San José State University  
College of Social Sciences/Psychology Department  
PSYC 102 (Child Psychology) Section 02  

Fall 2011

Instructor: Dr. Mildred Alvarez  
Office Location: DMH 323  
Telephone: (408) 924-5640  
Email: mildred.alvarez@sjsu.edu. When contacting me by email, please write PSY 102 STUDENT on the subject line.

Office Hours: Tuesdays & Thursdays: 12:20-12:50 & 2:50-4:00P

You are encouraged to see me during office hours or to contact me whenever a need arises. Please discuss with me any concerns you may have regarding our class as soon as possible (before the quiz, exam, etc.) & do not wait too long to see me.

Class Days/Time: Tuesdays & Thursdays 10:30-11:45 (section 02)

Classroom: WSQ 207 (section 02)

Prerequisites: PSYC 001 (General Psychology)

Faculty Web Page

Copies of the course materials such as the syllabus, lecture outlines, and review sheets can be found on my faculty web page at http://www.sjsu.edu/people/mildred.alvarez/courses/  
I will announce in class when specific handouts are available on this website. The “lecture outlines” provided as handouts list broad issues to be discussed in more detail during class lectures. These short outlines merely provide you with a general organizational tool and you will need to fill in important details for which you will be responsible during lectures.
Course Description

SJSU Course Catalog Description: “Psychological development of children from conception to adolescence, including perceptual, cognitive, personality and social development. Outside activities may be required. Prerequisite: Psyc 001 (General Psychology).”

Specific Course Description: The purpose of this course is to provide a survey of the field of developmental psychology by examining the development of children from the prenatal period to adolescence (with a focus on infancy through middle childhood). The lectures will mix chronological descriptions with a general topical approach (i.e., sometimes lectures will focus on age-related issues and events and at other times lectures will examine specific topics as they might affect someone across various age levels). The required text and lectures will be the main source of information. The readings and lectures will sometimes coincide; however, there will also be unique information from each source (i.e., required readings and lectures) for which you will be responsible. The class will emphasize the typical course of development but will also include some information on atypical developmental processes. You are expected to complete assigned readings before each class meeting.

Course Goals and Learning Objectives

Course Learning Objectives:

- To recognize normative (i.e., “average” or “typical”) and individual aspects of development
- To identify and describe psychological theories and concepts of cognitive, social, and emotional development
- To have an appreciation of the variety of factors that may influence the process of development, including the potential impact of such factors as genetics, ethnicity, culture, gender, and socioeconomic status

Required Texts/Readings

Required Textbook:

- Textbook website is www.mhhe.com/dehart5. Once on site, click on “Student Edition”. Provides excellent “Chapter Outlines”; website access is free.
Other Required Reading:
You will be required to read the “Social Policy Report” article (written by Pfeifer, Spears Brown, & Juvonen) listed below that is published by the Society for Research in Child Development (SRCD) and available on their website. Note that Quiz 2 will be based entirely on the content of this required reading.

Article for Required Reading:
Authors: Jennifer H. Pfeifer, Christia Spears Brown, & Jaana Juvonen
Publication Year & volume: 2007, Vol. XXI (No. II)
Title: “Teaching tolerance in schools: Lessons learned since Brown v. Board of Education about the development and reduction of children’s prejudice”.

Follow these instructions for obtaining the article for required reading from the SRCD website:

1) Go to the following website: http://www.srcd.org/
2) Highlight “Publications” using your cursor (do NOT click yet)
3) Highlight “Social Policy Report” (do NOT click yet)
4) Highlight “Current and Recent Issues” and CLICK on this (notice that articles are listed by publication year – so look under 2007 listings)
5) CLICK on article title to open it & print it (article is 24 pages long)

Materials/Forms
You will need to purchase four (4) T & E Form 0200 scantron forms. Only a standard #2 pencil can be used on these forms. Because there may not be a working pencil sharpener in the classroom, please bring additional sharpened pencils.

Classroom Protocol

Class Attendance: I do not regularly take class roll. However, you are responsible for all class content and your presence in class is highly encouraged. Quiz 1 and the exams will consist of questions from your text, class lectures, and any other information (such as from videos) presented in class. I often lecture on material that is not included in the text and for which you are responsible. Also, you are responsible for required material from the textbook even if that material is not discussed in class. You are responsible for all information and announcements made in class whether you are present or not. When you are absent, you will need to make arrangements with a classmate regarding notes for missed lectures.

