

Child Psychology

PSYC 201, Spring 2025

Tuesdays & Thursdays, 9:30am – 10:45am Founders Hall 0107

Professor: Dr. Diana Jenkins

Email: dijenki@siue.edu

Student Hours: Tuesdays & Wednesdays, 1:00 – 2:00pm

Office: Alumni Hall 0122

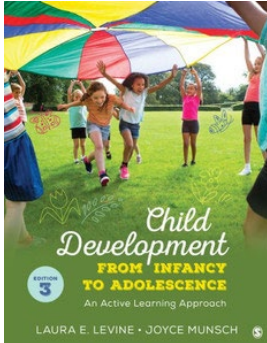
Date	Topic	Important Notes
Jan 14	Introduction to Course	
Jan 16	Themes (Chap 1)	
Jan 21	Theories & Research (Chap 2)	
Jan 23	TEST #1	TEST #1
Jan 28	Nature (Chap 3)	
Jan 30	Prenatal and Newborn (Chap 4)	
Feb 4	TEST #2	TEST #2
Feb 6	Infants/Toddlers: Physical (Chap 5)	
Feb 11	Infants/Toddlers: Cognitive (Chap 6)	
Feb 13	Infants/Toddlers: Social (Chap 7)	
Feb 18	Infants/Toddlers: Flex Day	
Feb 20	TEST #3	TEST #3
Feb 25	Early Child: Physical (Chap 8)	
Feb 27	Early Child: Cognitive (Chap 9)	
Mar 4	Early Child: Social (Chap 10)	Plus 3% Paper Turn-In Day
Mar 6	Early Child: Flex Day	Plus 2% Paper Turn-In Day
Mar 11	SPRING BREAK	
Mar 13	SPRING BREAK	
Mar 18	Topic: Gender Identity & Development	Emergency Paper Turn-In Day (no points are added or subtracted today; after today is 2% off)
Mar 20	TEST #4	TEST #4
Mar 25	Middle Child: Physical (Chap 11)	Minus 2% Paper Turn-In Day (after today is 3% off)
Mar 27	Middle Child: Cognitive (Chap 12)	Minus 3% Paper Turn-In Day (after today is 10% off)
Apr 1	Middle Child: Social (Chap 13)	
Apr 3	No Class	
Apr 8	Middle Child: Flex Day	Minus 10% Paper Turn-In Day (after today is 20% off)
Apr 10	TEST #5	TEST #5
Apr 15	Topic: TBD	Minus 20% Paper Turn-In Day (after today is 30% off)
Apr 17	Adolescence: Physical (Chap 14)	
Apr 22	Adolescence: Cognitive (Chap 15)	
Apr 24	Adolescence: Social (Chap 16)	
Apr 29	Adolescence: Flex Day	Minus 30% Paper Turn-In Day
May 1	No Class	
May 6 TUES	TEST #6 at 8:00 am <i>Note: earlier time than normal</i>	TEST #6

Welcome & Bio

I hope you are excited for our class! I earned my undergraduate degrees in Psychology and Sociology from Northern Arizona University and went on to receive a master's degree in psychology and a Ph.D. in Family and Human Development from Arizona State University. I am a developmental and social psychologist by training and my research surrounds gender role attitudes, sexism, masculinity, and romantic relationships broadly. I have been teaching for the past 4 years and enjoy teaching psychological concepts to students!

Readings

- Levine, L. E. & Munsch, J. (2024). *Child Development: From Infancy to Adolescence. (3rd Edition)*. Sage.



Get this textbook from textbook rental ASAP!

Course Description

This course is designed to cover psychological and biological development of children from conception to adolescence. 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. Student participation and jokes are welcome and strongly encouraged.

Learning Objectives

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

Overall Course Strategy Advice.

Like most 3-credit courses, you should plan on spending about 9 hours a week on this course. If you do not read and study each chapter of the textbook, and if you do not regularly attend class, it is going to be very hard to do well on the tests.

Assignments, Exams, and Grading

Late Work and Missed Assignments

Assignments

1. Tests

There will be **6 tests** (the first 2 tests are worth fewer points). The questions will include a combination of true-or-false and multiple-choice format, and they will be based on the readings and lectures. **The first test has a few questions that assess your knowledge of the syllabus** (to help you study for the syllabus questions, the most important points are in ***bolded italics*** on this syllabus). Tests are not cumulative.

