



Psyc-201-701-202635

Child Psychology

Online

Department of Psychology

Fall 2026

08/24/2026 - 10/16/2026

About the Instructor

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Teaching Assistant

Name: Rosie Ellison

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Office Hours (In-Person): Tuesdays, 9:30 – 12:30, Alumni Hall, Office 0310

Office Hours (Virtual): Tues. 10am - 11am, [Child Psychology TA Office Hours | Meeting-Join | Microsoft Teams](#)

Office Hours (Virtual): Wed. 7pm-8pm, [Child Psychology Evening Office Hours | Meeting-Join | Microsoft Teams](#)

Rosie is available to help with questions about assignments, grading, and course content. If you have a question about a specific assignment, need clarification on directions, or want to talk through course material, please reach out to Rosie first, either during office hours or by email at [her email].

For questions about grades, accommodations, extensions, or other personal/administrative matters, please contact Mrs. Huller directly.

Welcome

Bio

I have worked for over 25 years as a school psychologist in local school districts and currently work as a Special Education Supervisor in a local school district. I attended Bradley University where I earned a B.A. in Psychology and later earned a M.A. in Child/Clinical Psychology from SIUE and then a Specialist Degree in School Psychology from SIUE. I later returned to the University of McKendree where I completed my M.A. in Educational Administration. Aside from a busy career working with students, I have also served on the O'Fallon District 90 School Board (10 years) and have taught graduate education classes at the University of McKendree in the past. I am excited to be teaching at SIUE.

Teaching Philosophy

I believe in a student-centered approach to learning (which is difficult in an asynchronous course but not impossible) and embrace the idea that everyone has their own learning style, strengths, and weaknesses. I work to create a collaborative relationship with students that fosters the desire to acquire and seek new information.

Communicating with the instructor

Given that I work full time and have a busy family schedule, I don't always get to check my email immediately and SIUE's email does not automatically populate to my phone. **Please feel free to text me a short message** - or if you have a longer question, just send me a text to let me know that you have sent me an email so that I can get back to you as quickly as possible (618-698-3147). Text messaging is the fastest way to reach me.

About the Course

Course description

This course is designed to cover the 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.

Prerequisite knowledge and credit hours

Prerequisite(s): PSYC 111

Credit Hours: 3

Course goals and objectives

At the completion of this course students will:

- 1) understand of 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 textbooks

Students can rent textbooks from SIUE. Please visit the [Textbook Service website](#) for more information. For online or 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

Additional readings and materials will be posted on Blackboard.

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.

Course Requirements and Policies

Expectations

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

- *Watch class materials provided.* If you are hoping to do well in this, or any, course, regular viewing and active participation with all materials provided will always be the first step. The course is fast! Lectures that would typically be 2 weeks in my in-person class (so, 5 hours of lectures) will be completed in 1 week for this course. Please plan accordingly in regards to how much time it takes to account for lectures to be viewed.
- *Be courteous and respectful of fellow students' comments.* As we will not be seeing one another in class this semester, it will be very important to utilize good online communication. We will be viewing comments made by each other without the benefit of facial expression, tone, and body language that is so important in expressing our own and understanding others' comments. Below are simple reminders on ways to keep online communication beneficial and respectful (see Online Class Behavior).
- *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, contact me as soon as possible. Texting is the best way to reach me quickly. I usually respond within the hour and if I cannot respond with a lengthy response, I will at least let you know when I can schedule a more detailed discussion.
- *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. A syllabus quiz will be completed during the first week of the course to ensure there are no misunderstandings regarding expectations. Find the Syllabus Quiz in Week One on Blackboard to complete.
- *Complete assignments on time.* All assignments will be completed through Blackboard.

Blackboard (Bb)

- All lectures, grades, assignments, handouts, abbreviated notes, additional readings, and class announcements will be posted on Blackboard. Please check this system regularly.
- All materials posted in each weekly folder on Bb are required to be completed by 11:59pm on Sunday evenings with the exception of Week 8, which concludes on Friday, 10/16.
- Lecture notes will be provided each week (found in the corresponding week folder) to aid note taking during the recorded lectures.
- Chrome and Firefox are recommended browsers. Do not attempt to complete classwork on mobile devices or through the Blackboard mobile app.

Course activities/assessments

Your course grade will be based on your combined performance on exams, discussion posts, and assignments. If any extra credit points are offered during the semester, those points will only be kept

in your point total if you have completed all assignments/exams and turned them in on time. There is no “rounding up” for final grades.

