PSY 3315 Child Psychology  
Spring 2021- Online

Instructor: Ms. Maria Rives  
Email: maria.rives@angelo.edu
Phone: Email for availability  
Office Hours: Email for availability

COURSE INFORMATION

Course Description: This course provides an overview to the field of child psychology from conception to middle childhood. Emphasis will be placed on developmental theories and research.

Course Objectives:
- Gaining factual knowledge (terminology, classifications, methods, and trends)
- Learning fundamental principles, generalizations, or theories
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Develop social responsibility through community action and reflection

Student Learning Outcomes: At the conclusion of the course, you should be able to:
- Describe major theories and research in child psychology.
- Evaluate the strengths and weaknesses of major theories and research in child psychology.
- Apply principles and concepts from psychological theories and research in assessing children’s cognitive, emotional, and social development.
- Demonstrate community engagement through community action and reflection in relation to child psychology

Course Credits & Prerequisites
This course is worth three credit hours. Completion of PSY 2301 or 2315 is required for enrollment in this course. Prerequisite skills for this course include using ASU library resources, accessing Internet websites for research, using APA citations, proficient usage of Microsoft Word or other word processing software, and reading/note-taking skills.

Required Readings:

Course Delivery: This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course can be accessed here: https://blackboard.angelo.edu/

TECHNOLOGY REQUIREMENTS

Browser Compatibility Check
It is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU’s Blackboard Learning System. The faculty reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence.

Be sure to perform a browser test. Select the “Support” tab from the Blackboard homepage (http://www.blackboard.angelo.edu) Select “Test your Browser” option.

All exams will be completed in Respondus Lockdown Browser. This is a software that must be downloaded to a computer (not a Chromebook) to complete exams. Your computer must have a
webcam in order for you to complete an environment scan prior to your exam. If you attempt to take an exam through Blackboard, you will be asked for a password that you do not have; this serves as a reminder for you to complete the exam through the Respondus software that you downloaded to your computer, rather than through Blackboard. If you have any questions, please let me know.

Other Required Materials
To participate in one of ASU’s distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OS X 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University’s Distance Education website for further technology requirements: https://www.angelo.edu/online-education/technology_requirements.php

COURSE REQUIREMENTS

First Week of Class Participation: The first week of class is sometimes a bit of a mixed bag, especially for first-year students who may feel anxious, nervous, or excited about taking college courses. You may not have your textbook yet, so I do not expect you to complete assigned readings or take a test. However, I do expect you to “check in” by logging onto the Blackboard course, going through each tab (beginning with the “Start Here” button), reading through this syllabus, completing the Introductory Discussion Board post and responses, and completing the Practice Exam via Respondus Lockdown Browser. If these tasks are completed by Saturday, January 30th at 11:59 pm, then you will receive 50 points to start off the course. Specific directions can be found on Blackboard.

Tests: There will be thirteen online multiple choice tests (one per week, with the exception of the first week of class) which will consist of 30 multiple choice questions that will cover information presented in the textbook and/or videos for that week. You will have 45 minutes to complete each test; please note that the system will automatically submit your test at the end of the 45 minutes, regardless of whether you have completed the exam or not. All tests are completed in Respondus Lockdown Browser, so make sure to load that program on your computer during the first week of class. If you try to take the test via Blackboard, you will get asked for a password (which you do not have), so make sure to open the test in Respondus Lockdown Browser, which will not ask you for a password. Tests are available starting on Monday morning of the week, and you have until Saturday night at 6:00 pm to complete that week’s test. The test is due at 6 pm, but the test will stay available until 11:59 pm. If you elect to take the test during the 6 pm-11:59 pm window and you experience technical issues, please know that I am unable to help you, as the test was due at 6 pm. You have TWO chances to complete that week’s test, and the higher of the two grades will post. Please note that if you fail to complete the week’s test by Saturday night at 11:59 pm, then you will not receive any points for that exam.

