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Class Time:	Tuesdays, 6:00pm – 8:50pm	e-mail:	jwallis@siue.edu
Office Hours:	Tuesdays, 5:00pm – 5:45pm or by appointment	Class Location:	Alumni Hall 0401

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* (3rd 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.

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.

Quizzes (100 points)

Five (5) 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 (130 points)

You are required to submit 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.

Examinations (300 points)

Three (3) examinations will be administered. Each examination will have 100 multiple-choice items and will be worth 100 points. The multiple-choice items contained on the examinations will sample material presented in the assigned readings as well as material presented in lecture. Exam dates are listed below in the Course Schedule. There are no make-up exams for any reason. If you miss the deadline in completing an exam, will receive a zero on that exam.

Active Learning Exercises (70 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.

Regular and Substantive Interaction

Regular and substantive interaction (RSI) is required as part of new U.S. Department of Education regulations for distance (online) education and it supports student learning in all learning environments (online, face-to-face, hybrid, hyflex, etc.). SIUE faculty participate in RSI by initiating frequent and timely opportunities to engage with students. Because there are several ways to implement RSI, such as facilitating online discussions, scheduling a Zoom conference with a student, or holding regularly scheduled review sessions before tests, RSI may look different in every class. To learn more about RSI, use the Online Tips links for Faculty and Students in your Blackboard course websites or visit the Faculty Resources for Regular and Substantive Interaction webpage.

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>.

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.

The Inclusive Excellence, Education, and Development Hub is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact the Office of EOA/Title IX Coordination (618) 650-2333 or eoatitleix@siue.edu.

Pregnancy and Newly Parenting Policy

This policy and procedure are established to ensure the protection and equal treatment of pregnant students, students with pregnancy-related medical conditions including as a result of the termination of pregnancy, and students who become new parents including parents adopting or fostering to adopt for the first 12 weeks a child is in the home, in accordance with Federal and State guidelines and regulations. "New Parents" refers to a parent who has recently welcomed a newborn or adopted a child or is fostering to adopt a child and needs support to mitigate the disruption in academic progress within the first 12 weeks of parenting or a parent that needs support due to medical necessity attributed to pregnancy or delivery of a child; care of newborn; or lactation within the first year of child's life or legal adoption/fostering. Visit Policies & Procedures - Student Rights and Conduct - Newly Parenting Policy - 3C15 to view the full policy and learn how to request accommodations through the Office of Equal Opportunity, Access, and Title IX Coordination (EOA).

Technology Privacy Information

We will be using Blackboard in this course. View the Anthology Blackboard Privacy Statement to review how your data is being used and stored.

Additional Support

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.

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 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:

	Topics	Required Readings	Exams and Coursework Due Dates
Week 1	Issues and Themes in Child Development	Chapter 1	Forum posts due by Sunday at 11:59pm
Week 2 Online Module	Nature Through Nurture: Genes and Environment	Chapter 3	Quiz 1 and forum posts due by Sunday at 11:59pm
Week 3	Prenatal Development, the Newborn, and the Transition to Parenthood	Chapter 4	Forum posts due by Sunday at 11:59pm Active learning activity due by Sunday at 11:59pm
Week 4 Online Module	Physical Development in Infancy and Toddlerhood	Chapter 5	Forum posts due by Sunday at 11:59pm
Week 5	Cognitive Development in Infancy and Toddlerhood	Chapter 6	Quiz 2 and forum posts due by Sunday at 11:59pm Active learning activity due by Sunday at 11:59pm
Week 6	Social and Emotional Development in Infancy and Toddlerhood	Chapter 7	Forum posts due by Sunday at 11:59pm Active learning activity due by Sunday at 11:59pm
Week 7	Exam #1	N/A	Exam #1 due by Sunday at 11:59pm
Week 8 Online Module	Physical Development in Early Childhood	Chapter 8	Forum posts due by Sunday at 11:59pm
Week 9	Cognitive Development in Early Childhood	Chapter 9	Quiz 3 and forum posts due by Sunday at 11:59pm Active learning activity due by Sunday at 11:59pm
Week 10	Social and Emotional Development in Early Childhood	Chapter 10	Forum posts due by Sunday at 11:59pm Active learning activity due by Sunday at 11:59pm
Week 11	Exam #2	N/A	Exam #2 due by Sunday at 11:59pm
Week 12 Online Module	Physical Development in Middle Childhood	Chapters 11	Forum posts due by Sunday at 11:59pm
Week 13	Cognitive Development in Middle Childhood	Chapter 12	Quiz 4 and forum posts due by Sunday at 11:59pm Active learning activity due by Sunday at 11:59pm
Week 14	Social and Emotional Development in Middle Childhood	Chapter 13	Forum posts due by Sunday at 11:59pm Active learning activity due by Sunday at 11:59pm
Week 15 Online Module	Theory & Research in Child Development	Chapter 2	Quiz 5 and forum posts due by Sunday at 11:59pm
Week 16	Final Exam	N/A	Non-cumulative final exam 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.