

COURSE DESCRIPTION

How to contact me:

I encourage you to communicate with me throughout this semester.

You can message me through the Canvas inbox.

You can have a direct live meeting with me on Zoom, message me so we can set up an appointment.

Office Hours:

By appointment. Reach out to me via Canvas Inbox to arrange a time that works for you.

Textbook:

Connect Smart Book: Children, John Santrock, Jennifer Lansford & Kirby Deater-Deckard, 2024 Release.

Student Learning Outcomes from SRJC Course Outline of Record:

Upon completion of the course, students will be able to:

1. Analyze and apply biological and environmental theories to explain cognitive, physical, emotional, and social development of the individual from the prenatal period through childhood and adolescence.
2. Describe and apply the research methods that are used to study child and adolescent psychology.

Psychology 4 Objectives:

Students will be able to:

1. Distinguish among significant theoretical perspectives on the development of the child.
2. Differentiate between chromosomes and genes, recessive and dominant traits, and monozygotic and dizygotic twins.
3. Discuss chromosomal and genetic abnormalities relevant to the psychological maladjustment of the child.
4. Describe how psychological and environmental factors such as maternal stress, nutrition, teratogens, sexually transmitted diseases, and drugs influence the development of the child.
5. Examine the brain structures, intellectual growth, perceptual processes, memory and language development of the child in the infancy, childhood and adolescent years.
6. Explain how attachment, social deprivation, child abuse and neglect, day care, temperament, and gender differences influence the infant's social and emotional development.
7. Discuss the influence of parenting styles, siblings, peer interactions, and gender roles in the early childhood years.
8. Describe the factors that contribute to and delineate treatment strategies for childhood obesity, eating disorders, elimination disorders, ADHD, and learning disabilities.
9. Provide causal factors and treatment options for separation anxiety, conduct disorder, childhood depression, and drug abuse in the middle childhood and adolescent years.
10. Discriminate among the various theories that describe the adolescent's self-concept, emotional, cognitive and moral development.

Course Requirements:

All students will participate each week; read assigned materials; participate in discussions, activities and assignments; complete chapter vocabulary quizzes and major tests.

Your participation in our class is an important aspect of this course. I do not drop students from my online classes after the first week, if for any reason you are unable to meet the requirements of this class it is your responsibility to officially drop the class.

Grades:

Scores of all completed work throughout this semester will be added together to determine your final grade average.

TOTAL POINTS POSSIBLE: 705 POINTS

A = 635 to 705 Points

B = 564 to 634 Points

C = 494 to 563 Points

D = 423 to 493 Points

F = 422 Points and below

Assignments for course:

Smart Book Readings are required for each assigned chapter.

135 TOTAL POINTS POSSIBLE

Discussions and Participation Assignments are required for each assigned chapter.

230 TOTAL POINTS POSSIBLE

Vocabulary Quizzes are given for each assigned chapter.

You will be allotted 30 minutes to complete vocabulary quizzes each week.

120 TOTAL POINTS POSSIBLE

Exams are multiple choice and given throughout the semester.

220 TOTAL POINTS POSSIBLE

Extra Credit:

The purpose of extra credit work is to provide the student the opportunity to improve course point totals. Extra credit is in addition to required work and not a substitute for required coursework or tests and must be submitted by the specific due date listed on the course outline. Below are the extra credit options that add to your total points.

- **Connect Interactive Extra Credit Assignments** are provided on Connect to students for each assigned chapter to supplement classroom learning and help prepare for unit tests. Students will be awarded two extra credit points for each connect extra credit assignment that is completed on the Connect site. All extra credit must be completed the day prior to the unit's exam date to earn the points.
- **Topic Essay** assignments are worth three points. A topic essay is a typed double-spaced 3-page paper that demonstrates knowledge of material addressed in the textbook. The paper must reflect research and explanation of material covered in the text. It must demonstrate quality work. A reference in addition to the textbook must be utilized and cited in the body of the paper per APA guidelines. Last day to submit topic essays is one week before the final.
- **Additional Extra Credit** as assigned throughout the semester for a variety of activities which will be announced during class and posted on the CANVAS system.

Course Expectations for Students:

- I expect students to actively contribute each week and participate fully in class activities. Each student has the opportunity to make the class more interesting and meaningful by discussing the chapter material, asking relevant questions and introducing a personal perspective and experience.
- Given the flexibility of submitting the assignments during the week, no late assignments are accepted. It is your responsibility to plan accordingly and ensure all work is completed on time.
- **To emphasize**, I do not automatically drop students from the class after the first week. It is your responsibility to drop the class yourself if you need to withdraw. Please check the [Schedule of Classes](#) for specific drop deadlines, since there are both financial and grading penalties for not withdrawing in a timely fashion.
- All assignments are due on the date specified on the Canvas.
- Viewing required class materials posted on the course CANVAS site are an important aspect of your academic success. Regularly check the Canvas Announcements section for any posted materials or date reminders. If you have any questions or concerns about this process, please contact me through your Canvas inbox.
- Academic honesty and integrity is your responsibility as a student at Santa Rosa Junior College. Cheating or plagiarism in any form will not be tolerated and are subject to disciplinary actions according to the Student Conduct Standards. Do not jeopardize your grade in this class or your college career by engaging in academic dishonesty. Link to College Policy: [Santa Rosa Junior College Academic Integrity Link](#)

Guidelines for Appropriate Classroom Behavior:

- As we proceed through this semester, it is important that you understand expectations for student behavior in class. I expect you to act with respect toward your classmates, professor and the classroom itself. All online discussions are monitored and must remain respectful.
- If anyone is inappropriate towards classmates or the instructor, that student will be warned first, if issues are not resolved, further actions may be taken. Please consult the SRJC [Student Code of Conduct Standards](#) for the procedures and further consequences which will be utilized.

Student Information:

- Students with learning challenges who believe they may need accommodations in class are encouraged to contact [Disability Resources](#) by phone at 778-2491 or in person as soon as possible to better ensure such accommodations are implemented at the beginning of the semester. If you need disability related accommodations for this class, such as a note taker, test-taking services, or other resources, please provide your instructor with the Authorization for Academic Accommodations Form (AAA letter) from the Disability Resources Department (DRD) as soon as possible. You may also speak with the instructor about your accommodations. If you have not received authorization from DRD, it is recommended that you contact them directly.
- The [college library](#) is a valuable resource available to you as a student. Become familiar with on-campus and online services that you can use for a variety of purposes including research, school group meeting rooms, and study areas.

Remember:

Lastly, this is my reminder that I am here to partner with you in your educational journey. Use Canvas inbox to stay connected. My student hours are by arrangement. Previous students reported that meeting with me to review material, and prepare for tests were all helpful in achieving their academic goals.

Together, we will create a class environment that is supportive and collaborative for you, as students, and for me, as your instructor. I expect mutual respect for each other as demonstrated through our actions in the classroom discussions and participation.

We are going to have a great semester learning about the field of Child Development Psychology.

Syllabus is subject to change at the discretion of the instructor.

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