

**Child Psychology**  
**(Psychology 201; Spring 2026)**

**Professor:** Stephen Hupp, PhD  
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**Course Room:** Peck Hall, Room 2304  
**Course Time:** Tues/Thur 12:30-1:45 pm  
**Office Hours:** Mondays 10:45-11:45 am

<b>Date</b>	<b>Topic</b>	<b>Notes</b>
Jan 13	Course Introduction	
Jan 15	Themes (Chap 1)	
Jan 20	Theories & Research (Chap 2)	
Jan 22	<b>TEST #1</b>	<b>TEST #1</b>
Jan 27	Nature (Chap 3)	
Jan 29	Prenatal and Newborn (Chap 4)	
Feb 3	<b>TEST #2</b>	<b>TEST #2</b>
Feb 5	Infants/Toddlers: Physical (Chap 5)	
Feb 10	Infants/Toddlers: Cognitive (Chap 6)	
Feb 12	Infants/Toddlers: Social (Chap 7)	
Feb 17	Quack Medicine	
Feb 19	<b>TEST #3</b>	<b>TEST #3</b>
Feb 24	Early Child: Physical (Chap 8)	
Feb 26	Early Child: Cognitive (Chap 9)	
Mar 3	Early Child: Social (Chap 10)	
Mar 5	Challenging Behaviors	
Mar 10	<b>SPRING BREAK</b>	
Mar 12	<b>SPRING BREAK</b>	
Mar 17	Scientific Skepticism	
Mar 19	<b>TEST #4</b>	<b>TEST #4</b>
Mar 24	Science Moms (video)	<b>ONLINE DAY</b>
Mar 26	Middle Child: Physical (Chap 11)	<b>ONLINE DAY</b>
Mar 31	Middle Child: Cognitive (Chap 12)	
Apr 2	Middle Child: Social (Chap 13)	
Apr 7	Phobias, Terrors, and Fears, Oh My!	
Apr 9	<b>TEST #5</b>	<b>TEST #5</b>
Apr 14	Adolescence: Physical (Chap 14)	<b>ONLINE DAY</b>
Apr 16	Adolescence: Cognitive (Chap 15)	<b>ONLINE DAY</b>
Apr 21	Adolescence: Social (Chap 16)	<b>ONLINE DAY</b>
Apr 23	Teens These Days (video)	<b>ONLINE DAY</b>
Apr 28	Investigating Pop Psych (video)	<b>ONLINE DAY</b>
Apr 30	<i>Stranger Things</i> Mirrors Reality (video)	<b>ONLINE DAY</b>
May 5	<b>TEST #6 at 12:00 pm (noon)</b> <b>Note: This is a Tuesday.</b>	<b>TEST #6</b>

**Reading**

- *Child Development: From Infancy to Adolescence* (3<sup>rd</sup> Edition; Levine, 2024)
  - **Get this textbook from textbook rental ASAP!**

**Grading System.** 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**. Here's the breakdown of letter grades:

- **450-500 points (90-100%) = A**
- **400-449 points (80-89%) = B**
- **350-399 points (70-79%) = C**
- **300-349 points (60-69%) = D**
- **Below 300 pts (below 60%) = F**

**Professor Bio.** Stephen Hupp, PhD, has been a Professor of Psychology for over 20 years. He is the Editor of *Skeptical Inquirer: The Magazine for Science and Reason* (skepticalinquirer.org), and he has published several books including *Science-Based Therapy* (2025) and *Great Myths of Child Development* (2015).

**Course Overview.** 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.** 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, and 7) enhance critical thinking skills and skepticism regarding the media and research.