Class Courtesy: Out of respect for other members of the class, as well as to avoid unnecessary distractions, I ask that everyone remember to follow the guidelines listed below:

1. Be on time for your classes. Arriving late can cause a distraction. If you are running late or need to leave early on a regular (i.e., non-test) class day, please enter/leave the classroom quietly and unobtrusively. On quiz and exam days, it is especially important that you arrive on time.
2. **Do not use your cell phone for any purpose during class (this includes texting).** Turn off cell phones for the time you are in class.

3. The use of a laptop is permitted so long as it is limited to class-related use – note taking. **Do not use your laptop for personal matters** during class time.

4. On test days, be sure to take care of any personal needs before entering the classroom because **you will not be able to leave the classroom during a test & then return and continue taking the test.**

5. **Do not talk unnecessarily** during lecture or when other students are asking questions. Unnecessary and inappropriate conversation during class can make it difficult for students to hear and follow class lectures and discussions.

**Dropping and Adding**

Students are responsible for understanding University policies and procedures about add/drops, grade forgiveness (formerly academic renewal), etc. Information on add/drops is available at [http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html). Information about late drop is available at [http://www.sjsu.edu/aars/](http://www.sjsu.edu/aars/) and search for Late Drop Policy. Students should be aware of the current deadlines and penalties for adding and dropping classes.

**Assignments and Grading Policy**

**Evaluation and Percentage of Grade from Course Requirements:**

1. **EXAMS = 75%**

   You will be required to take 3 exams for a total of 75% of the course grade (each Exam will be worth 25% of the course grade). Exam dates are indicated on the course schedule. Each exam will cover about one-third of the course material and will consist of 50 multiple-choice questions. Course materials consist of required readings from your text, class lectures, and any other information (e.g., videos) presented and discussed in class. The Final (Exam 3) will NOT be cumulative. All exams are closed book and notes are NOT allowed.

2. **QUIZZES = 25%**

   You will be required to take 2 quizzes worth 25% of the course grade. Quiz 1 will be worth 15% of the course grade and Quiz 2 will be worth 10% of the course grade. Quiz dates are indicated on the course schedule.
   - **QUIZ 1** will consist of 25 multiple-choice questions based on course materials. Quiz 1 is closed book and notes are NOT allowed.
   - **QUIZ 2** will consist of a mixture of multiple-choice, fill-in-the-blank, and one or two short answer questions. Quiz 2 will be completely based on a required reading (article). The required article will provide an opportunity for you to read and reflect on an important issue regarding children and youth from a Developmental Psychology perspective. Quiz 2 is open notes and you will be allowed to use your personal copy of the article and any notes you have taken on the article during the
See the “Required Texts/Readings” section (“Other Required Reading” subsection at the top of page 3) for instructions for how to obtain a copy of the “Article for Required Reading” on which you will be tested on Quiz 2.

Please Note: There will be no extra credit assignments.

Points and Grade Scale: Each of the three Exams is worth 50 points (each exam has 50 questions, 1 point per question). Quiz 1 is worth 50 points (Quiz 1 has 25 questions, 2 points per question). Quiz 2 is worth 50 points (the number of items and the points per item will be indicated on Quiz 2 itself on the day of the quiz). Failure to do a course requirement will result in a score of 0 points for that missing requirement.

- 49-50 = A+
- 43-44 = B+
- 38-39 = C+
- 33-34 = D+
- 0-29 = F
- 47-48 = A
- 41-42 = B
- 36-37 = C
- 31-32 = D
- 45-46 = A-
- 40 = B-
- 35 = C-
- 30 = D-

Example of How to Calculate Your Course Grade: In calculating your course grade, you will need to take into account the points you have earned on each course requirement in terms of its percentage weight of the course grade. Below is an example of how to do this.

