

About the Instructor

Name: Stacey Adams, MS

Email: sadams@siue.edu

Office: AH 0143

Office Hours: Tuesdays 2:00-3:00 in office

Wednesdays 11:00-12:00 via Zoom <https://siue.zoom.us/j/98071174125>

*or by appt

Graduate Assistant: Anna Lucas

Email: anlucas@siue.edu

Office Hours: Tuesdays 2:30-3:40 via Zoom <https://siue.zoom.us/j/92768359939>

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Welcome

I'm very happy that you have enrolled in Child Psychology! We'll cover a lot of material...from prenatal development through puberty. This is a great class because, no matter what your professional goals, we can all relate to this class since we've all been kids! This class is lecture based so we'll have a lot of notes, but I'll do my best to keep the class engaging. Those of you who were my students in Foundations of Psychology will find this class format to be familiar. For those of you who have not been my previous students, attending class, participating, taking notes, and preparing for exams will be great strategies for doing well in this course. I look forward to having this semester with you and I hope you find it to be a great class!

Bio

I teach undergraduate and graduate courses in the areas of Foundations of Psychology, Child and Adolescent Psychology, Careers in Psychology, Psychology of Gender, Psychotherapy with Children and Families, Crisis Intervention, and Psychopathology of Children and Families. I graduated from the SIUE Community and School Psychology program with a M.S. in Clinical Child Psychology. I have experience with inpatient psychiatric care with children, adolescents, adults, and families utilizing individual, group, and family therapy. Additionally, I have extensive assessment experience with juveniles involved in the legal system, youth living in foster care, and children struggling academically, socially, or interpersonally. I am the current faculty advisor of Psi Chi-The International Honor Society in Psychology.

About the Course

Course description

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.

Course textbooks

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

Any additional materials will be posted on Blackboard in the Exam Materials folders, which can be found in Coursework.

Undergraduate students can rent textbooks 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.

Communicating with the instructor

Email is the fastest way to communicate with me; however, students can also attend office hours offered each week, request an appointment, talk with me before or after class, or post a question on the Discussion Board. The Graduate Assistant can also be contacted with questions.

On Mondays, an announcement will be emailed through Bb to detail expectations and activities for each week. These announcements should be used to assist you in preparing for class. If you are sick or unable to attend class, these announcements will outline the material that the class will cover. As outlined in this syllabus, abbreviated notes for all lectures are provided on Bb. When classes are missed, students should read the textbook to complete the notes found on Bb. Upon return to class, students should then check with fellow students or the GA if questions regarding the notes remain. Instructor notes will not be shared or sent to students.

To ensure the best experience, students can expect the instructor to:

- *Be available to students to clarify or explain concepts further.* See the office hours outlined above. Email any requests for an office hour or Zoom appointment if necessary. Please do not email assignments, however emailed questions or concerns are accepted. 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 (or time of class)**
 - 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.*

Course goals and objectives

At the completion of this course students will:

- 1) understand 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.

Course Expectations

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

- *Come to class.* If you are hoping to do well in this, or any, course, regular attendance and active participation will always be the first step. The attendance policy is outlined below.
- *Come to class prepared and ready to participate.* Classes are much more interesting when students are able to draw on their own experiences to enrich the material covered by the instructor and when all readings are completed prior to entering class.
- *Come to class on time and with as little amount of disruption as possible.* Please keep all devices not being used for note-taking out of sight and turned off.
- *Be courteous and respectful of fellow students' time and comments.* This refers to the statement above, in regards to limiting class disruptions, as well as appreciating other students' examples or questions. The classroom should be a comfortable and safe environment that promotes class discussion. The subject matter of this class lends itself well to class discussions, which is extremely useful in creating a more comprehensive understanding of the theories/social issues/viewpoints of others. An atmosphere that encourages this is

dependent upon all students being respectful of each other's views. If, for whatever reason, students experience discomfort, offense, or concerns, please contact me to discuss appropriate resolutions for these issues.

