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 place 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:
Infants and Children 8th ed. By Laura Berk. ISBN: 978-0-13-393672-8

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 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 OSX 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 22nd 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 6:00pm to complete that week's test. The test is due at 6pm, but the test will stay available until 11:59pm. If you elect to take the test during the 6pm-11:59pm window and you experience technical issues, please know that I am unable to help you, as the test was due at 6pm. 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 11:59pm, 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 11:59pm 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

devices?"), **include your full name**, and **which class you are in** (ex. PSY 3315). 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 Zoom—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

with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

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
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.

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 at 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.

Week	Dates	Chapter Readings to Complete	Assignments	Due Date (Assignments due at 11:59pm CST & Tests/Reading Check Questions due at 6pm CST)
1	January 18-22	Introduction to Course	Introductory Discussion Board Post	Saturday, January 22nd
			Two Discussion Board Responses	Saturday, January 22nd
			Practice Test	Saturday, January 22nd
2	January 24-29	Chapter 1: History, Theory, and Research Strategies	Application Exercise-Ch 1	Thursday, January 27th
			Reading Check Questions-Ch 1	Saturday, January 29th
			Chapter 1 Test	Saturday, January 29th
3	January 31-February 5	Chapter 2: Genetic and Environmental Foundations	Discussion Board Post-Ch 2	Thursday, February 3rd
			Two Discussion Board Responses-Ch 2	Friday, February 4th
			Reading Check Questions-Ch 2	Saturday, February 5th
			Chapter 2 Test	Saturday, February 5th
4	February 7-February 12	Chapter 3: Prenatal Development	Application Exercise-Ch3	Thursday, February 10th
			Reading Check Questions-Ch 3	Saturday, February 12th
			Chapter 3 Test	Saturday, February 12th
5	February 14-19	Chapter 4: Birth and Newborn Baby	Application Exercise-Ch4	Thursday, February 17th
			Reading Check Questions-Ch 4	Saturday, February 19th
			Chapter 4 Test	Saturday, February 19th
6	February 21-26	Chapter 5: Physical Development in Infancy and Toddlerhood	Discussion Board Post-Ch 5	Thursday, February 24th
			Two Discussion Board Responses-Ch 5	Friday, February 25th
			Reading Check Questions-Ch 5	Saturday, February 26th
			Chapter 5 Test	Saturday, February 26th
7	February 28-March 5	Chapter 6: Cognitive Development in Infancy and Toddlerhood	Video Assignment-Ch 6	Thursday, March 3rd
			Reading Check Questions-Ch 6	Saturday, March 5th
			Chapter 6 Test	Saturday, March 5th
8	March 7-12	Chapter 7: Emotional and Social Development in Infancy and Toddlerhood	Application Exercise-Ch 7	Thursday, March 10th
			Reading Check Questions-Ch 7	Saturday, March 12th
			Chapter 7 Test	Saturday, March 12th
9	March 21-26	Chapter 8: Physical Development in Early Childhood	Discussion Board Post-Ch 8	Thursday, March 24th
			Two Discussion Board Responses-Ch 8	Friday, March 25th
			Reading Check Questions-Ch 8	Saturday, March 26th
			Chapter 8 Test	Saturday, March 26th

10	March 28-April 2	Chapter 9: Cognitive Development in Early Childhood	Video Assignment-Ch 9	Thursday, March 31st
			Reading Check Questions-Ch 9	Saturday, April 2nd
			Chapter 9 Test	Saturday, April 2nd
11	April 4-9	Chapter 10: Emotional and Social Development in Early Childhood	Application Exercise #10	Thursday, April 7th
			Reading Check Questions-Ch 10	Saturday, April 9th
			Chapter 10 Test	Saturday, April 9th
12	April 11-16	Chapter 11: Physical Development in Middle Childhood	Application Exercise-Ch11	Thursday, April 14th
			Reading Check Questions-Ch 11	Saturday, April 16th
			Chapter 11 Test	Saturday, April 16th
13	April 18-23	Chapter 12: Cognitive Development in Middle Childhood	Discussion Board Post-Ch 12	Thursday, April 21st
			Two Discussion Board Responses-Ch 12	Friday, April 22nd
			Reading Check Questions-Ch 12	Saturday, April 23rd
			Chapter 12 Test	Saturday, April 23rd
14	April 25-30	Chapter 13: Emotional and Social Development in Middle Childhood	Video Assignment-Ch 13	Thursday, April 28th
			Reading Check Questions-Ch 13	Saturday, April 30th
			Chapter 13 Test	Saturday, April 30th
15	May 2-7	Final Week	Final Paper	Saturday, May 7th