Discussion Boards: The discussion board is meant to simulate discussion of the readings and assignments that would normally happen in a traditional classroom setting. Thus, in a discussion board post, you will be defending an argument on a given developmental psychology topic either from the chapter or from an assigned video to watch. Four questions will be posted throughout the course, and Thursday 11:59 pm (CST) of the current week. Each original response is worth 10 points and should contain a minimum of 250 words. Five points will be taken off for late posts. Students also need to respond to two comments made by other students or the instructor. Each response post is worth 5 points and should contain a minimum of 150 words. These responses must be completed by Friday.
11:59 pm (CST). Any posts after 11:59 pm on Friday will not be accepted. Students may post as many times as they like, however, only the first original post and first two responses to other students’ posts will be graded.

Students must also check the discussion board and respond to comments by the instructor and other students on their original posts. Failure to answer questions that others have made about your posts will result in a loss of points. Please see the discussion board rubric for more details.

**Application Exercises:** The purpose of the application exercise is for students to apply concepts or terms from the chapter to an everyday life setting, such as the workplace. There will be six application exercises to complete over the course of the semester. Each application exercise is worth 20 points and is due by Thursday at 11:59 pm (CST) of the current week. If you have any questions, please email the instructor.

**Video Assignments:** Over the course of this semester, there will be three video assignments for you to complete. This assignment will involve you finding a video over a psychological topic (that relates to the objectives for that week) and explaining in a short essay how the issues in that video relate to your topic. The purpose of the video assignment is for you to either (1) gain a deeper understanding of the topic or (2) recognize the presence of psychological issues in our everyday lives. Each video assignment will be worth 20 points, and it is due on Thursday at 11:59 pm of that week.

**Reading Check Questions:** For each chapter, there will be a series of questions to answer, based on the chapter reading. The purpose of the reading check questions is to ensure that students understand and can give examples of the content and terms from the chapters. The answers to the questions should be in complete sentences and answered fully. The reading check questions are worth 10 points and are due by Saturday at 6:00 (CST) of the current week. If you have any questions, please email the instructor.

*** Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at mrives1@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets me know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.***

**Extra Credit:** Students may choose to complete up to six research credits for extra credit in this course. Each credit is worth 2 points (12 points total). Studies may be worth 0.5-2 credits each. These studies must be assigned to this class. Research credits assigned to other classes will not be accepted. You cannot switch research credits from different classes and have them count for both classes. You must register for these activities through the following website: http://angelostate.sona-systems.com/.
Grading

Grades: The points listed are an approximate estimate. There may be more or less points depending on how much material is covered in class.

- First Week of Class Participation: 50 points
- Exams (13) (30 points each): 390 points
- Discussion Boards (4) (20 points each): 80 points
- Application Exercises (6) (20 points each): 120 points
- Video Assignment (3) (20 points each): 60 points
- Reading Check Questions (13) (10 points each): 130 points
- Finals Week: 90 points

Total Points: 920 points

Grading Scale

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = below 60%

Grading Policies: To be fair to all students in this class, all assignments are due on time. Late work will not be accepted unless specified in the syllabus. Make-up will only be given in case of emergency IF a student notifies me BEFORE the assignment is due and provides appropriate supporting documentation for the absence. Otherwise, the student will receive a zero for the missed assignments. Remember to check the syllabus and course schedule for deadlines.

Academic Dishonesty: Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at http://www.angelo.edu/forms/pdf/honorcode5.pdf. If you are caught cheating in any way, working together on exams, plagiarism, etc., you will receive a zero on the assignment and be notified. If you cheat a second time, you will receive an ‘F’ grade for the course and be reported to the University.

