

Child Psychology
Psyc 201-001
Fall 2020

Professor: Stacey Adams, MS

Email: sadams@siue.edu (the best way to reach me)

Zoom Office Hours: Tuesdays 10:30-11:30 (Zoom link: <https://siue.zoom.us/j/98101129743>)

Wednesdays 2:00-3:00 (Zoom link: <https://siue.zoom.us/j/95381554403>)

****or by appointment**

Teaching Assistant: Elizabeth McPherson

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Zoom Office Hours: Tuesdays 2:00-3:00

Thursdays 2:00-3:00

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Or, visit our website: siue.edu/education/psychology

Basic Class Information

This is an asynchronous, online course. That means that the course does not “meet” as a group at a certain time; however, you will have deadlines for your work—the class is NOT self-paced. All class materials will be posted weekly to Blackboard. Plan to check Blackboard and SIUE email each morning and each evening for any necessary class updates.

Basic Class Structure

On Tuesday mornings each week a class announcement will be emailed to students that will outline all expectations for the week. Lectures and any supplemental materials to be covered for that week will be posted and should be viewed before the next Tuesday’s class. It will be very important to avoid getting behind each week as the materials that are required each week will accumulate quickly. Typical weekly materials include lectures (usually 2 separate lectures that range from 60-75 minutes each) and additional videos or activities to further illustrate material in the lectures. Some weeks assignments will be due as well, which are outlined in the syllabus below but will also be noted in each weekly class announcement.

Getting Tech Help

SIUE Knowledge Base: <https://kb.siue.edu> (Searchable database with step-by-step directions)

Blackboard help pages: <http://www.siue.edu/its/bb/index.shtml>

ITS helpdesk: 618-650-5500, help@siue.edu

Technology requirements

Technical requirements for students can be found in this [ITS Knowledge Base article](#).

Technology capabilities

Students in an online course should be able to:

- Use a word processor, such as MS Word, to compose assignments and communicate with others in class
- Attach files to emails or course areas
- Navigate websites and course materials
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Course Description and Objectives: This course is designed to cover psychological and biological development of children from conception to puberty. Topics covered in the course focus on the following types of development: physical, motor, sensory, perceptual, cognitive, communication, emotional, behavioral, social, moral, gender, family, and the community. At the completion of this course students will:

- 1) understand of theories of child development,
- 2) understand genetics, prenatal development, birth, and newborns,
- 3) understand physical, sensory, and cognitive development in children,
- 4) understand communication, emotional development, and important relationships in children,
- 5) understand of the effect of gender on development,
- 6) understand of disorders common in childhood and evidence-based treatment,
- 7) enhance critical thinking skills and skepticism regarding the media and research,
- 8) enhance skills in using PsycINFO,
- 9) enhance professional writing skills.

Required Texts: *Child Development: From Infancy to Adolescence* (2nd Edition; 2020) by Levine & Munsch

Expectations

To ensure the best experience for all class members, students are expected to:

- *Watch class materials provided.* If you are hoping to do well in this, or any, course, regular viewing and active participation with all materials provided will always be the first step.
- *Be courteous and respectful of fellow students' comments.* As we will not have the privilege of seeing one another in class this semester, it will be very important to utilize good online communication. We will be viewing comments made by each other without the benefit of facial expression, tone, and body language that is so important in expressing our own and understanding others' comments. Below are simple reminders on ways to keep online communication beneficial and respectful (see Online Class Behavior).
- *Be responsible for your own learning.* As college students you are entering adulthood, therefore keeping records of your own grades, being aware of the class assignments, and being proactive if you are falling behind (contacting the instructor to clarify confusing concepts prior to the exam, for example) is up to you. ***If you are having difficulty with any aspects of the course, contact me as soon as possible. Students can attend zoom office hours, set up an appointment to meet via zoom individually, or email me. The graduate assistant is also a great resource. See the office hours and contact information above for how to meet with either this instructor or the graduate assistant.***
- *Please print and read the syllabus!* Before asking the instructor or graduate assistant a question regarding due dates or assignments make sure it is not already on the syllabus. An online syllabus quiz will be completed during the second week of the course. See *Syllabus Quiz* coursework on Blackboard to complete.
- *Turn assignments in on time.* Two (2) points will be reduced each day writing assignments are late (including weekends). Review Questions, the Syllabus Quiz, and Exams will not be accepted late. All assignments will be completed through Blackboard. Writing assignments will all be submitted to Turn It In on Blackboard.