- Exams

For this class, there will be four exams, each worth 100 points.

Exam 1 will be a timed, true/false test completed independently through Blackboard.

Exams 2 and 3 will be timed, true/false phone tests. Students will sign up for an appointment time and will have approximately 20 seconds to respond to each question, so it is important that notes and materials are well organized and easily accessible.

Exam 4 (Final) will not be cumulative. It will be a timed exam consisting of true/false, multiple choice, and short answer/essay questions, administered via Blackboard.

Students may use their notes, handouts, and textbook during the exams; however, all exams are timed and require thorough preparation, organized notes, and careful studying to complete successfully.

Students who have been approved for extended testing time through ACCESS will receive their approved accommodations for each exam.

	Point Value
Exam 1	100
Exam 2	100
Exam 3	100
Exam 4	100

- Assignments

Assignment	Point Value
Syllabus Quiz	10
Skinner Assignment	25
Look and Learn Assignment	50
Chapter 8 and 9 Application Assignment	50
Adolescent Project	100

- Class Participation/Discussion

Discussion Posts:

Because this is an asynchronous course, the discussion board is how we build the kind of intellectual community that would otherwise happen in a classroom. It counts as a significant portion of your grade.

Each week, you are required to make 4 posts:

Post Type	How Many	Due By
Discussion Question Post	1	Thursday
Participation Posts (replies)	3	Sunday

What's expected:

Your Discussion Post — Respond to the week's discussion question with a thoughtful, substantive reply that draws on course material. A two-sentence response or simply writing "I agree" is not acceptable.

Your Participation Posts — Reply meaningfully to at least 3 of your classmates' posts. These are due by Sunday, which is why your own discussion post must be up by Thursday — so your classmates have time to read and respond to it.

Exception — Last Week of Class: Due to the shortened schedule at the end of the semester, the discussion board deadlines will be adjusted. Check the course calendar for the specific due dates that week.

Grading Discussion Posts:

Discussion posts and participation replies are graded using the rubric attached to each week's discussion assignment in Blackboard. Each week: Original Discussion Post (15 points) + Participation Posts (10 points) = 25 points possible, for a total of 200 points across the semester.

Discussion Questions submitted after Sunday will be accepted but with a 10% deduction per day. So, if you submit on Monday, you will lose 10%; Tuesday is 20%; Wednesday is 30%, etc. This is better than not receiving any points, so please submit. Discussion posts turned in after 10 days will not receive credit unless previous arrangements have been made.

Participation Posts:

It is critical to be civil in your comments and to be respectful of others' comments. Please realize that I will remove any inappropriate or disrespectful posts. Such postings will not count toward your

participation. Also, within your comments, please do NOT reveal the identity of specific individuals. Please remember that participation in the discussion is a class assignment, and I expect that you will carefully proofread your writing. All contributions each week must be submitted by **Sunday, 11:59 PM**. There is no credit for late participation posts. See the rubric attached to each week's discussion assignment in Blackboard for full grading criteria.

Class Behavior for online discussions:

- 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.
- 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 course content but do so in positive ways. It's fine to disagree, but when done politely, you stimulate and encourage helpful discussion and maintain positive relationships with fellow students.
- Keep the conversation on topic. Online dialogue is like conversation — if there is a particular thread going, add it, but if you have something new to say, start a new one.

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.

Submitting work

All work will be submitted through blackboard

Grading

Exams from Above	400
Assignments from Above	235
Discussion Board Points	200

Total Class Points	835
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Final grades will be based on the total number of points earned out of 835.

Grading scale

- **A** = 752–835 (90.0% – 100%)
- **B** = 668–751 (80.0% – 89.9%)
- **C** = 585–667 (70.1% – 79.9%)
- **D** = 501–584 (60.0% – 69.9%)
- **F** = 0–500 (below 60%)

Grading Rubric(s)

Rubrics for assignments will be posted with the assignments in Blackboard.

Feedback and grading timeline

You can find your grade by clicking the My 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. I try very hard to grade assignments quickly and efficiently, so everyone knows exactly where their grades stand in the course. Most assignments will be graded within a few days.

