

Syllabus

Child Development Psychology (PSCH-3306-12033)
Sul Ross State University/Rio Grande College
Fall 2021

Professor: Kate Smith

Email: Katherine.smith@sulross.edu

Office hours: Wednesdays 12-
12:30pm or Online (by appointment)

Course format: Online

WELCOME!

Welcome to Child Development (PSCH 3306). My name is Kate Smith and I am a full time Coordinator/Administrator at Tarrant County College in Fort Worth, TX. I am also an Adjunct Instructor at my Institution. I will be teaching this course remotely for Sul Ross State University.

COURSE DESCRIPTION

This course presents the major theories of child development and the milestones of physical, psychosocial, and cognitive development from the prenatal period through adolescence. Students identify the characteristics of play and its impact, describe the social development of children and adolescents, and understand the effects of a broad range of developmental influences.

ABOUT ASYNCHRONOUS ONLINE CLASSES

This class is conducted in an online, asynchronous format, meaning that there are no live meetings in which the instructor and students meet at the same time. Asynchronous classes require a greater level of self-direction. Because of the lack of lectures, it is critical that students complete the reading assignments. Additionally, students should be vigilant in paying attention to the schedule and paying attention to the instructor's announcements.

SRSU DISTANCE EDUCATION STATEMENT

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

CONTACTING THE PROFESSOR

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The best way to contact me is via email at Katherine.smith@sulross.edu.

Please do not hesitate to contact me for help with the class or for assistance with the course material or assignments. I will do my best to reply to emails within 24 hours. Emails received late at night will most likely be read the next morning.

CONTACTING TECHNICAL SUPPORT

If you have a problem with technical issues such as downloading a file or taking an exam, contact an Office of Information Technology (OIT) staff for assistance or call the OIT Helpdesk. The Helpdesk is available seven days of the week.

From on-campus, call 8765.

From off-campus, call (888) 691-5071.

REQUIRED TEXTS

[Martorell, G., Papalia, D., & Feldman, R. \(2014\). *A child's world: Infancy through adolescence*. New York: McGraw Hill.](#)

- ISBN-10: 0078035430
- ISBN-13: 9780078035432

You may use any format of the required texts that you wish. Do not download illegal copies of the required texts.

PROGRAM LEARNING OUTCOMES

The graduating student will demonstrate the capacity to:

- Recognize the central concepts, theories, and empirical findings in the department's main areas of focus: abnormal psychology; social & personality psychology, and developmental psychology.
- Recognize and apply basic psychological research methods, including: the experiment; the case study; the survey; and correlation.
- Communicate effectively in written assignments and oral presentations.
- Demonstrate insight into the behavior and psychological processes of oneself and others.

COURSE LEARNING OBJECTIVES

The objectives of this course are to:

- Explore the major findings, theories and theorists who have contributed to the field of developmental psychology.
- Understand especially well the contributions of Piaget, Freud, Kohlberg, Erikson, and

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Bandura.

- Recognize the unique roles of various stages of childhood and adolescence in the developmental process.
- Appreciate the ways that human development continues across the entire lifespan.

ASSESSMENTS

EXAMS

Exams will consist of multiple-choice and true/false questions. You will have 50 questions and 90 minutes to complete each exam. Exams will be administered on Blackboard and must be completed within the allotted window of time. Once you begin the exam, you must complete it in a single attempt, so it is critical that you only start it when you are confident you have enough time and that you will not be interrupted. There are a total of four exams in this course, they are non-cumulative.

WEEKLY DISCUSSIONS

Each week, students will participate in a series of short discussions on Blackboard relating to the current week's reading assignment. The discussion board original post will be due on the Wednesday of the corresponding week, with replies to student posts due on Friday's. Each student must reply to two other student's post to receive full credit. Rubric: 20 Points for thoughtful and insightful posts to the original question. Each student reply post is worth 5 points each.

