San José State University
College of Social Sciences/Psychology Department
PSYC 204 (Advanced Child Psychology) Section 02

Fall 2012

Instructor: Dr. Mildred Alvarez
Office Location: DMH 323
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• Please write PSY 204 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

Class Days/Time: Wednesdays 9:00-11:45am
Classroom: DMH 308
Prerequisites: PSYC 102 (or an equivalent undergraduate course in developmental (child) psychology)

Faculty Web Page
Copies of the course materials such as the syllabus or other handouts can be found on my faculty web page at http://www.sjsu.edu/people/mildred.alvarez/courses/ . Once at the website, select Psych 204: Advanced Child Psychology. I will announce in class when specific handouts are available on this website.

Course Description
SJSU Course Catalog Description: “An intensive examination of significant developments in child psychology with emphasis on current theories. Prerequisite: Psyc 102 (or equivalent).”
Specific Course Description: The overall goal of this course is to provide a graduate-level seminar of the field of developmental psychology so that students will acquire a broad understanding of the major theoretical and research issues in the field. Several broad areas of human development will be examined in the course, including cognitive, social-emotional, and social cognitive aspects of psychological development. Students will work to develop a deep understanding in at least one specific, narrow area of developmental psychology.

Learning Outcomes

Course Learning Outcomes (CLOs)

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

CLO1: describe the major claims of dominant theoretical positions within developmental psychology.

CLO2: describe the strengths and weaknesses of the various research methods used to investigate development.

CLO3: describe major points of theoretical disagreement and controversy within developmental psychology.

CLO4: describe current empirical knowledge about specific developmental phenomena within such areas as cognition, language, social, and personality development; appreciate the role of certain factors (e.g., culture, ethnicity, socioeconomic status, and gender) on the process of development in the areas of empirical study.

CLO5: demonstrate deep understanding of the theoretical and empirical issues within a specific, narrow area of current research in developmental psychology.

Program Learning Outcomes (PLOs)

MA Program Goals and Program Learning Outcomes (PLOs):

GOAL 1. ADVANCED KNOWLEDGE
PLO 1.1 Students completing the MA in Psychology program will understand the major theoretical perspectives and research methods across areas of experimental psychology, i.e., Developmental, Social, Cognitive, and Physiological.

GOAL 2. RESEARCH METHODS & SCHOLARSHIP
Students completing the MA in Psychology program are required to complete a thesis. The thesis will demonstrate:
PLO 2.1 creative problem-solving in the design, implementation of empirical research.
PLO 2.2 demonstrate project management skills in the implementation of empirical research.
PLO 2.3 demonstrate advanced competency in the statistical analysis and interpretation or empirical research findings.
PLO 2.4 be able to communicate (oral and written) their research findings at a professional level.

GOAL 3. CAREER ENHANCEMENT
PLO 3.1 Students completing the MA in Psychology program will achieve career enhancement through placement in a doctoral program or acceptance of a position requiring a master’s in psychology in the public or private sector.
Required Texts/Readings

Textbook

- This textbook will provide us with a thorough foundation of the field of developmental psychology from which our additional readings will build greater depth on selected topics.

Other Readings

- On most weeks, we will have required readings beyond the textbook. These readings include book chapters and journal articles and will be discussed on the first day of class.

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

1. Be on time for your classes.
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 class use such as note-taking.

Recording of Class Lectures

Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. Because our class is a seminar, please inform us of your intention to record any aspect of the class and make sure everyone is comfortable with this process. Furthermore, if you record aspects of the class, note that this allows the recordings to be used for your private, study purposes only; you have not been given any rights to reproduce or distribute the material.

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 instructor-generated material for this course such as exam questions, lecture notes, or assignment handouts without instructor consent.
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) **ESSAYS**: Two short essays (3-4 double-spaced pages each) will be required. For each essay, a question will be distributed in class one week before the essay is due. Essays will be based on class readings and lectures/discussions. These two essays will constitute 30% of the course grade (each essay is 15% of the course grade).