- *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, see me as soon as possible. Students can come to office hours, set up an appointment, or email me.*
- *Please print and read the syllabus!* Before asking the instructor a question regarding due dates or assignments make sure it is not already on the syllabus.
- *Turn assignments in on time.* No late work will be accepted, so plan accordingly. All class materials will be submitted to Blackboard.

Course requirements

Course activities/assessments

Assignments and Final Grades

Assignments		Final Grades (points)
4 Exams (100 points each)	400 points	A: 90% or above
Child Investigation Paper	100 points	B: 80-89%
Review Questions (20 points each)	80 points	C: 70-79%
Syllabus Quiz	10 points	D: 60-69%
		F: below 59%
		Total points: 590

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. Each exam will be available on Blackboard for completion for 48 hours (the day of the scheduled class and the following day). **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. Use of online resources, such as Google or other search engines, are not allowed.

-Tips for taking online assessments:

- Plan to complete Exams when an internet connection is typically stable
- Choose a time to complete the Exam when distractions are limited
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the Exam in the allotted time

**Makeup exams are only given in cases of emergency. Any makeup exam will be open during finals week. Only 1 makeup exam for the class will be allowed.

Child Development Investigation Paper- A focus of this course is to encourage 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." Additional guidelines and an explanation for this assignment will be posted on Blackboard during week 2 or 3 of the course.

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, should be utilized as an additional way to prepare for exams. These will not be accepted late. Review questions will be completed on Blackboard.

Syllabus Quiz-To encourage students to read the syllabus in full, a quiz will be completed. This quiz can be found in Coursework on Blackboard. See the schedule below for the due date.

Extra Credit Opportunities-To reward class attendance, throughout the semester there will be several random attendance checks that will take place during the first 3 minutes of class. Each student present during these random checks will earn 2 extra credit points. In order to earn such points, students must arrive to class on time and remain in class for the entire period (as leaving early on such days will result in the loss of the 2 bonus points). *Attendance taken during the first week of class will not be considered for extra credit.*

Submitting work

Blackboard (Bb)

- The Child Investigation Paper will be submitted to Turn It In on Bb. This submission link will be located in the Child Investigation Paper folder located in Coursework. Instructions for submitting an assignment to Turn It In can be found in the [ITS Knowledgebase](#) or here: <https://kb.siue.edu/62087>
- All grades, assignments, abbreviated class notes, additional readings, and class announcements will be posted on Blackboard. Notes are located in folders in Coursework that corresponds with the Exam the material contributes to (Chpt 2 materials will be located in Exam 1 Materials, for example).
- Exams will also be completed on Bb, as discussed above. These exams will be located in the Exam Materials folder, which can be found in Coursework.
- All assignments will have video explanations that will remain on Bb in Coursework throughout the semester.
- Chrome and Firefox are recommended browsers. ***Do not attempt to complete assignments on mobile devices or through the Blackboard mobile app.*** Exams, the quiz, and practice questions will not submit properly if completed on a mobile device.
- Please check this system, along with your SIUE email account, regularly.

Feedback and grading timeline

The Syllabus Quiz, Practice Questions, and Exams will be graded upon submission. The Child Investigation Papers will take longer to grade, but grading is usually completed within 2-3 weeks. You can find your grade by clicking the My Grades link on the left menu of the Blackboard course. Feedback is given on all papers. Instructions for viewing Instructor Feedback can be found in the [ITS Knowledgebase](#) or here: <https://kb.siue.edu/66985>

Late or Missed Assignments

No late work is accepted in this class. As previously stated, Makeup Exams are only offered when Exams are missed due to emergencies. The Makeup Exams are offered during Finals week.

Course and University policies

Academic integrity/plagiarism

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.siu.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.siu.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.siu.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.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.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)

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.

COVID-19 Pandemic Policies Related to Classroom Instruction (Spring 2023)

Health and Safety

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

Under current University policy, SIUE will only require masking in campus healthcare settings. See, <https://www.siu.edu/about/announcements/coronavirus/safety-guidelines-support/index.shtml>.

Individual faculty of record may determine that masking will be required in their classrooms and are asked to communicate accordingly with students. Face masks may be required in other campus sites following guidance from governing regulatory agencies.

