San José State University
College of Social Sciences/Psychology Department
PSYC 105 (Special Topics in Developmental Psychology): Children’s Thinking

Fall 2014

Contact Information

Instructor: Shinchieh CJ Duh
Office Location: DMH 324
Telephone: (408) 924-5648
Email: cj.duh@sjsu.edu

- Please begin the email subject line with “Psyc 105”
- Please allow one to two business days for a response.
  As an example, if you email me after 6pm on a Friday, you may not hear from me until the end of the following Tuesday.

Office Hours: Mondays & Wednesdays 1:30-2:30pm or by appointment
Class Days/Time: Mondays & Wednesdays 9:00-10:15am
Classroom: HGH 118
Prerequisites: PSYC 102 (Child Psychology)

Class Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas. You are responsible for regularly checking with the messaging system through MySJSU to learn any updates.

Course Description

SJSU Course Catalog Description: “Intensive examination of current research and theory in a specialized area of developmental psychology. Course is repeatable for credit when course content changes. Prerequisite: PSYC 102 (Child Psychology).”

Specific Course Description: How do children think and learn about their physical, social, and cultural world? The purpose of this course is to examine the cognitive changes that
take place in early childhood years. Students will gain knowledge about the important areas of cognitive development (e.g., language development, number concepts, memory) and the contemporary issues surrounding these topics. 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. You are expected to complete assigned readings before each class meeting.

Course Goals and Learning Objectives

Course Learning Outcomes (CLO)

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

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

CLO2: Describe and apply psychological theories and concepts relevant to the study of cognitive development in early childhood

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

Theoretical frameworks will be introduced and elaborated throughout the semester (CLO2); information on cognitive development is distributed throughout the course and organized by topic area to highlight developmental processes (CLO1); information about influences on development is distributed throughout the course (CLO3).

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirements:

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 Skills 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


Other Readings

- During the semester you will be required to make use of reading you locate in the library or through the library’s website.

Other equipment / material requirements

You will need to purchase three (3) 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.

Course Requirements, Assignments, and Grading Policy

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

NOTE that University policy F69-24 states that, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

(1) EXAMS = 70%

You will be required to take 3 Exams for a total of 70% of the course grade (Exam 1 will be weighted at 20%, Exam 2 at 25%, and Exam 3 at 25% of the total 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, class lectures, and other information from additional sources (e.g., videos) that may be required. All exams are closed book and notes are NOT allowed. The exams are NOT cumulative, but key concepts often build on one another and together contribute to your learning success.

(2) REFLECTION ACTIVITIES = 30%

Throughout the semester, we will discuss various contemporary and controversial issues related to cognitive development. You are required to complete a total of 3 reflection activities sharing your thoughtful opinion about these issues. These exercises will help you think critically and develop your own views on the current issues regarding cognitive development. There will be a total of five (5) reflection activities available throughout the semester: three (3) pre-assigned reflection papers via Canvas and two (2) impromptu reflection notes completed in-class. These papers will be graded on the scale of 0-100%. No late submissions will be accepted.
Reflection papers: You are expected to have submitted the assigned reflection papers before the class meets. The due dates of these papers are indicated on the course schedule. Each paper should be between 250-300 words (about one page if using double-spaced lines of 12-point Times New Roman font and one-inch margins). You will receive the prompts and submit your papers via Canvas.

Reflection notes: Throughout the semester, there will be two additional, shorter, reflection notes you can complete during class. An in-class reflection note is assigned at the beginning of the class, and you will be given 15 minutes to complete it. The length and content of a reflection note are expected to vary between individuals but they are generally shorter than the papers and will be graded more generously.

You are encouraged to complete all five (5) reflection activities, as they are designed to help your learning. If you complete more than 3 reflection activities, only the three highest scores will be used to calculate your course grade.

Grade scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>100-97%</td>
</tr>
<tr>
<td>A</td>
<td>96-93%</td>
</tr>
<tr>
<td>A-</td>
<td>92-90%</td>
</tr>
<tr>
<td>B+</td>
<td>89-87%</td>
</tr>
<tr>
<td>B</td>
<td>86-83%</td>
</tr>
<tr>
<td>B-</td>
<td>82-80%</td>
</tr>
<tr>
<td>C+</td>
<td>79-77%</td>
</tr>
<tr>
<td>C</td>
<td>76-73%</td>
</tr>
<tr>
<td>C-</td>
<td>72-70%</td>
</tr>
<tr>
<td>D+</td>
<td>69-67%</td>
</tr>
<tr>
<td>D</td>
<td>66-63%</td>
</tr>
<tr>
<td>D-</td>
<td>62-60%</td>
</tr>
<tr>
<td>F</td>
<td>59-0%</td>
</tr>
</tbody>
</table>

Calculating your class grade

Exam 1: Your percentage score ______ x .20 = ______
Exam 2: Your percentage score ______ x .25 = ______
Exam 3: Your percentage score ______ x .25 = ______
Reflection 1: Your percentage score ______ x .10 = ______
Reflection 2: Your percentage score ______ x .10 = ______
Reflection 3: Your percentage score ______ x .10 = ______
TOTAL SCORE: ______

Use the grade scale above to convert your TOTAL SCORE into a letter grade.

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 email as soon as possible and no later than two (2) days after the scheduled Exam/Quiz/Due date; include your full name and telephone number (with area code) in your email. Appropriate written documentation (e.g., a physician’s note) is 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.