(2) **ONE-PAGE-REPORT OF TERM (REVIEW) PAPER PLAN**:

- You must obtain **prior approval of the paper topic**. Early in the semester, a portion of class time will be set aside for short, individual meetings to discuss your paper topic. *Come to the meeting prepared to discuss your planned topic and the research question/problem you plan to address.*
- You will receive a separate **handout** with more information about the literature review paper assignment and the development of a statement of a research question/problem.
- **A One-page-report** of the planned content of the review paper will be required a few weeks before the paper is due. The one-page report will provide information about three things and will be organized using the following capitalized headings: (a) the specific, narrow **TOPIC** your paper will focus on, (b) the **RESEARCH QUESTION/PROBLEM** your paper will address, and (c) a **SHORT OUTLINE** of the planned content sections of your paper; the short outline portion should inform about the specific issues you will review. **The one-page report with parts (a)-(c) will constitute 5% of the course grade.**

(3) **TERM (REVIEW) PAPER & ORAL PRESENTATION**: A research-oriented literature review paper will be required (8-10 double-spaced pages). You will follow **APA style guidelines** for how to write a research literature **review article (paper)**. Near the end of the semester, you will be required to give a short **oral presentation** of your review paper. Oral presentations should last about 15-20
minutes followed by about 5-10 minutes for questions. The paper (25%) and oral presentation (5%) will be 30% of the course grade.

(4) **FINAL EXAM:** A short final exam will be required. The final exam will consist of a mixture of multiple-choice, fill-in-the-blank, and short answer (4-5 sentences) questions. The multiple-choice and fill-in-the-blank portions of the exam will be closed book; no notes. The short answer portion of the exam will be open notes/book. The final exam will constitute 15% of the course grade.

(5) **CLASS PARTICIPATION & SHARED LEADERSHIP:** Class meetings will be a combination of informal lecture and discussion. You should complete assigned readings before the date on which they are scheduled so that you can participate in good discussions.

- **Each Wednesday** (starting week 3 through and including week 12), you will be required to **turn in a completed “Assigned Reading Note Form” FOR EACH assigned reading (book chapter, journal article).** An “Assigned Reading Note Form” will be posted on the course website and you will use it for these weekly assignments. Your comments must be typed and limited to the space provided on the form (do not change the formatting or space provided to answer specific questions on the form). **Completed forms will be collected and accepted in class only -- please do NOT email or leave copies of forms in my mailbox.**

- Your answers to the main questions on the form (numbers 3 and 4) should be thoughtful and specific. In your response to question 4, be sure to provide the reader with context to understand your reaction to the reading. A reaction is meant to raise a critical thought or comment on specific aspects of the reading.

- **SHARED LEADERSHIP:** Individual students will take turns leading class discussion. The student taking the lead will start with a 10-15 minute oral presentation with the goal of summarizing key issues from the readings for the week. Following the short presentation, the lead student will guide us into discussion of the readings and invite members of the class to provide their views and contribute to the discussion. Finally, a few minutes before the end of class, we will summarize key points that emerged from class discussion and provide concluding thoughts.

- Weekly “Assigned Reading Note Forms” (one per reading), class participation, and shared leadership responsibilities will be considered for the remaining 20% of the course grade.
Points and Grade Scale: The maximum number of points for each course requirement is 50. 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>Essay 1</td>
<td>39</td>
<td>x .15</td>
<td>= 5.85</td>
</tr>
<tr>
<td>Essay 2</td>
<td>40</td>
<td>x .15</td>
<td>= 6.00</td>
</tr>
<tr>
<td>One-page Report</td>
<td>50</td>
<td>x .05</td>
<td>= 2.50</td>
</tr>
<tr>
<td>Review Paper</td>
<td>42</td>
<td>x .25</td>
<td>=10.50</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>45</td>
<td>x .05</td>
<td>= 2.25</td>
</tr>
<tr>
<td>Final Exam</td>
<td>43</td>
<td>x .15</td>
<td>= 6.45</td>
</tr>
<tr>
<td>Participation/Leading</td>
<td>45</td>
<td>x .20</td>
<td>= 9.00</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>42.55 (or rounding up) = 43</strong></td>
<td><strong>B+</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

Make-up Policy: A make-up or extension on a course requirement will be given only under extraordinary and well-documented circumstances – appropriate written documentation will be required. 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).