- Students who forget to wear a face covering when masking is required 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 when masking is required 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 when masking is required 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

Students and employees are expected to review the [siue.edu/coronavirus](https://www.siu.edu/coronavirus) website

(<https://www.siu.edu/about/announcements/coronavirus/>) to better understand prevention strategies and safety expectations.

- Students and employees are expected to maintain healthy hygiene practices.
- Students and employees are expected to follow COVID-related guidelines and directions.
- Students and employees are expected to conduct a daily health self-assessment and isolate themselves if COVID-related symptoms are present. COVID-related symptoms include:
 - o Fever (100.4 degrees or above) or chills
 - o Cough
 - o Shortness of breath or difficulty breathing
 - o Fatigue
 - o Muscle or body aches
 - o Headache
 - o New loss of taste or smell
 - o Sore throat
 - o Congestion or runny nose
 - o Nausea or vomiting
 - o Diarrhea

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 or quarantine. 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 alterations to distancing requirements, course modality (e.g., transition from face-to-face to online, hybrid, or hy-flex, mask wearing, in-course activities, etc). These changes would be implemented to ensure the successful completion of the course while preserving health and safety. In these cases, students may be provided with an addendum to the class syllabus that will supersede the original version. If the course schedule or modifications significantly alter expectations, a new syllabus will be issued.

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](https://www.siu.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 Hub <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).

Student Success Coaches

[Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

Technical Support

Since this course utilizes online exams, 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:

Tentative Class Schedule

This schedule may change based on Covid-19 safety measures, class pace, and instructor discretion

Date	Topic	Details
1/10	Introduction to Course	
1/12	Themes and Theories of Child (Ch 1 and 2)	
1/17	Theories of Child	
1/19	Genetics (Ch 3)	Syllabus Quiz due by midnight Find Quiz in Coursework on Bb
1/24	Genetics/Prenatal & Newborns (Chap 4)	
1/26	Prenatal & Newborns	
1/31	EXAM #1	Review Questions Due (Completed Online) 1/30 by 11:59pm EXAM #1 Exam will open at 8 am on 1/31 and remain open until 2/1 at midnight Find the exam in Exam 1 Folder in Coursework
2/2	Brief Assignment Explanation/ Physical Development in Infancy and Toddlerhood (Ch 5)	
2/7	Physical Development	
2/9	Physical Development	

2/14	Cognitive Development (Ch 6)	
2/16	Cognitive Development	
2/21	Cognitive and Social Development	
2/23	Social and Emotional Development (7)	
2/28	Social and Emotional Development	Investigation Paper Due Date for students with last names beginning with A-K by midnight
3/2	EXAM #2	Review Questions Due (Completed Online) 3/1 by 11:59pm EXAM #2 Exam will open at 8 am on 3/2 and remain open until 3/3 at midnight Find the exam in Exam 2 Folder in Coursework
3/7	SPRING BREAK	
3/9	SPRING BREAK	
3/14	Physical Development in Early Childhood (Chpt 8)	
3/16	Physical Development	
3/21	Physical and Cognitive Development	
3/23	Cognitive Development (9)	Investigation Paper Due Date for students with last names beginning with L-Z by midnight
3/28	Cognitive Development	
3/30	Social and Emotional Development (10)	
4/4	Social and Emotional Development	
4/6	Social and Emotional Development	
4/11	EXAM #3	Review Questions Due (Completed Online) on 4/10 by 11:59pm EXAM #3 Exam will open at 8 am on 4/11 and remain open until 4/12 at midnight Find the exam in Exam 3 Folder in Coursework
4/13	Physical Development in Middle Childhood (Chpt 11)	
4/18	Cognitive Development (12)	
4/20	Cognitive Development	
4/25	Social and Emotional Development (13)	
4/27	Social and Emotional Development	
5/3-5/4	Exam #4	Review Questions Due (Completed Online) on 5/2 by 11:59pm Exam #4 Exam will open at 8 am on 5/3 and remain open until 5/4 at midnight Find the exam in Exam 4 Folder in Coursework

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.