Student Attendance & Responsibility

ON-LINE: This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, application exercises, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

Communication Policy: As I am an online instructor and therefore not available in person, students are encouraged to EMAIL me with any questions or concerns. Please remember that I am a high school teacher, so I may not immediately respond to emails send during the typical school hours of a work week, but I am available after 4pm most weekdays and during weekends. When emailing the instructor, please be professional and respectful, address me by name (ex. Dear Ms. Rives,), be SPECIFIC with your question (ex. “I am having some trouble with this week’s application exercise over Chapter 9. Part A asks for how a mnemonic device will help someone in their career. Would you like me to list a specific mnemonic device or just generally discuss the impact of mnemonic
include your full name, and which class you are in (ex. PSY 2304). If you are emailing me about a grade concern, please make sure that you look back at the assignment for comments or feedback from me first. I typically leave some feedback on each assignment, especially at the beginning of the semester, and that may answer a grading question that you have.

**Office Hours:** As previously stated, email is probably the best way to keep in touch. Please keep in mind you may email me at any time. I will try to respond to emails within 24 hours except on weekends. For example, if you do email me after 5pm (CST) on Friday, I may not respond until Monday. I also will do appointments through Skype—just send me an email to set up a time.

**UNIVERSITY POLICIES**

**Students With Disabilities:** 1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

**Student absence for observance of religious holy days:** A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.

**Syllabus Changes**

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

**Course Syllabus Statement on Required Use of Masks/Facial Coverings by Students in Class At Angelo State University**

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance
Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

**Writing Center:** The ASU Writing Center (325-486-6173) is located on the 3rd floor of the ASU Library in 305C. Writing Center tutors can work with students in any discipline and any skill level.

