

Course Syllabus for PSYC 2076 Child Psychology

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Course: PSYC 2076 2.0.(1) Child Psychology
Book: Course Syllabus for PSYC 2076 Child Psychology

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Description



The *Moodle book* is a resource that can be used to organize information and multimedia in your course. Click on any of the chapter titles to jump to the section you want to read. You can print this book by clicking on the book title or on a chapter title and then clicking the link under the Table of Contents.

This course syllabus is an example of the Moodle book.

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Transcript Information

Instructor & Course Information

PSYC 2076 Child Psychology (3 credit hours)

Instructor: Dr. Marla Erwin

Phone: 225-439-5780 (text)

Email: merwin1@lsu.edu

Please email your instructor or post in the Q&A forum with questions about course content. Every effort will be made to respond within 24 hours.

Catalog description: Psychological and social development of the child.

Pre/co-requisites: As a prerequisite for this course, students should have received credit for PSYC 2000: Introduction to Psychology or PSYC 2060: Educational Psychology or equivalent, and gained a basic understanding of the different disciplines and theories underlying this multifaceted field of study.

Course Outcomes and Module Learning Objectives

This course covers the following specific measurable outcomes and learning objectives. All assessments are aligned to these outcomes and objectives.

Course Outcomes

When you complete this course, you will be able to:

1. Recognize how early biological development can affect psychological development
2. Describe how cognitive faculties develop through infancy, childhood, and adolescence
3. Explain childhood cognition and early language acquisition
4. Discriminate between socioemotional stages of development in children in order to interact appropriately with children across different levels
5. Explain the affects social context can have on development in order to understand how children are shaped by their surroundings.

The following is a breakdown of module topics and their associated learning objectives:

Module 1: The Nature of Children's Development

1. Recognize the influence of research in children's development on parenting, education and social policy. (CO 1,2,3,4,5)
2. Identify processes, periods, cohort effects and issues in development. (CO 1,2,3,4,5)
3. Recognize the main theories of child development, research methods, designs and challenges. (CO 1,5)
4. Format text in APA style. (CO 1,2,4,5)

Module 2: Beginnings

1. Describe how genetics and environmental factors influence human development (CO 1,2)
2. Identify some important reproductive challenges and choices. (CO 1,5)
3. Recognize the three periods of prenatal development and describe potential hazards during prenatal development. (CO 1,2,5)
4. Identify the stages of birth and characteristics of the post-partum period (CO 1,2,4,5)
5. Describe the development of low birth weight and preterm infants. (CO 1,2,3,4,5)

Module 3: Infancy

1. Explain physical development in infancy. (CO1)
2. Identify major theories of cognitive development in infancy. (CO 2,3)
3. Describe socioemotional development in infancy. (CO 4,5)

Module 4: Early Childhood

1. Describe physical development in early childhood. (CO 1)
2. Identify major theories of cognitive development in early childhood. (CO 2,3)
3. Describe socioemotional development in early childhood. (CO 4,5)

Module 5: Middle and Late Childhood

1. Discuss physical development in middle and late childhood. (CO 1)
2. Recognize major theories of cognitive development in middle and late childhood. (CO 2,3)
3. Describe socioemotional development in middle childhood. (CO 4,5)

Module 6: Adolescence

1. Discuss physical development in adolescence. (CO 1)
2. Recognize major theories of cognitive development in adolescence. (CO 2,3)
3. Describe socioemotional development in adolescence. (CO 4,5)
4. Describe historical influences on the transition to adulthood. (CO 4,5)

Module 7: Looking Forward

1. Describe socioemotional development in adolescence. (CO 4,5)
2. Explain contemporary contextual influence on the nature of child development. (CO 2,3,4,5)
3. Explore the focus of current research discoveries in the field of child development. (CO 1,2,3,4,5)

Course Materials and Resources

Required Materials

The following materials are required for this course:

Santrock, J., Lansford, J., & Deater-Deckard, K. (2024). *Children* (Evergreen), McGraw-Hill.