Lessons	Assessment Type	Points	Due Date
Orientation	Orientation Quiz	10	August 25th
Lesson 1	Reading Ch. 1 Studying a Child's World; Weekly Discussion Board Post	30	Original post: August 25th Replies: August 27th
Lesson 2	Reading Ch. 2 A Child's World: How We Discover It; Weekly Discussion Board Post	30	Original post: September 1st Replies: September 3rd
Lesson 3	Reading Ch. 3 Forming A New Life: Conception, Heredity, And Environment; Weekly Discussion Board Post	30	Original post: September 8th Replies: September 10th
Lesson 3	Formal Assessment Lessons 1-3	100	September 13th
Lesson 4	Reading Ch. 4 Pregnancy and Prenatal Development; Weekly Discussion Board Post	30	Original post: September 15th Replies: September 17th
Lesson 5	Reading Ch. 6 Physical Development And Health During The First Three Years; Weekly Discussion Board Post	30	Original post: September 22nd Replies: September 24th
Lesson 6	Reading Ch. 7 Cognitive Development During The First Three Years; Weekly Discussion Board Post	30	Original post: September 29 th Replies: October 1 st
Lesson 6	Formal Assessment Lessons 4-6	100	October 4 th
Lesson 7	Reading Ch. 8 Psychosocial Development During The First Three Years; Weekly Discussion Board Posts	30	Original post: October 6th Replies: October 8 th

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Lesson 8	Reading Ch. 9 Physical Development And Health In Early Childhood; Weekly Discussion Board Post	30	Original post: October 13th Replies: October 15 th
Lesson 9	Reading Ch. 10 Cognitive Development In Early Childhood; Weekly Discussion Board Post	30	Original post: October 20th Replies: October 22 nd
Lesson 10	Reading Ch. 11 Psychosocial Development In Early Childhood; Weekly Discussion Board Post	30	Original post: October 27th Replies: October 29 th
Lesson 10	Formal Assessment Lessons 7-10	100	November 1st
Lesson 11	Reading Ch. 13 Cognitive Development In Middle Childhood; Weekly Discussion Board Post	30	Original post: November 3rd Replies: November 5 th
Lesson 12	Reading Ch. 14 Psychosocial Development In Middle Childhood; Weekly Discussion Board Post	30	Original post: November 10th Replies: November 12 th
Lesson 13	Reading Ch. 16 Cognitive Development In Adolescence; Weekly Discussion Board Post	30	Original post: November 17th Replies: November 19th
	Happy Thanksgiving!		
Lesson 14	Reading Ch. 17 Psychosocial Development In Adolescence; Weekly Discussion Board Post	30	Original post: December 1st Replies: December 3rd
Lesson 14	Formal Assessment Lessons 11-14	100	December 8th
	Total Points	830	

GRADING SCALE

A Point System is used for establishing student grades to include all assignments, and assessments totaling 830 points.

A = 743-830

B = 660-742

C = 577-659

D = 494-576

F = 0-493

ACADEMIC INTEGRITY POLICY

Students are beholden to the academic integrity policies of Sul Ross State University and Rio Grande College. Incidents of academic dishonesty will not be tolerated and can lead to a score of zero/grade of F on an assessment item, a grade of F in the course, or referral to the administration for appropriate sanctions. Examples of academic dishonest include (but are not limited to) cheating on exams or quizzes, helping others cheat on exams or quizzes, misrepresenting the work of others as your own (plagiarism), and posting answers to course material online. Please see the Sul Ross State University and Rio Grande College policy on academic integrity for detailed information.

CLASSROOM CLIMATE OF RESPECT

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility,

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and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

SENSITIVE TOPICS POLICY

As psychology deals with understanding human nature, it is inevitable that sensitive topics will be brought up in some psychology classes. These can include issues of race/ethnicity, religion, sexual behavior, sexual/gender identity, and different world views and attitudes (among others). You are encouraged to share your opinion or position and to question the views of other students and the instructor if it is done in a professional manner without using derogatory terms, bigoted language, or offensive epithets. It is possible to discuss sensitive topics and express different views while maintaining an elevated level of discourse.

DIVERSITY STATEMENT

"I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you."

SPECIAL ACCOMMODATIONS

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine, Texas, 79832.

LIBRARIES

The Bryan Wildenthal Memorial Library in Alpine.

Offers FREE resources and services to the entire SRSU community. Access and borrow books,

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articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass. Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

LATE POLICY

Please note, typically, I do not allow late assignments for this course. In the event of a true emergency, please reach out to me, documentation will be required for an excused absence. Acceptance of late work is at the discretion of the instructor.

ATTENDANCE

For this course, your weekly discussion board posts will count as your attendance. Failure to complete your assignment, will result in an unexcused absence.