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](http://www.drc.sjsu.edu/) (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 variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112.

**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](http://www.sjsu.edu/writingcenter/about/staff/) is located at http://www.sjsu.edu/writingcenter/about/staff/.

**Student Success and Wellness**

Attending to your wellness is critical to your success at SJSU. You are encouraged 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](http://www.sjsu.edu/wellness) or [http://www.sjsu.edu/counseling/Workshops/](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](http://events.sjsu.edu) to register for any one of the workshops.
PSYC 204 (Advanced Child Psychology) Fall 2012

Course Schedule

- The following schedule is approximate. I expect to keep to scheduled dates for class requirements. The date of the final exam will not change and will remain as scheduled. 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/discussions, and announcements.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/22</td>
<td>Course Introduction &amp; Organization</td>
</tr>
</tbody>
</table>
| 2    | 8/29 | Review of Basic Concepts: Biological, Theoretical & Methodological Issues  
  - Text: Chaps 1, 2 (pp. 39-73), & 19 (pp.652-669) |
| 3    | 9/5  | Context of Development: Cultural & Societal Considerations  
  - Text: Chap 18 (pp. 621-645)  
| 4    | 9/12 | Cognitive Development I: Perception, Piaget’s theory  
  - Text: Chaps 11 & 13 |
| 5    | 9/19 | Cognitive Development II: Information Processing, Understanding of mind  
  - Text: Chaps 14 & 15  
| 6    | 9/26 | Language Development & Learning in a social context  
  - Text: Chaps 12 (pp. 404-420; 426-438) & 16  

ESSAY # 1 -- DUE IN CLASS
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Due Dates</th>
</tr>
</thead>
</table>
| 7    | 10/3   | Social/Personality Development I: Understanding the self and others; adolescent identity issues (sexuality, autonomy)  
  - Text: Chaps 6 (pp.198-215) & 19 (pp. 669-692)  
| 8    | 10/10  | Social/Personality Development II: Gender, Ethnicity in Development  
  - Text: Chap 6 (pp.215-228)  
| 9    | 10/17  | Social/Personality Development III: Media & Developmental Implications  
  - Text: Chap 8  
| 10   | 10/24  | Social/Personality Development IV: Prosocial/Moral & Aggressive Behaviors  
  - Text: Chaps 9 & 10 |
| 11   | 10/31  | Parent-Child Relations/Family  
  - Text: Chap 3 (pp. 95-103)  
  - Text: Chap 4  
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>11/7</td>
<td>Siblings, Peers &amp; Friendship Relations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Text: Chap 5</td>
</tr>
<tr>
<td>13</td>
<td>11/14</td>
<td>TERM (REVIEW) PAPER – DUE AT 9AM (my office)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Presentations – Begin at 9:15am</td>
</tr>
<tr>
<td>14</td>
<td>11/21</td>
<td>No Class Today – Happy Thanksgiving!</td>
</tr>
<tr>
<td>15</td>
<td>11/28</td>
<td>Student Presentations – Begin at 9:15am</td>
</tr>
<tr>
<td>16</td>
<td>12/5</td>
<td>Student Presentations – Begin at 9:15am</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conclusion</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Monday Dec. 17</td>
<td>FINAL EXAM</td>
</tr>
<tr>
<td></td>
<td>7:45 – 9:30 am</td>
<td>Note that the Final Exam date and time are determined by the University.</td>
</tr>
<tr>
<td></td>
<td>DMH 308</td>
<td></td>
</tr>
</tbody>
</table>