To ensure the best experience for all class members, students can expect the instructor to:

- Be available to students to clarify or explain concepts further. See the zoom office hours outlined above. Please do not email assignments, however emailed questions or concerns are welcome. Emails will not be answered if they do not contain the following:
 - A proper address (Mrs. Adams, Dear Mrs. Adams, Hello, Mrs. Adams),
 - Your name, class, and section

- Professional language. Please, use full sentences, correct grammar, and appropriate language. Emails to your instructors should not look like text messages to your friends.
- Provide an enriching environment that stimulates critical thinking and thoughtful discussion.
- Return graded work in a timely manner and to be available to clarify grading policies if needed.

Online class behavior

- **Communicate** effectively.
 - Do not use all caps or multiple punctuation marks (!!!, ???, etc.).
 - Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.
- **Sign your name.** Take responsibility for your comments in order to build a strong classroom community.
- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- **Reflect** before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.
- **Be constructive.** Challenge ideas and the course content, but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.
- **Keep the conversation on topic.** Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here:

<https://www.siu.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule

As the COVID-19 pandemic continues, there remains a possibility that plans for the class may be adjusted. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.

These policies are also located in the ITS Knowledge Base at: <https://kb.siu.edu/104655>

Extra Credit Opportunities

- In order to reward the viewing of class materials, throughout the semester there will be several random attendance checks that will take place during occasional video lectures. Videos chosen for bonus attendance will have brief quiz questions throughout the lectures. To encourage adherence of watching materials these videos will not be announced or indicated to class.

Blackboard (Bb)

- All lectures, grades, assignments, handouts, abbreviated class notes, additional readings, and class announcements will be posted on Blackboard. Please check this system regularly.

Assignments and Final Grades

Assignments		Final Grades (points)
4 Exams (100 points each)	400 points	A: 90% and above
Syllabus Quiz (10 points)	10 points	B: 80-89%
Child Investigation Paper	100 points	C: 70-79%
Review Questions (20 points each)	80 points	D: 60-69%
Participation (5 points each time)	20 points	F: 59% and below
		Total points: 610

Exams- Four (4) exams will be given throughout the semester. Each exam will cover only the material since the last exam. As such, the final exam **is not cumulative**. Each exam will cover both lecture topics and information from the assigned readings, and will include 50-55 questions with any combination of multiple choice, true or false, or fill in the blank. **Just because a topic was not covered during class lecture, does not mean the information will not be on the exam.** Each exam will be available on Blackboard for completion on the **Wednesday-Thursday** of the week of the exam. **Once an exam is opened by the student, the exam will auto-submit after 75 minutes.** Students are encouraged to prepare for the exam as if no resources (notes and textbook) are available, although these materials are allowed.

-Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time

Child Development Investigation Paper- A focus of this course is on questioning common development theories and parenting tips or advice. Some of the most popular ideas about parenting or about how children develop have little to no research validity, while others are well-documented to be true and very helpful to parents and those working with children. For this paper students will investigate different questions in an attempt to answer these questions with a “yes” or “no.” Student topics are outlined below. Additional guidelines and an explanation for this assignment will be posted on Blackboard.

Review Questions-prior to each exam students will complete 20 multiple choice or True/False review questions that correspond to the chapters being covered in class. Each question will be 1 point each. These, along with other resources including the study guides provided, should be utilized as an additional way to prepare for exams. These will not be accepted late. Review questions will be completed on Blackboard.

Class Participation-To receive the best class experience, participation and engagement are necessary. Students will receive 5 points for each participation in class with 20 points being awarded total. Engagement past 4 times is accepted and encouraged, however participation past the required 4 will not earn additional points. Ways to earn participation points:

- **Attend a virtual (Zoom) office hour with the instructor or GA** (see the office hours listed above)
- **Respond to a discussion post** (opportunities for discussion post responses will be given throughout the semester and based on last name)

- For example, students with last names beginning with A-D respond to a question posted in week 2, E-G respond to a question posted in week 3, etc.
- These alphabetical breakdowns will be announced in each weekly announcement

Additional Information

COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2020)

Health and Safety

Consistent with the Illinois Board of Higher Education guidance contained in “Safely Launching Academic Year 2020” released on June 23, 2020 and guidelines established by Governor J. B. Pritzker and *Restore Illinois*, Southern Illinois University Edwardsville has implemented a new policy to help ensure the safety of all students, faculty and employees during the pandemic. The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University’s *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: <https://www.siu.edu/policies/Covid.shtml>.

Classrooms, Labs, Studios, and Other Academic Spaces

While in the classroom, lab, studio, or other academic spaces, students shall practice social distancing measures by maintaining a distance of at least six feet from others in the classroom and wearing a face covering. Extra care should be taken upon entering and leaving the classroom spaces. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face mask or face shield will be reminded of their obligation to comply with SIUE’s *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available. If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have COVID-19 symptoms, but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information is available on the [SIUE COVID-19 website](#).
- Frequent washing or disinfecting of hands.
- Social distancing by maintaining a distance of at least six feet from others.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain social distance. Indoor public spaces include common spaces or

community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.