**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.**

**Tests.** There will be 6 tests (the first 2 tests are worth fewer points). Most (if not all) of the questions will be in true-or-false 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. If you need to *miss a test for any reason you can make it up immediately following the next test.*

**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. Hupp's 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. ***Be prepared for questions in a true-or-false format.***
10. If you do the above and are still unhappy with your grade then **please come see me.**

### **Technical Support, Requirements, and Capabilities**

You can receive technical support for this course by contacting Information Technology Services at 618-650-5500 or [help@siue.edu](mailto:help@siue.edu) ([www.siue.edu/its](http://www.siue.edu/its)). At a minimum, you will need the following software/hardware to participate in this course:

- Computer with an updated operating system (e.g. Windows, Mac, Linux)
- Updated Internet browsers (Apple Safari, Internet Explorer, Google Chrome, Mozilla Firefox)
- DSL or Cable Internet connection or a connection speed no less than 6 Mbps.
- Media player such as, QuickTime or Windows Media Player.
- Adobe Reader or alternative PDF reader (free):  
<http://get.adobe.com/reader/?promoid=HRZAC>
- Java plugin (free): <http://java.com/en/download/index.jsp>
- Any other specialized software or basic software (e.g., MS Office, etc.). Students can download MS Office at no charge here: <http://office365.siue.edu>

Students in an online course should be able to: 1) use a word processor, such as Word, to compose assignments & communicate, 2) attach files to emails or course areas, 3) navigate websites and course materials, and 4) reach out to tech support when issues arise and troubleshoot to resolve problems.

### **COURSE POLICIES**

**Attendance Policy.** I do not keep track of attendance. Thus, you do not need to tell me when you miss class. However, I do design the tests to reward good attendance.

**No Photos or Videos During Class.** Students are not allowed to take photos or videos during class presentations or tests.

**Instructions for Course Evaluation.** Please complete the online course evaluation at the end of the semester when you receive an e-mail requesting you to do so. I often make changes to this course based on student feedback.

### **Additional Course 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 <http://www.siue.edu/policies/lj1.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 (<http://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."*** (<http://www.siue.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siue.edu/education/psychology/plagiarism.shtml>."

The Undergraduate Catalog provides the following statement on **plagiarism**: "The University gives high priority to matters of academic ethics and abhors all types of cheating, including plagiarism. ***Plagiarism is the act of representing the work of another as one's own and may consist of copying, paraphrasing, or otherwise using written or oral work of another without proper acknowledgement of the source or presenting oral or written material prepared by another as one's own.*** Instructors may impose sanctions for academic cheating in accordance with the Student Academic Code. The minimum penalty for academic misconduct beyond failure for an assignment and/or for a course is disciplinary probation."

Department Writing Policy. "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:

- clear transitions from sentence to sentence and idea to idea (e.g., paper 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 (<http://www.siue.edu/is/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).

### **Policies Suggested by the University**

**Recordings of Class Content.** Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siu.edu/policies/3c1.shtml>.

**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.siu.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 [jbball@siue.edu](mailto:jbball@siue.edu). There is also an online form for reporting bias incidents at [https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout\\_id=10](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).

**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.

**Services for Students Needing Accommodations.** Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling [618-650-3726](tel:618-650-3726). If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

**Cougar Care.** Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting [cougarcare.siu.edu](http://cougarcare.siu.edu) or by calling [618-650-2842](tel:618-650-2842).

**Student Success Coaches.** [Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please

utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

Technical Support. Since this is an online course, you are expected to have reliable Internet access. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Contact ITS at [618-650-5500](tel:618-650-5500) or at [help@siue.edu](mailto: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 Knowledge Base](#) for various how-to and troubleshooting guides.