Course activities/assessments

Week	Topics	Readings / Activities	Assignments & Due Dates
Week 1 08/24 – 08/30	Introduction Themes and Theories	• Read course syllabus and watch intro video • Read Chapters 1 and 2 • Watch: Ch. 1 What is Child Development? (1a) • Watch: Ch. 1 The Big Themes in Child Development (1b) • Watch: Ch. 2 Psychodynamic Theories (2a) • Watch: Ch. 2 Learning Theories (2b) • Watch: Ch. 2 Cognitive, Ecological, and System Theories (2c)	• Syllabus Quiz — Due 08/26 • Discussion Board Introduction Post (not graded) — Due 08/27 • Discussion Board Initial Post — Due 08/27 • Discussion Board Participation Posts — Due 08/30 • Skinner Assignment — Due 08/30
Week 2 08/31 – 09/06	Genetics and Prenatal Development and Newborns Exam 1	• Read Chapters 3–4 • Watch: Ch. 3 The Study of Genes and Behavior (3a) • Watch: Ch. 3 Behavioral Genetics & Gene-Environment Interaction (3b) • Watch: Ch. 4 From Conception to Birth (4a)	• Discussion Board Initial Post — Due 09/03 • Discussion Board Participation Posts — Due 09/06 • Exam 1 (opens 09/04, closes 09/06) — Due 09/04 – 09/06

		• Watch: Ch. 4 Influences on Prenatal Development (4b) • Watch: Ch. 4 Happy Birthday! Labor, Delivery, and the Newborn (4c)	
Week 3 09/07 – 09/13	Physical and Cognitive Development of Infancy and Toddlerhood	• Read Chapters 5–6 • Watch: Ch. 5 Brain Development, Structure & Disorder (5a) • Watch: Ch. 5 Sensation, Perception, and the Five Senses (5b) • Watch: Ch. 5 Motor Development, Health & Safety (5c) • Watch: Ch. 6 How Infants Think, Learn, and Remember (6a) • Watch: Ch. 6 Language Development (6b)	• Discussion Board Initial Post — Due 09/10 • Discussion Board Participation Posts — Due 09/13 • Look and Learn: Observing Cognitive and Language Development Paper — Due 09/13
Week 4 09/14 – 09/20	Social and Emotional Development of Infancy and Toddlerhood Exam 2	• Read Chapter 7 • Watch: Ch. 7 Emotions & Temperament (7a) • Watch: Ch. 7 The Self & Attachment (7b) • Watch: Ch. 7 Attachment Disorders and Contexts (7c)	• Discussion Board Initial Post — Due 09/17 • Project Topic Selection — Due 09/17 • Discussion Board Participation Posts — Due 09/20 • Exam 2 : Schedule with TA Due by 09/22
Week 5 09/21 – 09/27	Physical and Cognitive Development of Early Childhood	• Read Chapters 8–9 • Watch: Ch. 8 Body Growth and Motor Development (8a) • Watch: Ch. 8 Body Image, Sexuality & Brain Development (8b) • Watch: Ch. 8 Health, Nutrition, and Child Maltreatment (8c) • Watch: Ch. 9 How Preschoolers Think (9a) • Watch: Ch. 9 The Preschool Mind at Work (9b) • Watch: Ch. 9 Talking, Reading, & Getting Ready for School (9c) • Work on Adolescent Presentation	• Discussion Board Initial Post — Due 09/24 • Discussion Board Topic Selection — Due 09/24 • Discussion Board Participation Posts — Due 09/27 • Chapter 8 and 9 Application Assignment — Due 09/27 • Recommended: adolescent chapter sections read and at least 4 presentation slides drafted — Due by end of week
Week 6 09/28 – 10/04	Social and Emotional Development of Early Childhood Exam 3	• Read Chapter 10 • Watch: Ch. 10 Emotions and the Emerging Self (10a) • Watch: Ch. 10 Gender Identity and Moral Development (10b) • Watch: Ch. 10 Family, Peers, and Resilience (10c) • Work on Adolescent Presentation	• Discussion Board Introduction Post — Due 10/01 • Discussion Board Participation Posts — Due 10/04 • Exam 3 Schedule with TA Due by 10/06 • Recommended: Adolescent Presentation PowerPoint and script finished — Due by end of week
Week 7 10/05 – 10/11	Physical and Cognitive Development of Middle Childhood	• Read Chapters 11–12 • Watch: Ch. 11 Body Growth & Brain Development (11a) • Watch: Ch. 11 Health & Well-Being (11b) • Watch: Ch. 11 Physical Activity and the Natural World (11c) • Watch: Ch. 12 Piaget's Concrete Operations & Cognitive Processes (12a) • Watch: Ch. 12 Language Development in Middle Childhood (12b) • Watch: Ch. 12 Intelligence, Cognitive Gifts, & Academic Achievement (12c)	• Adolescent Presentation — Due 10/08 (Thursday) • Discussion Board Introduction Post — Due 10/08 • Discussion Board Participation Posts — Due 10/11

