

About the Instructor

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Welcome

For nearly 20 years, I have been teaching thousands of students like you - students with diverse college majors, future goals, interests, and needs. Some are affiliated with my own Department, but many come from other related fields like education, sociology, anthropology, family studies, social studies, nursing, and biology to name just a few. Each semester, my students' aspirations have proved to be as varied as their fields of study. Many look towards careers and applied work, like counseling, caregiving, nursing, social work, school psychology, and program administration. Some plan to teach, and a few want to do research. Most hope someday to become parents, whereas others are already parents who come with a desire to better understand and rear their children. Almost all arrive with a deep curiosity about how they themselves developed from tiny infants into the complex human beings they are today.

My goal in preparing this course is to provide content that meets the instructional goals of the course as well as your personal interests and needs. To achieve these objectives, I have carefully selected content with a body of classic and current theory and research and practice. In addition, the content highlights the lifespan perspective on development and the interacting contributions of biology and environment to the developing person. It also illustrates commonalities and differences among ethnic groups and cultures and discusses the broader social context in which we develop. I selected course content that will assist you in mastering information, integrating various aspects of development, critically examining controversial issues, applying what you have learned, and relating the information to your own life.

I hope that learning about human development will be as rewarding for you as I have found it over the years. As you go through the lessons, please share your feedback with me. You can direct item-specific feedback to me via e-mail (jwallis@siue.edu) and general course feedback in the discussion forums or in the post-course survey when you complete the course.

Bio

While I may still feel young, I have nearly 20 years of experience teaching at the university level. I have taught graduate and undergraduate psychology and counseling courses at both private and public universities. I am a published researcher, school psychologist, and consultant. I have been a district-level school administrator, applied behavior analyst, and domestic violence counselor (among many other things!). For fun, I coach my kids' select basketball teams, do a fair bit of photography, and play guitar.

Teaching Philosophy

The content of the course will be derived from assigned readings, lectures, videos, and assigned activities. The course content will largely be addressed in an active learning format. This means that while some of the time we will follow a traditional lecture format, some will require something more than note-taking. You will be required to actively participate in a variety of course activities designed to increase both breadth and depth of knowledge.

Communicating with the instructor

The best way (by far) to get ahold of me is by e-mail (jwallis@siue.edu). Typically, my response time during the work week is less than 24 hours but no later than 48 hours. I am more than happy to schedule a virtual meeting with you by phone or via Zoom.

About the Course

Course description

Child development is a core course in the psychology program. This course serves as a basic introduction to the study of child psychology from conception to adolescence. The emphases are on typical physical, cognitive, and social/emotional development, but variations from typical development will also be discussed. In addition, this course will provide you with an understanding of the prominent theories of child psychology and the research methods used to study children.

Course goals and objectives

After completing the course, students should have a better understanding and comprehension of the multiple factors that affect and determine typical development of infants, children, and adolescents. You should be able to:

1. Describe and explain the nature of child development as a scientific discipline.
2. Describe and analyze major theoretical perspectives and overarching themes of child development and their historical background.
3. Describe, apply, and analyze selected content areas within child development.
4. Use critical thinking to evaluate popular media and scholarly literature.
5. Use creative thinking to address psychology-related issues.
6. Demonstrate effective oral communication skills in various contexts (e.g., group discussions, debate, lecture) and for various purposes (e.g., informing, teaching, explaining, defending, persuading, arguing).
7. Apply psychological concepts, theories, and research findings to issues in everyday life.

Course textbooks

Levine, L. E., & Munsch, J. *Child development from infancy to adolescence: An active learning approach* (2nd ed.). Thousand Oaks, CA: SAGE Publications.

Undergraduate students can rent textbook from SIUE. Please visit the [Textbook Service website](#) for more information. For off-campus classes, the textbook may be shipped to you. Look for the option "Off-Campus Classes have special instructions, click here for these." Note: shipping time may take up to two weeks.

Other course materials

References, websites, videos, and other supplementary documents will be available under the Blackboard Course Content.

Course requirements

Online class behavior

- **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.
- **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.

- **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.

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

Additional guidance for taking online courses can be found on the [Online at SIUE site](#).

Course and University policies

Academic integrity/plagiarism

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

Grading

Final letter grades will be assigned on the basis of total points earned during the semester. This total will include the points earned on chapter quizzes, forum discussion, and participation exercises.

Weekly Quizzes (320 points)

Sixteen (16) quizzes will be administered. Each quiz will have 20 questions and will be worth 20 points. Quiz questions can be a mix of multiple-choice, fill in the blank, short answer, and matching. Quiz dates are listed below in the Course Schedule. There are no make-up quizzes for any reason. If you miss the deadline in completing a quiz, will receive a zero on that quiz.

Discussion Forum Entries (160 points)

You are required to submit weekly contributions to the discussion forum on Blackboard. Your posts in the forum area should exhibit careful thought and logical reasoning and provide evidence for your position. Each post should be at least one well-developed paragraph (approximately 4-6 sentences or more, unless otherwise indicated). Use correct spelling, punctuation, and grammar. The discussions must be completed by the due dates specified on the assignment itself and also specified in the Course Schedule. You are also required to read and reply to other students, as indicated in each discussion assignment. Your replies should offer new ideas or thoughtful questions.

I encourage friendly debate and disagreement, but ask that it be courteous and respectful. Do not be afraid to speak your mind, but remember that yours is only one opinion.

The grading rubric for the weekly discussion forum posts can be found on the Blackboard Course Menu.