- ISBN10: 1266608354
- ISBN13: 9781266253041
- [Rent the ebook](#)

Ordering Information

Please review the following tips for ordering your course materials:

1. Do not purchase your textbooks until your enrollment is approved. During the processing period, a new section may be opened that could require a different textbook or edition.
2. Only the textbook will be required for the course. You may choose either the ebook or the print version based on your preference. The options for McGraw-Hill's digital learning platforms, GO and CONNECT, are not required nor will be used in the course.
3. Courses with special access codes require that students use direct links to the publisher's site.
4. Always order by the ISBN. Publishers and vendors often offer the same textbook title under different ISBNs. You must have the correct ISBN to access your online website.
5. If you have problems locating a textbook, contact us at Answers@outreach.lsu.edu for assistance.

Privacy and Accessibility

Please be aware that certain information may be collected and used in other locations using your McGraw Hill Education course materials. For details, see [McGraw Hill Education's privacy policy](#).

If you have accessibility concerns or would like to request accommodations, contact McGraw Hill Education support at [Accessibility Support](#). You can read about McGraw Hill Education's accessibility features on their [Accessibility: Our Commitment](#) page.

Additional Materials

The following materials are suggested as supplemental to the course material:

American Psychological Association. (2020). *Publication manual of the American Psychological Association 2020: the official guide to APA style* (7th ed.). American Psychological Association.

- ISBN 9781433832161

Technical Information and Assistance

Technical Help

If you have questions about the functionality of your course, review the GROK article [LSU Online Technical Requirements](#) to make sure you have the right equipment and software.

If you have any technical problems or questions, email CE Learner Services at Answers@outreach.lsu.edu or call (225) 578-2500. Be sure to mention your name, course number, and section.

Grading and Course Work

This course covers an entire semester of work or the equivalent of a classroom course lasting 15 weeks or 135 hours. You will find some modules are longer than others and may require more time and effort on your part. Do not expect to complete each module in a single study session. Understand, too, that if you choose to submit assignments at a very high pace, your instructor may not be able to grade your work at the same rate. In other words, if you submit multiple assignments on the same date, your instructor may be unable to provide feedback and grade all of them within the expected 7-day response time.

Your grade in this course will be determined by the specific activities and assessments described in this syllabus. You will have a checklist in each module that instructs you on how to work through the materials and activities. In the following subchapters you will find details about each type of activity and assessment, as well as the grade breakdown and grading scale. Specific expectations for each graded item are included within these subchapters. Make sure you read all of the instructions!

Grade Breakdown and Grading Scale

Your grade in this course will be determined by the specific activities and assessments described in this syllabus. Specific expectations for each graded item are included within these subchapters. Make sure you read all of the instructions!

**To pass this course, you must pass the (proctored) final exam (60 points or better). If you pass the final exam, your grade will be calculated as follows.*

- Quizzes = 20 points each
- Reflection Assignments = 10 points each
- Writing Assignments = 20 points each
- Exams = 100 points each
- Total = Sum of points earned

Component	Points
7 Quizzes	140
7 Reflection Assignments	70
7 Writing Assignments	140
2 Exams	200
Total = total points earned	550

LSU GRADING SCALE

The following grading scale applies:

- 97%-100% = A+
- 93%-96% = A
- 90%-92% = A-
- 87%-89% = B+
- 83%-86% = B
- 80%-82% = B-
- 77%-79% = C+
- 73%-76% = C
- 70%-72% = C-
- 67%-69% = D+
- 63%-66% = D
- 60%-62% = D-
- 0%-59% = F

Quizzes

Content

Each module contains a short quiz that will test your knowledge of the information covered in the readings/videos/module resources. Click on the quiz title in each module, read the instructions, and begin your attempt.

Timing and Takes

You may attempt each quiz 1 time, and you will be given 30 minutes. Each quiz is worth 20 points.

Grading and Review

Your quiz will be automatically graded, and you will see your score after you submit. You will be able to review your answers when you are finished.