Academic and Other Student Services

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

## **Reasons to Become a PSYCHOLOGY MAJOR (or MINOR) at SIUE.**

### **Meet Other Students:** Social Events, Presentations, Volunteerism, Leadership

- Two Psychology Clubs (open to all students interested in psychology)
- Psi Chi Honors Society for majors with notable academic success

### **Conduct Research Studies (Psyc 491):** Example topics...

- behavior problems, school difficulties, autism spectrum, parenting, delinquency
- weight management, physical health, stress, ethical issues, mental illness, aging
- consumer behavior, employee selection, prejudice, gender bias
- decision making, teaching of psychology, pseudoscience

### **Experience Field Study (Psyc 493):** Example sites...

- SIUE Counseling; SIUE Human Resources; Local schools
- Juvenile Detention; Center for Autism; Madison County Probation

### **Find Great Jobs!** Examples with a Bachelor's degree from SIUE...

- Facebook Recruiter; Case Manager at Centerstone; Human Resources
- Probation Officer at St. Clair County; Research Technician at Barnes Hospital
- Crisis Worker at Children's Home + Aide; Residential Counselor

### **Get Your Masters at SIUE:**

- Industrial/Organizational Psychology (consult for businesses)
- Clinical Psychology (provide assessment & therapy)
- Clinical Child & School Psychology (help children & adolescents)

### **Get into PhD Programs:** Examples admitting our students...

- DePaul University (industrial/organizational psychology)
- Florida State University (social psychology)
- Illinois State University (school psychology)
- St. Louis University (clinical psychology & family therapy)
- University of Nevada - Las Vegas (experimental psychology)

### **Find Great Jobs (PART 2):** Examples with graduate degrees...

- Professor at SIUE; Researcher at Washington University
- Nestle Manager; VP of Human Resources at Ameren
- Clinician at Foundations for Change; Neuropsychologist at St. John's Mercy
- St. Jude Hospital Research Associate; School Psychologist at Edwardsville High

### **If not the Psychology MAJOR, consider the Psychology MINOR:**

- All you need is: Introduction to Psychology (Psyc 111) and 6 more psych courses
- Most jobs are greatly enhanced by psychology knowledge and related skills!

### **Stay in Touch:**

- [siue.edu/education/psychology](http://siue.edu/education/psychology)
- Facebook: SIUE Psychology

## **APPLY TO ONE OF OUR PSYCHOLOGY GRADUATE PROGRAMS!**

The SIUE Department of Psychology has three graduate programs:

- The **Clinical Child and School Psychology** graduate program has two tracks:
  - Clinical Child Psychology Track. Students in this track receive a Master's degree in Clinical Child and School Psychology. About half of these students choose to then apply to a Doctoral program, and the other half choose to find a job right away. Students are prepared to work with families in private practice, hospitals, or community organizations. Our students have a very high success rate of getting into doctoral programs and finding jobs.
  - School Psychology Track. Students in this track receive a Master's degree in Clinical Child and School Psychology, and then they typically stay at SIUE to receive a Specialist Degree in School Psychology. These students have a very high success rate of finding employment as school psychologists. In fact, there is a national shortage of school psychologists. Some students later choose to also pursue a Doctoral degree.
  - **See the VIDEO:** <https://www.youtube.com/watch?v=RQyRMRTYEDQ>
  
- The **Clinical Psychology** master's program "is one of the strongest clinical training programs in the St. Louis region. It prepares students for careers in mental health organizations or further graduate education in a clinical PsyD or PhD program, a counseling PhD program, or related doctoral study. Many graduates obtain positions in community mental health centers, state hospitals, research institutions, private hospitals, and other agencies that provide psychological services."
  - **See the VIDEO:** <https://www.youtube.com/watch?v=mQ3n6O7xaIE>
  
- The **Industrial/Organizational Psychology** master's program "offers a rare blend of the scientist-practitioner model, requiring students to complete both a research-based thesis and required field hours of practicum...Research experience is directed at conceptualizing and solving applied organizational problems. Required practica, which are available throughout the St. Louis area, are oriented toward giving students applied, realistic skills and experiences to develop viable and effective performance in an organizational context."
  - **See the VIDEO:** <https://www.youtube.com/watch?v=j5NfzF-b3K4>

**You can learn more about all of these programs here:**

<https://www.siue.edu/education/psychology/graduate/>