Active Learning Exercises (120 points)

Additional activities, known as active learning exercises, will be conducted over the course of the semester. These activities will be evaluated largely on a completion basis (did the student complete these tasks on time or not). Types of activities may include such things as evaluating class activities, completing self-assessments, completing an online survey, or providing data for a research simulation. Together, the twelve (12) exercises will be worth 120 points. Late participation exercises will not be accepted.

***I MAY PROVIDE OPPORTUNITIES TO EARN ADDITIONAL POINTS AT MY DISCRETION.**

Final letter grades will be assigned on the basis of total points earned during the semester. This total will include the points earned on course quizzes, forum posts, and participation.

A = 540 - 600 pts.

B = 480 – 539 pts.

C = 420 – 479 pts.

D = 360 – 419 pts.

F = 0 – 360 pts.

Grading rubric[s]

The grading rubric for discussion/interaction can be found on Blackboard in the Week 1 module in the Course Content section as well as on the Blackboard Course Menu.

Feedback and grading timeline

Discussion forum grades will be posted within 48 hours after the discussion due date. Other assignments may take longer to grade. You can find your grade by clicking the Grades link on the left menu of the Blackboard course. If there is a rubric attached to the assignment, you can click your score to see my personal feedback on the rubric.

Late or Missed Assignments

While some course content across chapters will be available to view/download at the start of this course, most of the learning module content will be added at midnight at the start of each week. You will have the entire week to work on activities and assignments for that week, and quizzes, assignments, and discussion forum entries must be completed by midnight on the Sunday following the class week.

Participation

It is vitally important that our online environment promote the respectful exchange of ideas, including being sensitive to the views and beliefs expressed during online discussions. Your success in this course will depend on your communication, consistent engagement and active participation in all course activities. Success in this course requires you adhere to the deadlines given below as you complete assignments, discussions, and other course activities. Timely participation in online discussions is very important and is not optional. You are expected to post and reply to discussions in a timely manner consistent with the requirements contained within the course syllabus and discussion rubric.

COVID-19 Pandemic Policies Related to Classroom Instruction

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.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siu.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness. 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 or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. 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>

Services for Students Needing Accommodations

It is the policy and practice of 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 contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling [618-650-3726](tel:618-650-3726).

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

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.siu.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.

Additional Support

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out to me and let me know.

Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siu.edu or by calling [618-650-2842](tel:618-650-2842).

Technical Support

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at [618-650-5500](tel:618-650-5500) or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS Knowledge Base](#) for various how-to and troubleshooting guides.

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

Course Schedule:

	Date	Topics	Required Readings	Exams and Coursework Due Dates
Week 1	Jan 19	Issues and Themes in Child Development	Chapter 1	Quiz 1 and forum posts due by Sunday at 11:59pm
Week 2	Jan 25	Theory and Research in Development	Chapter 2	Quiz 2 and forum posts due by Sunday at 11:59pm Active learning activity #1 due by Sunday at 11:59pm
Week 3	Feb 1	Nature Through Nurture: Genes and Environment	Chapter 3	Quiz 3 and forum posts due by Sunday at 11:59pm Active learning activity #2 due by Sunday at 11:59pm
Week 4	Feb 8	Prenatal Development, the Newborn, and the Transition to Parenthood	Chapter 4	Quiz 4 and forum posts due by Sunday at 11:59pm Active learning activity #3 due by Sunday at 11:59pm
Week 5	Feb 15	Physical Development in Infancy and Toddlerhood	Chapter 5	Quiz 5 and forum posts due by Sunday at 11:59pm Active learning activity #4 due by Sunday at 11:59pm
Week 6	Feb 22	Cognitive Development in Infancy and Toddlerhood	Chapter 6	Quiz 6 and forum posts due by Sunday at 11:59pm Active learning activity #5 due by Sunday at 11:59pm
Week 7	Mar 1	Social and Emotional Development in Infancy and Toddlerhood	Chapter 7	Quiz 7 and forum posts due by Sunday at 11:59pm Active learning activity #6 due by Sunday at 11:59pm
Week 8	Mar 8	Physical Development in Early Childhood	Chapter 8	Quiz 8 and forum posts due by Sunday at 11:59pm Active learning activity #7 due by Sunday at 11:59pm
Week 9	Mar 15	Cognitive Development in Early Childhood	Chapter 9	Quiz 9 and forum posts due by Sunday at 11:59pm Active learning activity #8 due by Sunday at 11:59pm
Week 10	Mar 22	Social and Emotional Development in Early Childhood	Chapter 10	Quiz 10 and forum posts due by Sunday at 11:59pm Active learning activity #9 due by Sunday at 11:59pm
Week 11	Mar 29	Physical Development in Middle Childhood	Chapters 11	Quiz 11 and forum posts due by Sunday at 11:59pm Active learning activity #10 due by Sunday at 11:59pm
Week 12	Apr 5	Cognitive Development in Middle Childhood	Chapter 12	Quiz 12 and forum posts due by Sunday at 11:59pm Active learning activity #11 due by Sunday at 11:59pm
Week 13	Apr 12	Social and Emotional Development in Middle Childhood	Chapter 13	Quiz 13 and forum posts due by Sunday at 11:59pm Active learning activity #12 due by Sunday at 11:59pm
Week 14	Apr 19	Physical Development in Adolescence	Chapter 14	Quiz 14 and forum posts due by Sunday at 11:59pm
Week 15	Apr 26	Cognitive Development in Adolescence	Chapter 15	Quiz 15 and forum posts due by Sunday at 11:59pm
Week 16	May 3	Social and Emotional Development in Adolescence	Chapter 16	Quiz 16 and forum posts due by Sunday at 11:59pm

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.