**EXAMPLE:**

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points Earned</th>
<th>Multiplied by Percent of Course Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1:</td>
<td>38</td>
<td>x .15</td>
<td>= 5.70</td>
</tr>
<tr>
<td>Quiz 2:</td>
<td>46</td>
<td>x .10</td>
<td>= 4.60</td>
</tr>
<tr>
<td>Exam 1:</td>
<td>39</td>
<td>x .25</td>
<td>= 9.75</td>
</tr>
<tr>
<td>Exam 2:</td>
<td>40</td>
<td>x .25</td>
<td>=10.00</td>
</tr>
<tr>
<td>Exam 3:</td>
<td>42</td>
<td>x .25</td>
<td>=10.50</td>
</tr>
<tr>
<td>TOTAL:</td>
<td></td>
<td></td>
<td>40.55 or (rounding up) = 41 = B</td>
</tr>
</tbody>
</table>

Sum all the scores to obtain a total score. To interpret your total score, use the grade scale shown above.

Make-up Policy: A make-up or extension on a course requirement will only be given under extraordinary and well-documented circumstances. Where such circumstances exist, it is your responsibility to notify me (by leaving me a voicemail or email message including your name and telephone number) as soon as possible and no later than two (2) days after the scheduled exam/quiz date. APPROPRIATE WRITTEN DOCUMENTATION (e.g., a physician’s note) WILL BE REQUIRED FOR A MAKE-UP TO RECEIVE THE FULL MAKE-UP CREDIT. If you are not able to obtain such documentation and you have a serious and extenuating circumstance that has prevented you from fulfilling a requirement as scheduled, notify me as soon as possible. Depending on the circumstances, you may be allowed a make-up. However, a make-up without appropriate written documentation will result in partial credit (i.e., points will be deducted). If you have questions about this policy, see me.
University Policies

**Academic Honesty:** To assure fairness to all students and to protect academic integrity, the highest ethical standards will be maintained in this course. Academic dishonesty (e.g., cheating, allowing others to cheat from you, plagiarism) will not be tolerated. If you are found to engage in an act of academic dishonesty, it will result in negative consequences on the course requirement in question. In addition, acts of academic dishonesty will be reported. You are responsible for understanding and following the **University Academic Integrity Policy** available in the SJSU Catalog and on the web at [http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). This Policy requires that you be honest in all your academic course work.

**About Academic Integrity:** Academic integrity is essential to the mission of SJSU. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor). Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. Academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the University’s reputation and the value of the degrees it offers. We all share the obligation to maintain an environment that practices academic integrity. Violation of the Academic Integrity Policy is a serious matter and violators risk course failure and being reported to the Office of Student Conduct and Ethical Development for disciplinary action which could result in suspension or expulsion from the University. The website for Student Conduct and Ethical Development is available at [http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

From a portion of the SJSU policy on Cheating: “1.1 CHEATING: At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. **Cheating at SJSU includes but is not limited to:** 1.1.1 Copying, in part or in whole, from another’s test or other evaluation instrument; 1.1.2 Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy; 1.1.3 Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or department policies; 1.1.6 Sitting for an examination by a surrogate, or as a surrogate; 1.1.7 any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.”

From a portion of the SJSU policy on Plagiarism: “1.2 PLAGIARISM: At SJSU, plagiarism is the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. **Plagiarism at SJSU includes but is not limited to:** 1.2.1 the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work, without giving appropriate credit, and representing the product as one’s own work.”

For your information, the following URL will take you to the SJSU library’s tutorial page: [http://tutorials.sjlibrary.org/tutorial/index.html](http://tutorials.sjlibrary.org/tutorial/index.html). Search Plagiarism Tutorial for more information.
**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

**Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

**SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

**Peer Mentor Center**

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.
PSYC 102 (Child Psychology) Fall 2011 Course Schedule

- **The following schedule is approximate.** Some topics may take a little more (or less) time to cover than anticipated, so the planned topics for a given week may not always be completed by the expected date; however, I do plan to follow the order of the topics as they are listed. We will work to stay on schedule. I expect to keep to scheduled dates of the quizzes/exams, but it is possible that specific content to be included on quiz 1/exams may need to be adjusted. The date of the final exam will not change and will remain as scheduled. If there are any changes to the specific content of quiz 1/exams it will be announced in class. Finally, although I anticipate following the schedule as provided below, the planned course schedule is tentative and may need to be changed with fair notice. *It is your responsibility to be aware of where we are in the readings, class lectures, and announcements.*