Reflection Assignments

Purpose of the Assignment

The reflection assignments provide an opportunity to engage with the information you have studied in each module by reflecting on how concepts may apply to concrete situations and connect to your own experience.

Directions

Click on the reflection assignment title in the module, where you will find instructions for completing and submitting your reflection. You will also find a grading guide within the instructions for each individual assignment.

Submission Guidelines

Responses should be prepared using Word or PDF format. Save your assignment with the following naming convention [LastName_FirstName_M1REF] before uploading. Submit your assignment by uploading your document. Reflection assignments are less formal and do not require APA format, but should include proper citations where necessary.

Grading

Each assignment will be graded according to criteria listed in the grading rubric provided within the assignment instructions. Assignments will be graded within seven calendar days.

Writing Assignments

Purpose of the Assignment

The writing assignments vary in format and provide an opportunity to demonstrate your ability to apply the information you have studied in each module.

Directions

Click on the assignment title in the module, where you will find instructions for completing and submitting your assignment. You will also find a grading guide within the instructions for each individual assignment.

Submission Guidelines

Responses should be prepared using Word or PDF format. Save your assignment with the following naming convention [LastName_FirstName_M1Assgn] before uploading. Submit your assignment by uploading your document. Be sure to follow APA format for the writing assignments.

Grading

Each assignment will be graded according to the criteria listed in the grading rubric provided within the assignment instructions. Assignments will be graded within seven calendar days.

Knowledge Checks

Description

You may complete interactive activities in several modules that test your knowledge of the basic concepts presented in the module lecture videos and readings. They are practice exercises to help you apply what you have learned in each module. You may complete lessons as often as you like, and they are not graded.

Directions

In each module, click on the lesson title to begin. You will be directed to a series of pages containing either content or questions. On question pages, you will be required to make a choice or answer a question. Your answers/choices will determine the pages you see next. If you answer a question incorrectly, you will have the opportunity to review the relevant content pages and answer again. You will proceed to the next question or content page if you answer correctly.

Exams and Proctoring

All Online Distance Learning (ODL) exams must be proctored by a proctoring service as specified in your course. The proctoring service allows you to take your exam from anywhere using a computer with a webcam, microphone, and a high-speed Internet connection. Students must be able to meet the service's technical requirements. Students are responsible for all fees the proctoring company charges for exam proctoring services.

Students should plan in advance to schedule and take their exams. All exams must be completed by the expiration date. Proctor unavailability is not considered grounds for additional time for an extension. No additional time will be granted to accommodate the proctor's schedule or the student's ability to schedule or attend an exam session.

An exam may not be taken until all of the modules covered in that exam have been completed. Exams must be taken in order (e.g., a mid-course assessment must be taken before the final exam), and the final exam cannot be taken during the first three weeks of enrollment. You must have a grade on the last assignment before the final exam.

Carefully read the following information listed in your course's exam module. Navigate to this exam module when you are ready to take your exams.

Content

Questions on the exams will be in multiple-choice format. These questions will be similar to what you have seen in module quizzes. There will be 50 questions at two points each. You will be able to see your score and missed questions after you submit your exam.

Midterm Exam covers material from Modules 1-3 and is worth 100 points for your final grade. Questions may address topics from:

- Module 1 Learning Objectives (LO) 1, 2, 3, 4 (17 questions)
- Module 2 LO 1, 2, 4, 5 (15)
- Module 3 LO 1, 2, 3 (18)

Final exam covers material from Modules 1-7 and is worth 100 points for your final grade. Questions may address topics from:

- Module 1 Learning Objectives (LO) 1, 2, 3, 4 (7 questions)
- Module 2 LO 1, 2, 4, 5 (9)
- Module 3 LO 1, 2, 3 (6)
- Module 4 LO 1, 2, 3 (6)
- Module 5 LO 1, 2, 3 (7)
- Module 6 LO 1, 2, 3, 4 (8)
- Module 7 LO 1, 2, 3 (7)

Preparation

To prepare for your exam, review module readings, activities, and all external resources provided in the course, including your textbook.

