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

Fall 2012

Instructor: Dr. Mildred Alvarez
Office Location: DMH 323
Telephone: (408) 924-5640
Email: mildred.alvarez@sjsu.edu.

• Please write PSY 102 on the subject line of your email
• Please note that I do not regularly check email on
evenings or weekends. While I try to check email
regularly, please allow 1 business day for a response.
My email response will normally be sent Monday –
Thursday from 9am – 3pm.

Office Hours: Tuesday 1:00-2:00, Wednesday 12:00-1:00 or by appointment

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/.
Once at the website, select Psych 102: Child Psychology. 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.

**Learning Outcomes**

**Course Learning Outcomes (CLOs)**

Upon successful completion of this course, students will be able to:

**CLO1:** Recognize normative (i.e., “average” or “typical”) and individual aspects of development

**CLO2:** Identify and describe psychological theories and concepts of cognitive, social, and emotional development

**CLO3:** 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

**Program Learning Outcomes (PLOs)**

Upon successful completion of the Psychology Major requirements, the following are expected:

**PLO1: Knowledge Base of Psychology** – students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

**PLO2: Research methods in Psychology** – students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
PLO3: Critical Thinking in Psychology – students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4: Application of Psychology – students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5: Values in Psychology – students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

**Required Texts/Readings**

**Textbook**

- Textbook website is [www.mhhe.com/dehart5](http://www.mhhe.com/dehart5). Once on site, click on “Student Edition”. The website provides excellent “Chapter Outlines”; access is free.

**Other Readings**

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/](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 & to print it (article is 24 pages long)
Other material requirements
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.

Definition of a Credit Hour
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

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 in class (this includes texting). If you have an emergency and must use your cell phone, please step outside the classroom.
3. The use of a laptop is permitted so long as it is limited to note-taking. Do not use your laptop for personal matters during class time.
4. ON TEST DAYS, be sure to turn off and put away your cell phone and take care of any personal needs before entering the classroom. On test days, you will not be able to leave the classroom during a test & then return and continue taking the test. Also, be sure to have your SJSU ID CARD on test days in case I ask to see it.
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.

**Recording of Class Lectures**

In accordance with University policy, note that “common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.” Furthermore, “course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload any instructor generated material for this course such as lecture notes, test questions discussed in class, etc. without instructor consent.” **If you plan to record lectures, please let me know in advance.**

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

**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 quiz. See the “Required Texts/Readings” section (“Other Readings” subsection on 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 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, please see me.

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

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 Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.
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 inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information 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/

Student Success and Wellness

Attending to your wellness is critical to your success at SJSU. I strongly encourage you to take advantage of the workshops and programs offered through various Student Affairs Departments on campus such as Counseling Services, the SJSU Student Health Center/Wellness & Health Promotion Dept., and Career Center. See http://www.sjsu.edu/wellness or http://www.sjsu.edu/counseling/Workshops/ for workshop/events schedule and links to many other services on campus that support your wellness! You may go to http://events.sjsu.edu to register for any one of the workshops.
PSYC 102 (Child Psychology) Fall 2012 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 (you will not need a scantron for Quiz 2). 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. Please note that if you use a scantron form that is in poor condition, you do so at your own risk.

<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>8/23</td>
<td>Course Introduction</td>
</tr>
</tbody>
</table>
| 2    | 8/28 & 8/30 | Theories & Methods (chap 1)  
Contexts of Development (chap 2)  
• Chap. 1  
• Part 1: Introducing Three Families  
• Chap. 2 |
| 3    | 9/4 & 9/6 | Theories & Methods; Contexts of Development (cont.)                |
| 4    | 9/11 & 9/13 | Heredity & Prenatal Issues  
LECTURE FOCUS: Discussion of how “Family Studies” (Twin studies) help illustrate the interplay of nature & nurture.  
• Chap. 3 |
| 5    | 9/18 & 9/20 | Heredity & Prenatal Issues (cont.)  
9/18: QUIZ 1 (chapters 1 & 2 and related lectures – specific content of the Quiz will be confirmed in class before the Quiz date) |
<table>
<thead>
<tr>
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<th>Topics, Readings (DeHart, et al. Text), Test Dates</th>
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</table>
| 6    | 9/25 & 9/27 | Infant States, Reflexes, & Learning Styles (chap 4)  
Infant Cognition (chap 5)  
  • *Part 2: Four Children as infants*  
  • Chaps. 4 & 5 |
| 7    | 10/2 & 10/4 | Infant Social & Emotional Development: Attachment  
  • Chap. 6  
  • *Part 2: Epilogue: Infancy* |
| 8    | 10/9 & 10/11| Language Development, Symbolic Representation,  
  & Relation of Language to Cognition  
  • *Part 3: Four Children as Toddlers*  
  • Chap. 7 |
| 9    | 10/16 & 10/18| Language Development, etc. (cont.)  
  **10/16: 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   | 10/23 & 10/25| Toddler Social & Emotional Development  
  • Chap. 8  
  • *Part 3: Epilogue: Toddlerhood* |
| 11   | 10/30 & 11/1 | Preschool Cognition (Overview)  
  • *Part 4: Four Children as Preschoolers*  
  • Chap. 9  
  **10/30: QUIZ 2** (on the Pfeifer, Spears Brown, & Juvonen article. See the subsection titled, *Article for Required Reading* on page 3 of the syllabus for instructions for how to obtain a copy of this article) |
| 12   | 11/6 & 11/8 | Preschool Social & Emotional Development  
  **LECTURE FOCUS:** Gender & Ethnic Role Development  
  • Chap. 10  
  • *Part 4: Epilogue: Early Childhood* |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings (DeHart, et al. Text), Test Dates</th>
</tr>
</thead>
</table>
| 13   | 11/13 & 11/15 | Middle Childhood Cognition
LECTURE FOCUS: Intelligence & Achievement
  • *Part 5: Four Children in Middle Childhood*
  • Chap. 11

11/13: EXAM 2 (estimated on chapters 7 – 9 and related lectures – specific content of Exam 2 will be confirmed in class before the exam date) |
| 14   | 11/20      | Middle Childhood Social & Emotional Development
  • Chap. 12
  • *Part 5: Epilogue: Middle Childhood*

NO CLASS ON 11/22: Thanksgiving Holiday! |
| 15   | 11/27 & 11/29 | Adolescence (Overview)
  • *Part 6: Four Children in Adolescence*
  • Chap. 13 (pp. 454-466; 477-482)
  • Chap. 14 (pp. 488-499; 503-512)
  • *Part 6: Epilogue: Adolescence*
| 16   | 12/4 & 12/6 | Conclusion |
| Final Exam | Monday, Dec. 17 | EXAM 3 (FINAL EXAM)
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).

*Note: You must take the Final Exam with your class section. This day and time are determined by the University.*