- Adhere to directional signs and traffic flow patterns in buildings and offices. Doors for entering and exiting buildings will be designated. Where multiple doors exist, in and out doors will be marked with “Entrance” and “Exit” signs.

Plans that consider traffic flow in and out of buildings, and within buildings (i.e. stairs, hallways, etc. where possible) will be marked.

ACCESS Services

It is the policy and practice of the Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. Students are also encouraged to contact office for Accessible Campus Community and Equitable Student Support (ACCESS). The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siue.edu/access.

ACCESS, Student Success Center, 1270, Box 1611, 618-650-3726

Psychology Policy On Incomplete Grades, Pass-No Credit Option, & Withdrawal:

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. When students discontinue attending class and do not withdraw from a course they may receive the grade of UW (Unauthorized Withdrawal). The grade of UW will only be given when a student’s grade based on the course requirements is an F. The grade of UW is calculated as an F in a student’s grade average. The granting of a grade of I (Incomplete) is not automatic and is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the work not later than the end of the following semester. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student’s records. If the work is not completed by the time specified on the Memorandum, the student’s grade will be changed from I to F.

Academic Honesty: I trust you will be honest in this course. *Cheating on exams, plagiarism on class assignments, and other forms of cheating will result in a grade of “F” in the course, a letter to the provost, probable disciplinary probation or expulsion, and other sanctions will be provided to the fullest possible extent.* Included below are descriptions of plagiarism as outlined by the Department of Psychology and the Undergraduate Catalog.

Plagiarism (PLEASE READ the Department of Psychology’s Statement): *Plagiarism includes presenting someone else’s words without quotation marks (even if you cite the source), presenting someone else’s ideas without citing that source, or presenting one’s own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper.* Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siue.edu/policies/3c2.shtml>). University policy states that “Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost.” (<http://www.siue.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the

University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siue.edu/education/psychology/plagiarism.shtml>.

The Undergraduate Catalog provides the following statement on **plagiarism**: “The University gives high priority to matters of academic ethics and abhors all types of cheating, including plagiarism. *Plagiarism is the act of representing the work of another as one’s own and may consist of copying, paraphrasing, or otherwise using written or oral work of another without proper acknowledgement of the source or presenting oral or written material prepared by another as one’s own.* Instructors may impose sanctions for academic cheating in accordance with the Student Academic Code. The minimum penalty for academic misconduct beyond failure for an assignment and/or for a course is disciplinary probation.”

Department of Psychology Statement on Writing: This following policy statement (approved on April 10, 2015) will apply to all undergraduate psychology courses at the 200-level and above. “As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class)

Diversity and Inclusion

SIUE is committed to respecting everyone’s dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Center for Student Diversity & Inclusion <https://www.siue.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

Date	Topic	Due
Week of August 25th	Introduction to Course Themes and Theories of Child (Ch 1 and 2)	
Week of Sept 1 st	Theories of Child Genetics (Ch 3)	Syllabus Quiz Due by 8/31 by 11:59pm
Week of Sept 8th	Genetics/Prenatal & Newborns (Chap 4) Prenatal & Newborns	
Week of Sept 15 th	EXAM #1 Physical Development in Infancy and Toddlerhood (Ch 5)	Review Questions Due 9/14 by 11:59pm EXAM #1 completed either Wednesday or Thursday 9/16-17 by 11:59 pm
Week of Sept 22nd	Physical Development	
Week of Sept 29th	Cognitive Development (Ch 6)	
Week of Oct 6 th	Cognitive Development Social and Emotional Development (7)	
Week of Oct 13th	Social and Emotional Development	Investigation Paper 1st Due Date
Week of Oct 20th	EXAM #2 Physical Development in Early Childhood (8)	Review Questions Due 10/19 by 11:59pm EXAM #2 completed either Wednesday or Thursday 10/21-22 by 11:59 pm
Week of Oct 27th	Physical Development Cognitive Development (9)	
Week of Nov 3rd	Cognitive Development Social and Emotional Development (10)	
Week of Nov 10th	Social and Emotional Development	Investigation Paper Final Due Date
Week of Nov 17th	EXAM #3 Physical Development in Middle Childhood (11)	Review Questions Due on 11/16 by 11:59pm EXAM #3 completed either Wednesday or Thursday 11/18-19 by 11:59 pm
Week of 24 th Nov	Happy Thanksgiving	
Week of Dec 1st	Cognitive Development (12)	
Week of Dec 8th	Social and Emotional Development (13)	
Week of Dec 15th	Exam #4	Review Questions Due on 12/14 by 11:59pm Exam #4 completed either Wednesday or Thursday 12/16-17 by 11:59 pm