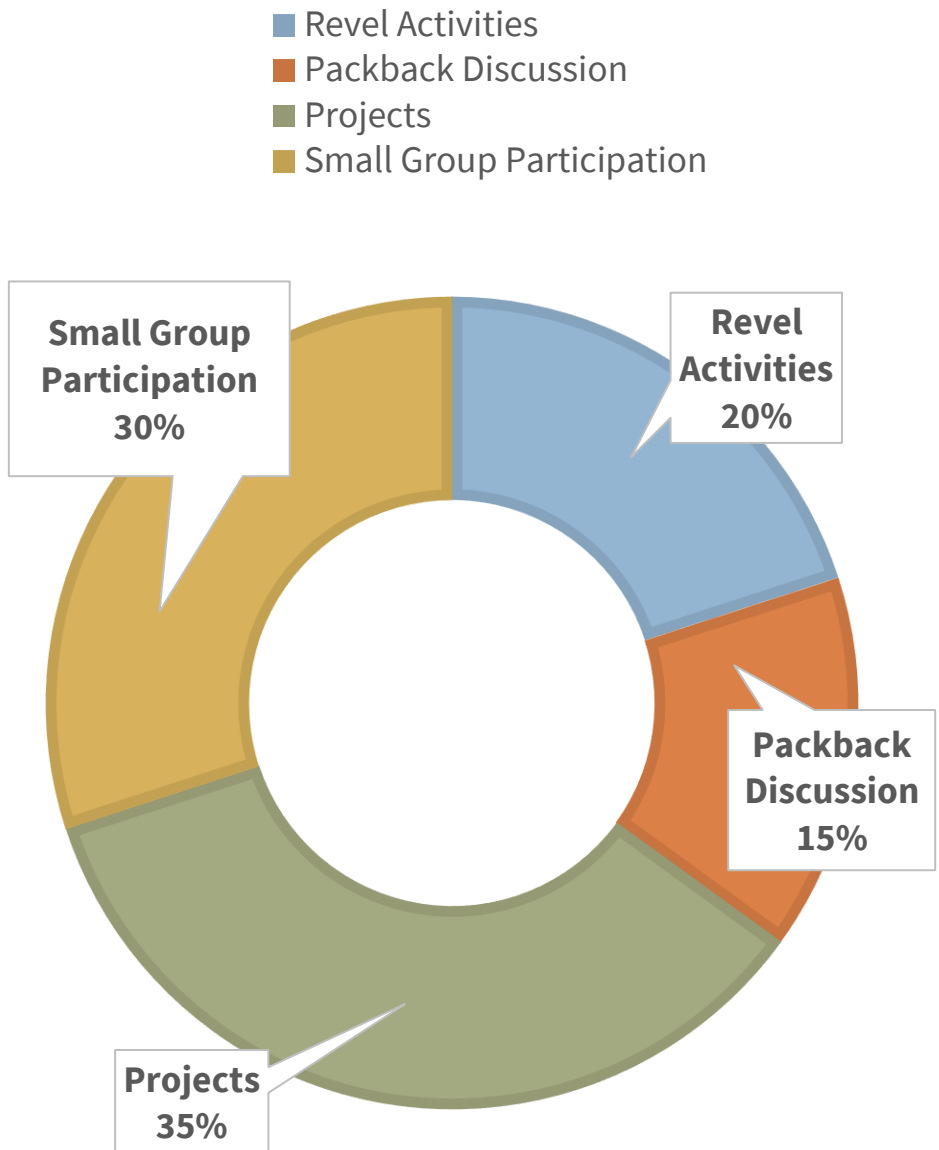
There may be opportunities throughout the semester to earn extra credit. These will be announced by instructors and may not be requested by students. They will always involve doing extra work.

