Course Description:
The purpose of this course is to provide students with a comprehensive understanding of the field of developmental psychology by examining the psychological theories and research of children from the prenatal period through adolescence (with a focus on infancy through middle childhood). The lectures and focus of the course will mix chronological themes with a general topical approach - 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 ages. Emphasis will be placed on the interaction of psychological, biological, cultural, and environmental factors contributing to an understanding of the influences which shape children’s development from birth through adolescence. By the end of the course, students will develop a comprehensive knowledge and understanding of the psychological contributions and influences on children, adolescents, and their families in contemporary America.

Course Objectives:
1). Student will develop an understanding of the major developmental theories of childhood which comprise the field of Child & Adolescent Development.

2). Students will develop an understanding of the psychological theories, literature, and research regarding childhood and adolescent development.

3). Students will gain an introductory knowledge of the research methods and assessment techniques used in the evaluation of children, adolescents, and their families.

4). Students will become familiar with the influences and contributors of “normal” and “abnormal” behaviors, and the biases & stigma associated with children and adolescent populations from a cross-cultural, psychosocial contexts.

5). Students will analyze and explore the theoretical approaches of child development and the impact on one’s identity development throughout the early lifespan.

6). Students will develop an understanding of the various contributing factors of children, adolescents, and their families, and the psychosocial influences of family, community, class and culture in a diverse, multicultural society.

Evaluation of Student Learning:
1). Class Attendance & Participation is Critical - 25% of Final Grade - Class discussions, experiential exercises, and multi-media presentations are an essential part of the learning process during this course. Students are expected to attend class sessions as scheduled and participate in class discussions. In the unlikely event of a student absence, students will be expected to acquire notes from a fellow student. It is not the responsibility of the instructor to update students on content they missed in class. Participation in class discussions and exercises based on assigned readings, is expected from all students. Students are expected to read the chapters assigned for each class period especially for comprehensive class discussions and debates. Personal self-disclosure is appropriate and ENCOURAGED; however, the instructor will take into account the fact that students vary in their ease and ability to initiate or participate in such discussions. Since we will discuss developmental theories across the life-span and potential causes of mental disorders and potential abnormal behavior, it will be important for students to share their personal perspectives/experiences regarding the theories as they relate to child and adolescent populations from diverse, ethnic backgrounds and lifestyles.

2). Examination(s) of Student Learning - 50% of Final Grade - Students will be required to take 2 examinations throughout the semester. Exams will be announced by the instructor. Review days will be held the class session prior to the exam, and students will be granted a weekend to study for the exam. Review days are mandatory. It is the responsibility of the student to acquire the “review-information” from a fellow student, NOT the professor. Exams will be given on the Mondays after the in-class review of the material. Students are required to bring their own Scantron Forms and pencils for the exam. Examinations will consist of multiple-choice, true/false, and/or essay format.

3). Final Examination of Student Learning - 25% of Final Grade - Students will be required to take a final examination, the date of the examination will be announced later in the semester. The final examination will be comprehensive and will consist of all the material discussed throughout the course. The final examination will consist of multiple choice questions, and one final essay question.

NOTE: In the event that the student will be absent from a class in which an activity was scheduled, the student will NOT receive any points for that activity. No opportunities will be given to make up these in-class activities.

Required Readings:

Recommended Readings:


Using Desire2Learn:
Our course, Child Psychology, will be using San Jose State’s new online learning management system Desire2Learn for the upcoming semester. SJSU will no longer be using Blackboard CE 8, you will log in and participate in this course through Desire2Learn. This is a great opportunity to explore a new tool for online learning. **IMPORTANT:** Enrolled students will be able to log in and see your course list links in Desire2Learn about 7 days prior to the start of the course—**but the links will not be active until midnight of the start date of the class 6/6/2011.**

   **Login URL:** [http://sjsu.desire2learn.com](http://sjsu.desire2learn.com)
   Please note that it should NOT have the “www” at the start of the URL like many other websites.

   **Username:** about 7 days prior to the start of the course, your Desire2Learn username can be found by logging into your [mySJSU](http://my.sjsu.edu) account, clicking on Self Service > Campus Personal Information > Names, and locating your Desire2Learn name (look for Name Type called D2L) from the list. Usernames will generally be in the form of [firstname.lastname](http://sjsu.desire2learn.com) but may have an appended number (e.g., [firstname.lastname#](http://sjsu.desire2learn.com)) if there is more than one person with that name at SJSU. The mySJSU look-up will also be helpful for persons using middle names, hyphens, apostrophes, etc.

   **Password:** Your initial Desire2Learn password is your 9 digit SJSU ID number.

   **Courses:** Once logged in to Desire2Learn you should see your course or courses listed in the My Courses widget. Click on the course name and you will be entered into the course’s home page, but remember that link will not be active until midnight of the start date of that course.

   **It is strongly recommended that you visit the eCampus website at:** [www.sjsu.edu/ecampus/students](http://www.sjsu.edu/ecampus/students). Desire2Learn looks and functions differently than Blackboard CE 8, so even experienced online students will benefit from spending some time familiarizing themselves with Desire2Learn to be successful in this course. This website also offers a number of Quick Start Learning Guides to help you navigate Desire2Learn tools.