Testing Rules

- Exams require all preceding module assignments to be completed and graded.
- You will have three hours to complete your exam.
- Exams will be completed under proctor supervision.

- No restroom breaks are allowed.
- No external materials are permitted.

To read the full exam policy and other policy statements, visit ODL's [Policy page](#).

Proctoring Information: ProctorU

To take exams in this course, you will use the proctoring service ProctorU. You cannot use an account created through another university, so if you already have an account, you will still need to create an account associated with LSU Online Distance Learning (ODL). When you are ready to create your account, visit the [Louisiana State University ProctorU portal](#). When you create your account, you will have access to the following items:

- [Login](#): used to access your account and schedule appointments
- [Sign Up](#): used to create your account and request a Login ID
- *Technical Specifications*: provides specifications and a link to [test your equipment](#)
- *How It Works*: video explaining testing process
- *Getting Started*: instructions for first time users
- *Contact Us*: provides contact information for ProctorU

The [ProctorU Live Resource Center](#) provides information on:

- How ProctorU works
- What to expect when testing
- Technical requirements, and more.

Exam appointments are reserved on a first-come, first-served basis. Schedule your exams as early as possible so that you can choose the times that are best for you and so you will have enough time to prepare. Please note that if you schedule your exam fewer than seventy-two hours before your chosen day and time, additional premium scheduling fees may be assessed. The ProctorU [Test-Taker Knowledge Base](#) contains more information about scheduling and premium fees.

Proctored Exam Reviews

Students who have completed an exam and desire to review the results of their exam attempt must request an exam review. Students should follow the instructions provided in each exam module carefully in order to make sure that the exam will be available for their review appointment.

Course Policies

Carefully read the following important policies that apply to taking a course through [LSU Online Distance Learning \(ODL\)](#). For a complete list of our program policies, visit our [Policies page](#).

Engagement and Participation

Please check into your Moodle course frequently to keep track of your work. An online course requires you, the student, to be in control of your learning. In a face-to-face (F2F) course, instructors can play a much bigger role in actively directing your learning, since they see you two or three times a week. In an online course, it takes a lot more work in designing an appropriate learning environment, so that you can learn at your own pace. Since you are in control, you need to be disciplined enough to complete assignments on a regular basis and stay up to date with the course.

Timely communication is an e-learning best practice. Check your email and the News and Announcements Forum on the course front page regularly to make sure you do not miss any communications from your instructor.

Academic Integrity

Academic Misconduct

Students in Online Distance Learning (ODL) courses must comply with the LSU Code of Student Conduct. Suspected violations of the academic integrity policy may be referred to [LSU Student Advocacy & Accountability \(SAA\)](#), a unit of the Dean of Students. If found responsible of a violation, you will then be subject to whatever penalty SAA determines and will forfeit all course tuition and fees. ODL reserves the right to deny enrollment to any applicant or to discontinue the enrollment of any student who is in violation of the ODL academic integrity policy.

To read more, please visit our [policies page](#).

Plagiarism and Citation Method

Students are responsible for completing and submitting their own course work and preparing their own modules. All work submitted in the course modules must be the student's own work unless outside work is appropriate to the assignment; all outside material must be properly acknowledged. Generative AI is prohibited. It is also unacceptable to copy directly from your textbook or to use published answer keys or the teacher's edition of a textbook. It is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. In this class, it is required that you use APA format for citing references. Ignorance of the citation method is not an excuse for academic misconduct. Remember, there is a difference between paraphrasing and quoting and how to properly cite each respectively. More information on this topic is provided in Module 1.

One tool available to assist you in correct citations is the "References" function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the "References" function is available in most University computer labs. A demonstration of how to use this tool is available online at the [LSU Student Advocacy & Accountability page](#).