Week 8 10/12 – 10/16	Social and Emotional Development of Middle Childhood Exam 4	• Read Chapter 13 • Watch: Ch. 13 Self Identity and Emotional Development (13a) • Watch: Ch. 13 Family Relationships and Diversity (13b) • Watch: Ch. 13 Peer Relationships and Resilience (13c)	• Adolescent Peer Review — Due 10/13 (Tuesday) • Discussion Board Introduction Post — Due 10/13 • Discussion Board Participation Posts — Due 10/16 • Exam 4 — Due 10/16
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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.

Submitting work

All work should be submitted through Blackboard by the respective due dates.

Academic integrity/plagiarism

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.

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](#).

University guidance on artificial intelligence (AI)

Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

Artificial intelligence (AI) can be a useful tool for enhancing writing skills by providing assistance with spelling, grammar, and structure. However, it is essential to distinguish between using AI as a supportive tool and relying on it as a substitute for independent thinking. **AI should be cited appropriately any time it is used.**

Guidelines for Using AI

- Appropriate Use of AI

1. Spell Check, Grammar Check, and Synonym Identification:

- a. You are free to use AI tools for spell check, grammar check, and finding synonyms (e.g., Grammarly, MS Word).

2. Sentence Rephrasing and Paragraph Reorganization:

- a. You may use AI recommendations to rephrase sentences or reorganize paragraphs that you have drafted yourself. You must cite the use of AI and turn in your draft paperwork.

3. Outline Tweaking:

- a. AI can be used to provide recommendations for tweaking outlines that you have drafted yourself. You must cite the use of AI and turn in your draft paperwork.

- Inappropriate Use of AI

1. Using Entire Sentences or Paragraphs:

- a. You may not use entire sentences or paragraphs suggested by an AI without providing quotation marks and a citation, similar to how you would cite any other source. Citations should be formatted as follows:
 - i. OpenAI, ChatGPT. Response to prompt: "Explain what is meant by the term 'Triple Bottom Line'" (February 15, 2023, <https://chat.openai.com/>).

2. Drafting Assignments:

- a. You may not have an AI write a draft (either rough or final) of an assignment for you.

Turnitin

This course will utilize the Turnitin plagiarism detection software. A Turnitin link will be available anywhere written work is to be submitted in the course. [Find out more about using Turnitin](#). Visit the [Turnitin Services Privacy Policy](#) for additional information on their privacy policy.

Technology requirements and capabilities

Technical requirements for students can be found in this [ITS KnowledgeBase article](#). Additional resources for learning with technology can be found on the [Online at SIUE site](#).

Technical Support

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 KnowledgeBase](#) for various how-to and troubleshooting guides.

University Policies and Information

University policies and guidance that address teaching, learning, and student support services are available at: <https://kb.siue.edu/132378> Students are encouraged to visit this resource site for current information on:

Policies

- Academic integrity/plagiarism
- Diversity and Inclusion
- Pregnancy and Newly Parenting Policy
- Recordings of Class Content
- Regular and Substantive Interaction
- Religious Accommodations
- Technology Privacy Information

Additional Support

- Academic and Other Student Services (Library, Academic Success, Tutoring, etc.)
- Cougar Care
- Military Service and Attendance
- Office of Military and Veteran Services (MAVS)
- Services for Students Needing Accommodations (ACCESS)
- SIUE Campus Climate Reporting Form
- Student Success Coaches
- TimelyCare

Psychology Department Policy on Academic integrity/plagiarism

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. 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 ([University's Student Academic Conduct Code](#)). 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." ([SIUE academic dishonesty policy](#)). The University policy discusses additional academic sanctions including suspension and expulsion from the University.

Psychology Department Policy on Writing

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 is organized/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.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<https://www.siue.edu/lss/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 Department Policy on Withdrawals and Incomplete Grades

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 or abbreviated term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <https://www.siue.edu/registrar/class/dropping.shtml>).

The granting of a grade of I (Incomplete) is not automatic. It 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 coursework before the deadline for grade submission. 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.