   For questions regarding the course or course materials, please contact me, the instructor. **For log in, password issues, and technical issues related to Desire2Learn, please contact the University Help Desk**. The Help Desk can give technical support for password reset, browser problems, and other issues encountered in D2L Courses.

   - Phone: (408) 924-2377
   - Submit a help ticket using the [University Help Desk Submit Ticket page](http://sjsu.desire2learn.com)

**Meeting with the Instructor:**
Students are encouraged to meet with the instructor should they wish. While I hope that students would feel comfortable addressing many questions, concerns, and issues in class discussions, nonetheless, I know some students may wish to have the opportunity to meet with me in private. I would be pleased to meet with you at an arranged meeting space on campus by appointment or feel free to make an appointment via e-mail.

Russell A. Arias, Ph.D.
Office: DMH 232    Office Phone: 408-924-5658
Email: Russell.Arias@sjsu.edu

Department Writing Standards:
All submitted written assignments must adhere to the Psychology Department writing standards. These standards are:
1. Conformity to the American Psychological Association (APA) standards for scholarly writing. Minimum standards include:
   a. Consistent use of complete sentences
   b. Correct use of grammatical constructions, punctuation, sequencing (paragraphing), referencing, hyphenation, spelling, headings, capitalization, pagination, abbreviations, margins.
   c. Appropriate content, clarity, conciseness, and style
   d. Neat appearance

Resources for these standards include:
   b. The online Writing Lab (OWL) at Purdue University at:
      Owl.English.purdue.edu/owl/resources/560/01/

2. 20% of the grade of each written assignment will be based solely on writing.

3. Each written assignment must contain no more than five novel grammatical errors and/or five novel APA errors (e.g., reference citation in text, reference list).

4. When a paper is submitted that does not meet departmental standards, it will be returned (ungraded) to the student(s) for revision. The student(s) will have 7 calendar days to revise and re-submit the paper.

5. Any paper that is submitted that is returned to student(s) for revision will have an automatic 10% deduction in the total grade of the assignment.

6. Upon resubmission, if a paper still does not meet departmental standards, the student(s) will be given a zero for the written portion of the total paper grade and will be graded only for the required content.

Academic Integrity:
Essential to the integrity of Sam Jose State University, students are expected to perform their own work (except when collaboration is granted by the course instructor) without the use of any outside resources. Your own personal commitment to learning requires you to be honest in all of your academic work. Be aware that faculty members are required to report all infractions to the Office of Judicial Affairs. It is also the discretion of the instructor to report any/all offender to the department chair and the students academic advisor.

**Cheating:**
Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. DO NOT DO IT!!! Cheating at SJSU includes but is not limited to: Copying in part or in whole from another person’s text, test, completed academic assignments or other evaluation/academic instruments applicable to the field of psychology or any other discipline; submitting work previously evaluated and graded in another course (unless this has been approved by the course instructor or department policy); altering or interfering with grading or grading instructions; sitting for an examination or turning in academic work by a person other than the enrolled student; or any other act committed by a student in the course of his/her academic work which defrauds or misrepresents the enrolled student. Students found guilty of cheating will be referred for academic discipline, and at worst, expelled from SJSU and possibly other State Universities. DO NOT CHEAT!!!!

**Plagiarism:**
The act of representing the work of another as one’s own, without giving appropriate credit, regardless of how that work was obtained, and submitted is to fulfill academic requirements is considered Plagiarism. Plagiarism includes: 1). The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another’s work without giving appropriate credit, and representing the product as one’s own work; 2). Representing another’s artistic/scholarly works such as musical compositions, essays, research, dissertations, student projects, computer programs, photograph projects, paintings, or any other projects produced by a student that is not currently enrolled in the course of reference. Should a student be suspected or caught regarding the act or suspicion of Plagiarism, the student will be referred for academic discipline.
Expectations. Discussion on Development: Intimacy vs. Isolation (Erikson), and an introduction to Chapter 1: History, Theory, and Research Strategies

**Wednesday, June 8, 2011:** Chapters 1, 2, 3, & 4 - Foundations of Development: Prenatal Development through Birth of the Newborn and *Examination Review #1* (Chpts. 1, 2, 3, & 4).

**Monday, June 13, 2011:** *Examination #1* (Chpts. 1, 2, 3, & 4) and Chapters 5, 6, & 7 - 0-2 years: Infancy & Toddlerhood.

**Wednesday, June 15, 2011:** Chapters 8, 9, & 10 - 2-6 Years: Early Childhood and *Examination Review #2*: Chpts. 5 - 10

**Monday, June 20, 2011:** Chapters 11, 12, & 13 - 6-11 Years: Middle Childhood & Video Presentation: I Like it Like That.

**Wednesday, June 22, 2011:** Chapters 11, 12, & 13 - 6-11 Years: Middle Childhood

**Monday, June 27, 2011:** *Examination #2* (Chpts. 5-10) - Chapters 14, 15, & 16 - Adolescence and Video Presentation: KIDS.

**Wednesday, June 29, 2011:** Final Discussion and *Final Exam Review* Chpts. 11-16.

**Monday, July 4, 2011:** No Class: Happy Independence Day to you and your families!!!

**Wednesday, July 6, 2011:** *Final Examination of Student Learning* - Chpts 11-16.