Classroom Protocol

You are expected to arrive on time for all class meetings and be responsible for all class content regardless of whether you are present. In the event you cannot attend the full class, please make a conscious effort to enter/exit the room with minimal disruption. **Important Note:** On the days when an assignment is due or test is given, you may not be allowed to complete the activity if you are late.

The use of electronic devices (e.g., laptop, tablet, cell phone) is restricted to note-taking or other instructional activities explicitly permitted by the instructor. Unauthorized uses of electronic devices are disruptive to the class, and you may lose the privilege to use them in the future or be asked to leave the class. Please mute all electronic devices before the beginning of class.

Student participation is an essential part of this course, and to facilitate open discussion you are asked to be respectful of others’ views.

University Policies

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 year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latdrops/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/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

- “Common courtesy and professional behavior dictate 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. Such 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.”
• It is suggested that the greensheet include the instructor’s process for
  granting permission, whether in writing or orally and whether for the
  whole semester or on a class by class basis.
• In classes where active participation of students or guests may be on the
  recording, permission of those students or guests should be obtained as
  well.
  “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 homework solutions without instructor consent.”

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose
State University. The University Academic Integrity Policy S07-2 at
http://www.sjsu.edu/senate/docs/S07-2.pdf 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
Integrity 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
requires that students with disabilities requesting accommodations must register with the
Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of
your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible
Education Center, to incorporate a philosophy of accessible education for students with
disabilities. The new name change reflects the broad scope of attention and support to
SJSU students with disabilities and the University's continued advocacy and commitment
to increasing accessibility and inclusivity on campus.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center at
http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated
Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)
SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
The schedule is subject to change with fair notice; changes will be announced in lecture and via electronic communication. It is your responsibility to stay informed of the course schedule and announcements.

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/25</td>
<td>Introduction</td>
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<tr>
<td></td>
<td>8/27</td>
<td>Prenatal Development: Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>9/1</td>
<td><em><strong>Campus Closed</strong></em> Labor Day</td>
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<tr>
<td></td>
<td>9/3</td>
<td>Prenatal Development: Chapter 1 + Article #1</td>
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<tr>
<td>3</td>
<td>9/8</td>
<td>Theories of Cognitive Development I: Chapter 2</td>
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<tr>
<td></td>
<td>9/10</td>
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<tr>
<td>4</td>
<td>9/15</td>
<td>Theories of Cognitive Development II: Chapter 3</td>
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<tr>
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<td>9/17</td>
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<tr>
<td>5</td>
<td>9/22</td>
<td>Theories of Cognitive Development II: Chapter 4</td>
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<tr>
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<td>9/24</td>
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<tr>
<td>6</td>
<td>9/29*</td>
<td><strong>Exam 1</strong> Perceptual vs. Conceptual Development: Chapter 5 + Article #2</td>
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<tr>
<td></td>
<td>10/1</td>
<td></td>
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<tr>
<td>7</td>
<td>10/6</td>
<td>Perceptual vs. Conceptual Development: Chapter 5 + Article #2</td>
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<tr>
<td></td>
<td>10/8</td>
<td>Representation and Concepts: Chapter 8 (pp. 268-283) + Article #3</td>
</tr>
<tr>
<td>8</td>
<td>10/13*</td>
<td><strong>Due: Reflection #1</strong> Memory: Chapter 7 + Article #4</td>
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<td></td>
<td>10/15</td>
<td></td>
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<tr>
<td>9</td>
<td>10/20</td>
<td>Memory: Chapter 7 + Article #4</td>
</tr>
<tr>
<td></td>
<td>10/22</td>
<td>Language Development: Chapter 6 + Article #5</td>
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<tr>
<td>10</td>
<td>10/27</td>
<td>Language Development: Chapter 6 + Article #5</td>
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<td></td>
<td>10/29</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Assignments</td>
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<tr>
<td>11</td>
<td>11/3*</td>
<td><strong>Exam 2</strong></td>
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<tr>
<td></td>
<td>11/5</td>
<td>Number and Science Concepts: Chapter 8 (pp. 292-297) + Chapter 11 (pp. 384-394) + Article #6</td>
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<tr>
<td></td>
<td>11/10</td>
<td>Higher-Order Thinking: Chapter 10</td>
</tr>
<tr>
<td>12</td>
<td>11/10</td>
<td>Number and Science Concepts: Chapter 8 (pp. 292-297) + Chapter 11 (pp. 384-394) + Article #6</td>
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<tr>
<td></td>
<td>11/12</td>
<td>Intelligence and IQ Testing: Article #7</td>
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<tr>
<td>13</td>
<td>11/17*</td>
<td>Due: Reflection #2</td>
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<tr>
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<td>11/19</td>
<td>Social Cognition &amp; Knowledge of “self”: Chapter 9</td>
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<tr>
<td>14</td>
<td>11/24</td>
<td>Intelligence and IQ Testing: Article #7</td>
</tr>
<tr>
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<td>11/26</td>
<td>Social Cognition &amp; Knowledge of “self”: Chapter 9</td>
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<tr>
<td>15</td>
<td>12/1</td>
<td>Parenting and Educational Systems: Article 8 + Article 9</td>
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<tr>
<td></td>
<td>12/3</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>12/8*</td>
<td>Due: Reflection #3</td>
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<tr>
<td></td>
<td>12/10</td>
<td></td>
</tr>
<tr>
<td>Finals</td>
<td>12/16 (Tue)</td>
<td><strong>TUESDAY, Dec. 16, 7:15am – 9:30am in HGH 118</strong></td>
</tr>
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