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

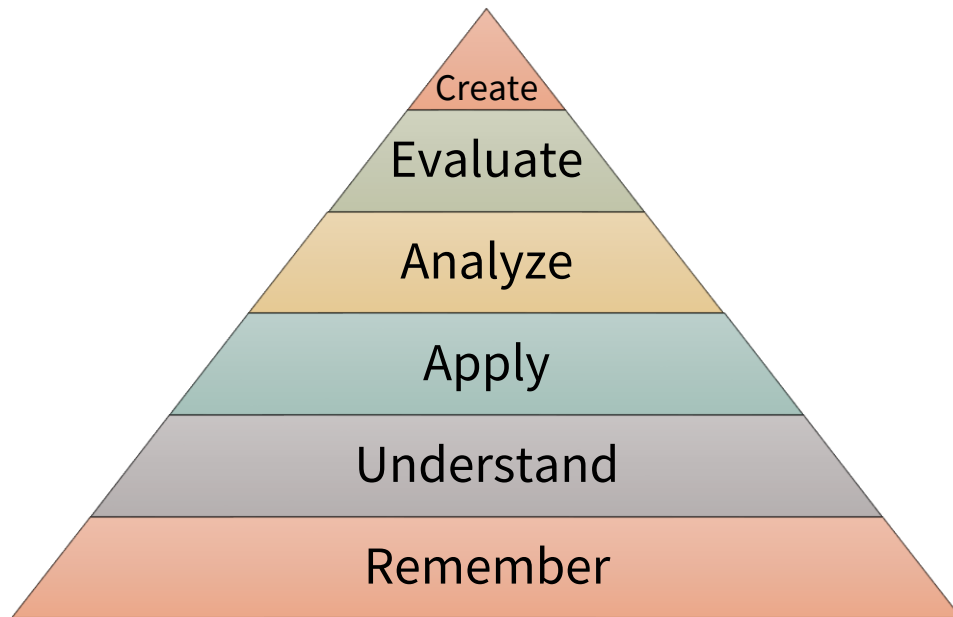


ASSIGNMENT MAPPING

I want us to cultivate a classroom where we are invested in the learning process (not an exam). 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. Obviously 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
Developing Person	Apply	Implement, demonstrate
Packback	Understand	Explain, describe, summarize
Revel	Remember	Recall

POLICIES & EXPECTATIONS

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



Deadlines and Due Dates

- Class: Tuesdays 12:40-3:30pm ET on Zoom
- Most assignments due Fri @ 6pm ET
- Packback discussions due Mon @ 6pm ET

Note exceptions in the syllabus (e.g., media project). 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.



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 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 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*.
- 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 and the graduate TA 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

Do not wait until the due date to start the Revel assignment. Graded 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 project ideas. Packback is a great place to ask about what was confusing or to inquire about others' perspectives, and will be part of our class! The project is worth the biggest portion of your grade and you should start early.

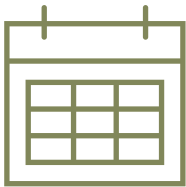


External resources

I am very aware that students are facing additional financial strain. If accessing external resources like Revel presents a financial barrier for you, please reach out to me. I will make sure you get the resources you need. I have ensured required resources like Revel are 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 and any other online courses. It can be extra difficult for some students to maintain a regular schedule in fully online courses that meet once a week.



Monday: Packback
Tuesday: Attend class - Zoom
Wednesday: Project/start Revel
Thursday: ~244 break~
Friday: Finish Revel reading



How to Email

I post all announcements in D2L, sometimes cross-posted to email. Check your email and D2L regularly for updates. Please forward your D2L inbox to your regular MSU email. 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 your instructors and classmates in a timely manner. Please consider emailing the TA first. Always include 'Psy 244' in your subject line so we can find your emails and respond appropriately. Always write your email in a professional manner (i.e., greeting, complete sentences, sign your name).



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. 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.



Personal Success

Please utilize me as a resource to help you succeed, both in class and outside class. I want you to get an A 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>.



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.



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.



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/Student-Advocates-for-Basic-Needs-Security>.



Confidential MSU Resources

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

<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</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

Schedule subject to change. Schedule shows 'week' – classroom topic and assigned reading for next class.

W	Date	Topic & Reading	Assignments & Projects
1	1/12*	“Reading, Reflection, and Review” week	<i>Sign up on Revel e-text</i>
		Syllabus, D2L exploration	<i>Register on Packback.co</i>
2	1/19*	History, Theory, Research Strategies	Packback, Revel Quizzes
		Read: Chapter 1 and 2	
3	1/26	Genetic and Environmental Foundations	Packback, Revel Quizzes
		Read: Chapter 3	
4	2/2	Prenatal Development	Packback, Revel Quizzes
		Read: Chapter 4	
5	2/9	Birth and the Newborn Baby	Packback, Revel Quizzes
		Read: Chapter 5	
6	2/16	Physical Development in Infancy and Toddlerhood	Packback, Revel Quizzes
		Read: Chapter 6	<i>Developing Person Infant Due</i>
7	2/23	Cognitive Development in Infancy and Toddlerhood	Packback, Revel Quizzes
		Read: Chapter 7	
8	3/2*	Wellness Week (3/2, 3/3)	
9	3/9	Emotional and Social Development in Infancy and Toddlerhood	Packback, Revel Quizzes
		Read: Chapter 8	<i>Developing Person Birth-2 Due</i>
10	3/16	Physical Development in Early Childhood	Packback, Revel Quizzes
		Read: Chapter 9	
11	3/23	Cognitive Development in Early Childhood	Packback, Revel Quizzes
		Read: Chapter 10	
12	3/30	Emotional and Social Development in Early Childhood	Packback, Revel Quizzes
		Read: Chapter 11	<i>Developing Person Age 3-6 Due</i>
13	4/6	Physical Development in Middle Childhood	Packback, Revel Quizzes
		Read: Chapter 12	<i>Draft Media Project Due</i>
14	4/13	Cognitive Development in Middle Childhood	Packback, Revel Quizzes
		Read: Chapter 13	
15	4/20*	Emotional and Social Development in Middle Childhood	Packback, Revel Quizzes
			<i>Final Media Project Due</i>
			<i>Developing Person Age 7-11 Due</i>
16	4/27	Finals Week	<i>Fully Developed Child; Birth-11</i>

*Short week

**Developing Person Assignment is group assignment. Media Project is individual or partner or group assignment.

Syllabus Clause: We will try new things throughout this course to meet our needs. If and when we learn better ways to do that, we will implement them. As a result, this syllabus is subject to change.