Missed Tests

If you need to miss a test for any reason you can make it up immediately following the next test (in person, before the end of class time). You are required to email me before the next test day so I can bring you the missed test. Note that this is only for the prior test and not an earlier test that was missed. For instance, if you miss test 2 you may take it in class immediately following test 3, but you cannot take test 1.

Note-Taking Hint. Some PowerPoint slides will NOT be on the tests:

- slides about the Guinness Book of World Records,
- slides that say “Fun Fact” and/or slides that are exclusively about animals,
- slides that say “NOT ON TEST,”
- Also, citations at the bottom of slides will not be on the tests.

General Study Guide for Dr. Jenkins’ Psychology 201 Tests.

1. **Come to class every day.** Tests are designed to reward good attendance.
2. ***Read and study the corresponding chapter before (or right after) each class.***
3. **Take good notes.** Do not simply copy everything you see on the PowerPoint and then stop writing. For example, the PowerPoint may have a Key Term on it, and then I’ll say the meaning of the term. Thus, you should write down what I say in addition to what is on the slide. On the other hand, do not feel obligated to write down every example, clinical experience, or personal story I say...mostly, those are meant to give you a break from writing and to paint a more complete picture of the material.
4. **Study the notes very closely.** Break the notes into little chunks of information and ***make flash cards*** (or choose some other strategy that works best for you). You may want to try an app that makes flashcards.
5. **Compare the notes to the book chapter.** If it was in both, it’ll probably be on the test.
6. **Learn the answers to the “Test Your Knowledge” prompts.**
7. **Do the “Check Your Understanding” Exercises** at the end of each chapter.
8. **Learn all of the key terms** in bold in each chapter.
9. If you do the above and are still unhappy with your grade then **please come see me.**

2. Movie Research Paper

For this paper you will watch an ANIMATED MOVIE (i.e., cartoon, digitally animated, claymation) which is clearly marketed to children. ***You must choose a movie that starts with the first letter in your first or last name*** (also, if this is your second time taking this class, then you must choose a NEW movie and new research studies). To assist you in choosing a movie, here is an updated resource that you can click on:

www.wikipedia.org/wiki/List_of_animated_feature_films

Important Note: ***I have failed several students within recent years for plagiarism.*** Let me tell you what they did. They took a quote from a source and put it word-for-word in their paper, but they did not use quotation

marks for the quote. They cited the source, so they thought they were okay, but they were not okay. ***When you take words from another source, it is plagiarism unless you put those words in quotes (even if you cite the source).*** Also, for this paper I do not allow quotes from articles, so you really just need to put everything in your own words.

Faculty in our department have also started failing students for using artificial intelligence to write their papers. ***The Turnitin software that I use, tells me which parts of the paper are plagiarized and how much was written using artificial intelligence.*** It's really not worth the gamble!

Grading

This course will have 6 tests. The **first two tests are worth 50 points each**, and the **other four tests are worth 100 points each**. Additionally, the only **paper in the course will be worth 200 points**. Thus, there are a total of 700 points available. Here's the breakdown of letter grades:

- **630-700 points (90-100%) = A**
- **560-629 points (80-89%) = B**
- **490-559 points (70-79%) = C**
- **420-489 points (60-69%) = D**
- **below 420 pts (below 60%) = F**

Course-Specific Policies

Blackboard

We will use [Blackboard](#) as the online communication hub for our face-to-face class. Announcements, updates, grades, some readings, and other important information will be posted to Blackboard.

Artificial Intelligence

The use of artificial intelligence (AI) tools and applications (e.g., ChatGPT) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is **prohibited**.

Class Attendance and Expectations

- Students are responsible for ascertaining the policies of instructors regarding absences from class. (Please see university policy 1I9.)
- Attendance will only be taken on the first day of class. (Please see the [First Class Meeting Attendance and Late Course Add Policy](#).) To maximize learning and performance on exams, students are strongly encouraged to attend all class sessions and actively take notes during lecture. Tests are written to emphasize the topics, terminology, explanations, and examples presented in class—some of which are not in the textbook.
- Please come to class ready to learn and participate. A student who is ready to learn has turned off or silence electronic devices (with the exception of a laptop or tablet exclusively for note taking) and is alert, awake, and focused (e.g., not sleeping, texting, browsing, engaging in conversation with others). (Please see the [Classroom Distractions](#) policy for additional information.)
- Please actively participate! Ask and answer questions during class. Contribute to discussions. Visit the instructor during office hours. Email with questions. This will ensure your success in this class 😊
- Video, photographic, and audio recording of class sessions are prohibited. (Please see university policies 1L15 and 3C1.)
- Please demonstrate respect and professionalism toward everyone in our class.