- You will need to *bring a T & E Form 0200 & #2 pencils for Quiz 1 and each exam.* Bring a blank form to class on the test day. You will receive instructions about how to complete specific parts of the form on the test day. *Scantron forms that are in poor condition may result in errors in scoring; therefore, do not fold, bend or tear scantron forms and keep them free of stains and stray marks.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings (DeHart, et al. Text), Test Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/25</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>2</td>
<td>8/30 &amp; 9/1</td>
<td>Theories &amp; Methods (chap 1) Contexts of Development (chap 2)</td>
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<tr>
<td></td>
<td></td>
<td>• Chap. 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Part 1: Introducing Three Families</em></td>
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<tr>
<td></td>
<td></td>
<td>• Chap. 2</td>
</tr>
<tr>
<td>3</td>
<td>9/6 &amp; 9/8</td>
<td>Theories &amp; Methods; Contexts of Development (cont.)</td>
</tr>
<tr>
<td>4</td>
<td>9/13 &amp; 9/15</td>
<td>Heredity &amp; Prenatal Issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>LECTURE FOCUS:</strong> Environment &amp; Heredity Interplay in Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chap. 3</td>
</tr>
<tr>
<td>5</td>
<td>9/20 &amp; 9/22</td>
<td>Heredity &amp; Prenatal Issues (cont.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>9/20: QUIZ 1 (chapters 1 &amp; 2 and related lectures – specific content of the Quiz will be confirmed in class before the Quiz date)</strong></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings (DeHart, et al. Text), Test Dates</th>
</tr>
</thead>
</table>
| 6    | 9/27 & 9/29 | Infant States, Reflexes, & Learning Styles (chap 4)  
Infant Cognition (chap 5)  
  - *Part 2: Four Children as infants*  
  - Chaps. 4 & 5 |
| 7    | 10/4 & 10/6 | Infant Social & Emotional Development: Attachment  
  - Chap. 6  
  - *Part 2: Epilogue: Infancy* |
| 8    | 10/11 & 10/13 | Language Development, Symbolic Representation,  
  & Relation of Language to Cognition  
  - *Part 3: Four Children as Toddlers*  
  - Chap. 7 |
| 9    | 10/18 & 10/20 | Language Development, etc. (cont.)  
  **10/18: EXAM 1** (estimated on chapters 3 – 6 and related lectures – specific content of Exam 1 will be confirmed in class before the Exam date) |
| 10   | 10/25 & 10/27 | Toddler Social & Emotional Development  
  - Chap. 8  
  - *Part 3: Epilogue: Toddlerhood* |
| 11   | 11/1 & 11/3 | Preschool Cognition (Overview)  
  - *Part 4: Four Children as Preschoolers*  
  - Chap. 9  
  **11/1: QUIZ 2** (on Pfeifer et al., required reading) |
| 12   | 11/8 & 11/10 | Preschool Social & Emotional Development  
  **LECTURE FOCUS:** Gender & Ethnic Role Development  
  - Chap. 10  
  - *Part 4: Epilogue: Early Childhood* |
| 13   | 11/15 & 11/17 | Middle Childhood Cognition  
  **LECTURE FOCUS:** Intelligence & Achievement  
  - *Part 5: Four Children in Middle Childhood*  
  - Chap. 11  
  **11/15: EXAM 2** (estimated on chapters 7 – 9 and related lectures – specific content of Exam 2 will be confirmed in class before the exam date) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings (DeHart, et al. Text), Test Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>11/22</td>
<td>Middle Childhood Social &amp; Emotional Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chap. 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Part 5: Epilogue: Middle Childhood</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>11/24: THANKSGIVING HOLIDAY (NO CLASSES)</strong></td>
</tr>
<tr>
<td>15</td>
<td>11/29 &amp; 12/1</td>
<td>Adolescence (Overview)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Part 6: Four Children in Adolescence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chap. 13 (pp. 454-466; 477-482)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chap. 14 (pp. 488-499; 503-512)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Part 6: Epilogue: Adolescence</td>
</tr>
<tr>
<td>16</td>
<td>12/6 &amp; 12/8</td>
<td>Conclusion</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Tuesday, Dec. 13</td>
<td><strong>EXAM 3 (FINAL EXAM)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam 3 is estimated to be on chapters 10 – 14 and related lectures. (specific content of Exam 3 will be confirmed in class before the exam date).</td>
</tr>
</tbody>
</table>
|      |      | **Note:** You must take the Final Exam with your class section. This day and time are determined by the University.