Unauthorized Assistance

Unauthorized collaboration constitutes plagiarism. Collaborative efforts that extend beyond the limits approved by the instructor are violations of the academic integrity policy. Students who study together are expected to prepare and write their own individual work for submission and grading.

Examinations

LSU has very strict regulations regarding the administration of exams that must be carefully followed by proctors and students. Examinations must represent the enrolled student's own work and must be completed under the supervision of the proctor without the assistance of books, notes, devices, or other help, unless specified otherwise in the exam directions or as part of accommodations approved by Disability Services.

The student must pay for any cost involved in having an exam supervised.

If ODL has any question or concern about the administration of an exam, LSU reserves the right, at its sole discretion, to require a student to retake an examination. If asked to retake an exam, you will be notified within thirty days of the original examination. Grades will be awarded on the basis of the second exam only.

Disability Accommodations

A learner with a disability is entitled by law to equal access to university programs. Two federal laws protect persons with disabilities in post-secondary education: the Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended), the 1990 Americans with Disabilities Act (Pub. L. No. 101-336) and the ADA Amendments Act (Pub. L. No.110-325). LSU A&M is committed to ensuring that its websites, online courses, and all online materials are accessible to people with disabilities.

Online Distance Learning (ODL) will make appropriate, reasonable accommodations for students with disabilities. Specific accommodations must be determined by LSU Disability Services or by the equivalent office at the student's own institution. Accommodations may be permitted for lesson assignments as well as for exams.

- If you are an LSU Student with a disability and need assistance to obtain or arrange reasonable accommodations, contact LSU Disability Services each time you enroll.
- If you are not an LSU student and have approved accommodations with your home institution, ODL will need official verification of those accommodations.
- If you are not an LSU student and not enrolled in another institution, you should contact LSU Disability Services for assistance.

If you have accessibility needs that we can help with, visit the [LSU Disability Services page](#) and register for accommodations before you begin your course work.

Netiquette

Communication in the online classroom comes across differently than the communication we are accustomed to through academic writing and face-to-face classroom discussion. Use online etiquette guidelines like the ones listed in the document below to craft your communication.

You can also read [The Core Rules of Netiquette](#) by Virginia Shea (1994) to understand the human aspect of online communication.



Online Etiquette Guide

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

SECURITY

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Do not share your password with anyone
- Change your password if you think someone else might know it
- Always log out when you are finished using the system

GENERAL GUIDELINES

When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other form of communication
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, do not refer to your instructor by first name
- Use clear and concise language
- All college level communication should have correct spelling and grammar (this includes discussion boards)
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you"
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Avoid the use of emoticons like :) or ☺
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and that of another)
- Do not send confidential information via e-mail

EMAIL ETIQUETTE

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line
- Be brief, but include necessary information
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address
- Think before you send the email to more than one person—does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when choosing to "reply all"
- Be sure the message author intended for the information to be shared before choosing to "forward" the message

MESSAGE BOARD ETIQUETTE AND GUIDELINES

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Do not repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, "I agree"—you should include why you agree or add to the previous point
- Always be respectful of all opinions even when they differ from your own
- When you disagree with someone, express your differing opinion in a respectful and non-critical way
- Do not make personal or insulting remarks
- Be open-minded when reading other posts

You can [click here to download the PDF file.](#)

Extensions

An extension of enrollment is available. The extension extends the enrollment period two months for a fee of \$75. Only one extension is available per course enrollment. Requests for an extension must be received in our office prior to the expiration date to avoid being dropped from the course and receiving a "W" in the course.

Guild students: if you need to extend your courses, login to the registration site, go to My Courses, then to My Programs, and under upcoming Courses, add to cart the certificate extension. All other students, use the link below.

 [Request an extension](#)

Transcript Information

After you have completed this course, your grade will be filed with the Office of the University Registrar. If a transcript is needed, it is your responsibility to make a request to the registrar. If you would like to order a transcript, visit the [Office of the University Registrar Transcript Requests](#) page to view your options.

To close this book and return to the Welcome! module, click on the course title at the top of page.