General Policies

Department of Psychology Policy on Incomplete Grades and Withdrawal

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 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/policies/1j1.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.

Academic Honesty: I trust you will be honest in this course. ***Cheating on exams, plagiarism on class assignments, and other forms of cheating will result in a grade of "F" in the course, a letter to the provost, probable disciplinary probation or expulsion, and other sanctions will be provided to the fullest possible extent.*** Included below are descriptions of plagiarism as outlined by the Department of Psychology and the Undergraduate Catalog.

The Psychology Department's Policy on Plagiarism

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. 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 (<https://www.siue.edu/policies/3c2.shtml>). 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"*** (<https://www.siue.edu/policies/1i6.shtml>).

The University policy discusses additional academic sanctions including suspension and expulsion from the University. To ensure that you understand how to avoid plagiarism, we encourage you to review the linked information on plagiarism.

Extended Absences Due to Serious Illness, Life Circumstances, Etc. Policy

Students who, because of serious illness, life circumstances, etc., find it necessary to miss many class sessions and are not able to complete assignments by deadlines (please see [Absence Policy: Non-exam Days](#)) are encouraged to withdraw from this course and reenroll in a subsequent semester when they can perform at their best. Students who remain enrolled in this course acknowledge that the [Late Work](#) and other related policies will apply in all circumstances. Please see the [Department of Psychology Policy on Incomplete Grades and Withdrawal](#) for related information about course withdrawal deadlines.

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:

- Regular and Substantive Interaction
- Recordings of Class Content
- Diversity and Inclusion
- Pregnancy and Newly Parenting Policy
- Services for Students Needing Accommodations (ACCESS)

- Academic and Other Student Services (Library, Academic Success, Tutoring, etc.)
- Cougar Care
- Student Success Coaches

Email Etiquette

I am a fan of professional correspondence. When you email, please share the following information. It helps me provide a quick, meaningful response:

- A formal greeting (Hi Dr. Jenkins, Prof. Jenkins, Dear Dr. J, etc.)
- Course and section number (listed in the syllabus and on Blackboard)
- Who you are (first and last name, please)
- Professional language

I will try my best to respond within one business day to messages that include the above information.

No Rounding or Individualized Extra Credit

Final letter grades are based on total points earned and the grading table in the syllabus. Please don't request rounding or curving. The instructor may deduct points from students who ask. Occasionally, the instructor may offer extra credit opportunities to the whole class. (Extenuating circumstances, such as a specific number of volunteers needed at specific times, may limit ability to participate.) Please don't ask for individualized extra credit. The instructor may deduct points from students who ask.

Use Firefox or Chrome to Complete Coursework on Blackboard

Please use [Firefox](#) or [Chrome](#) (these browsers work best) on a desktop or laptop computer and visit <https://bb.siue.edu> to complete all Blackboard work. Do not use the downloadable Blackboard app, Safari browser, or a cell phone or tablet. These may improperly display or submit assignments. If you have tech questions, please [ask ITS](#) before beginning Blackboard work. Missing or erroneous submissions will be graded as-is, which could mean a student receives 0 points for an assignment.

Classroom Distractions

Students have the right to a classroom free of substantive distractions that may adversely impact their ability to learn, including distractions from fellow students. The instructor reserves the right to provide informal corrective feedback to disruptive students, potentially in front of the entire class. Students who anticipate that such an interaction might lead to embarrassment or frustration are encouraged to be mindful of their behavior to prevent the need for such feedback. Extreme or repeated disruptions may be referred to the Department Chair or Office of Student Conduct.

Personal Disclosures Policy

Students are encouraged not to disclose personal (e.g., healthcare) information to the class. If they choose to share personal information about themselves or people they know, they should anonymize such statements. For example, substitute "a person," "a man," "a teenager," etc. for identifying names or relationships. As a reminder, disclosures made in class are not confidential. The instructor may discuss de-identified clinical examples. Use of de-identified cases for didactics is permitted by the Ethical Principles of Psychologists and Code of Conduct.

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. Violations of this policy will be enforced in line with the SIUE Student Conduct Code. The Hub <https://www.siue.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-

2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

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).