**Copyright Policy:** Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Chapter Readings to Complete</th>
<th>Assignments</th>
<th>Due Date (Assignments due at 11:59pm CST &amp; Tests due at 6pm CST)</th>
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| 1    | January 25-30 | Introduction to Course                             | Introductory Discussion Board Post  
Two Discussion Board Responses  
Practice Test                                                             | Saturday, January 30th  
Saturday, January 30th  
Saturday, January 30th                                                 |
| 2    | February 1-6  | Chapter 1: History, Theory, and Research Strategies | Application Exercise-Ch 1  
Reading Check Questions-Ch 1  
Chapter 1 Test                                                             | Thursday, February 4th  
Saturday, February 6th  
Saturday, February 6th                                                 |
| 3    | February 8-13 | Chapter 2: Genetic and Environmental Foundations   | Discussion Board Post-Ch 2  
Two Discussion Board Responses-Ch 2  
Reading Check Questions-Ch 2  
Chapter 2 Test                                                             | Thursday, February 11th  
Friday, February 12th  
Saturday, February 13th  
Saturday, February 13th                                                 |
| 4    | February 15-20 | Chapter 3: Prenatal Development                    | Application Exercise-Ch3  
Reading Check Questions-Ch 3  
Chapter 3 Test                                                             | Thursday, February 18th  
Saturday, February 20th  
Saturday, February 20th                                                 |
| 5    | February 22-27 | Chapter 4: Birth and Newborn Baby                  | Application Exercise-Ch4  
Reading Check Questions-Ch 4  
Chapter 4 Test                                                             | Thursday, February 25th  
Saturday, February 27th  
Saturday, February 27th                                                 |
| 6    | March 1-6    | Chapter 5: Physical Development in Infancy and Toddlerhood | Discussion Board Post-Ch 5  
Two Discussion Board Responses-Ch 5  
Reading Check Questions-Ch 5  
Chapter 5 Test                                                             | Thursday, March 4th  
Friday, March 5th  
Saturday, March 6th  
Saturday, March 6th                                                     |
| 7    | March 8-13   | Chapter 6: Cognitive Development in Infancy and Toddlerhood | Video Assignment-Ch 6  
Reading Check Questions-Ch 6  
Chapter 6 Test                                                             | Thursday, March 11th  
Saturday, March 13th  
Saturday, March 13th                                                   |
| 8    | March 15-20  | Chapter 7: Emotional and Social Development in Infancy and Toddlerhood | Application Exercise-Ch 7  
Reading Check Questions-Ch 7  
Chapter 7 Test                                                             | Thursday, March 18th  
Saturday, March 20th  
Saturday, March 20th                                                     |
| 9    | March 22-27  | Chapter 8: Physical Development in Early Childhood | Discussion Board Post-Ch 8  
Two Discussion Board Responses-Ch 8  
Reading Check Questions-Ch 8                                               | Thursday, March 25th  
Friday, March 26th  
Saturday, March 27th                                                   |
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<tr>
<th>Week</th>
<th>Dates</th>
<th>Chapter/Assignment</th>
<th>Due Date</th>
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<tr>
<td>10</td>
<td>March 29–April 3</td>
<td>Chapter 9: Cognitive Development in Early Childhood</td>
<td>Chapter 8 Test</td>
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<td>Video Assignment-Ch 9</td>
<td>Saturday, March 27th</td>
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<td>Reading Check Questions-Ch 9</td>
<td>Thursday, April 1st</td>
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<td>Chapter 9 Test</td>
<td>Saturday, April 3rd</td>
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<td>11</td>
<td>April 5–10</td>
<td>Chapter 10: Emotional and Social Development in Early Childhood</td>
<td>Application Exercise #10</td>
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<td>Thursday, April 8th</td>
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<td>Reading Check Questions-Ch 10</td>
<td>Saturday, April 10th</td>
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<td>Chapter 10 Test</td>
<td>Saturday, April 10th</td>
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<td>12</td>
<td>April 12–17</td>
<td>Chapter 11: Physical Development in Middle Childhood</td>
<td>Application Exercise-Ch11</td>
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<td>Thursday, April 15th</td>
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<td>Reading Check Questions-Ch 11</td>
<td>Saturday, April 17th</td>
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<td>Chapter 11 Test</td>
<td>Saturday, April 17th</td>
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<td>13</td>
<td>April 19–24</td>
<td>Chapter 12: Cognitive Development in Middle Childhood</td>
<td>Discussion Board Post-Ch 12</td>
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<td>Thursday, April 22nd</td>
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<td>Two Discussion Board Responses-Ch 12</td>
<td>Friday, April 23rd</td>
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<td>Reading Check Questions-Ch 12</td>
<td>Saturday, April 24th</td>
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<td>Chapter 12 Test</td>
<td>Saturday, April 24th</td>
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<td>14</td>
<td>April 26–May 1</td>
<td>Chapter 13: Emotional and Social Development in Middle Childhood</td>
<td>Video Assignment-Ch 13</td>
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<td>Thursday, April 29th</td>
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<td>Reading Check Questions-Ch 13</td>
<td>Saturday, May 1st</td>
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<td>Chapter 13 Test</td>
<td>Saturday, May 1st</td>
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<td>15</td>
<td>May 3–8</td>
<td>Final Week</td>
<td>Final Paper</td>
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<td>Saturday, May 8th</td>
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**Timeline:**

- **March 27:** Chapter 8 Test
- **April 1:** Video Assignment-Ch 9 for Chapter 9
- **April 3:** Reading Check Questions-Ch 9 for Chapter 9
- **April 1:** Chapter 9 Test
- **April 8:** Application Exercise #10 for Chapter 10
- **April 10:** Reading Check Questions-Ch 10 for Chapter 10
- **April 11:** Chapter 10 Test
- **April 15:** Application Exercise-Ch11 for Chapter 11
- **April 17:** Reading Check Questions-Ch 11 for Chapter 11
- **April 18:** Chapter 11 Test
- **April 22:** Discussion Board Post-Ch 12 for Chapter 12
- **April 23:** Two Discussion Board Responses-Ch 12 for Chapter 12
- **April 24:** Reading Check Questions-Ch 12 for Chapter 12
- **April 29:** Chapter 12 Test
- **May 1:** Video Assignment-Ch 13 for Chapter 13
- **May 1:** Reading Check Questions-Ch 13 for Chapter 13
- **May 2:** Chapter 13 Test
- **May 8:** Final Paper