San José State University  
College of Social Sciences/Psychology Department  
PSYC 102 (Child Psychology) Section 01  

Fall 2016

Course and Contact Information

Instructor: Dr. Mildred Alvarez  
Office Location: CLARK HALL 140 (STATION #20)  
Telephone: (408) 924-5640  
Email: mildred.alvarez@sjsu.edu.

- Please write PSY 102 on the subject line when communicating with me by email.  
- While I try to check email regularly, please allow 1 business day for a response. Please note that I do not regularly check email on evenings or weekends.

Office Hours: Tuesdays & Thursdays 1:30-2:30pm and 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 date of a quiz, exam, etc. & do not wait too long to see me.

Class Days/Time: Tuesdays & Thursdays 10:30-11:45AM (section 01)  
Classroom: Sweeney Hall, Room 100 (section 01)  
Prerequisites: PSYC 001 (General Psychology)

Faculty Web Page

Copies of selected course materials such as the syllabus and review sheets (when available) can be found on the course website on my faculty web page at http://www.sjsu.edu/people/mildred.alvarez/courses/psyc102/index.html

Lecture notes are NOT available on the course website and I do not post my personal lecture notes online. Should you miss class, it is your responsibility to get
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 and Course Goals

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 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

Theoretical frameworks will be introduced at the beginning of the course and elaborated on throughout the semester (CLO2); information on normative development is distributed throughout the course and organized in a developmentally chronological order (CLO1); information about influences on development are chronologically organized and distributed throughout the course (CLO3). Course Learning Outcomes will be met through quizzes, exams, and in-class writing assignments.
Program Learning Outcomes (PLO)

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


- This textbook is available at the University (Spartan) Bookstore.

- 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 journal article listed below that is published by the Society for Research in Child Development (SRCD) and available on their website. **Quiz 2 will be based entirely on the content of this required reading.**

**Article for Required Reading (from the “Social Policy Report” publication):**

- **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”.

**Instructions for obtaining the article for required reading from the SRCD website:**

1) Go to the following website: [www.srcd.org/publications/social-policy-report](http://www.srcd.org/publications/social-policy-report)

2) Scroll down; notice that articles are listed by publication year, so look for 2007 list of articles and find the one you need to read for our class

3) CLICK on the information appearing in parentheses after the article title that reads, “21-2_reduce_prejudice.pdf”. This will open the document and allow you to print it (article is 24 pages long)
Other Material Requirements

- You will need to purchase **four (4) T&E 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.

  You will need to **bring a SCANTRON Form T&E 0200 & #2 pencils on the date of Quiz 1 and on the date of each Exam** (you will not need a scantron form for Quiz 2). Bring a **blank form** to class on these days. 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.**

- You will need to bring **blank, standard size (8 ½ x 11), lined paper** to class on a regular basis to be used for in-class written comment assignments.

Course Requirements and Assignments

**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 located at the end of the syllabus. 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. **The Final (Exam 3) will NOT be cumulative. All Exams are closed book and notes are NOT allowed.**

2. **QUIZZES = 20%**
   - You will be required to take 2 Quizzes worth 20% of the course grade. Each quiz 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 essay questions**. **Quiz 2 will be completely based on a required reading (journal article).** See the “Other Readings” sub-section of the syllabus under “Required Texts/Readings” for instructions on how to obtain a copy of the “Article for Required Reading” on which you will be tested on Quiz 2. 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.**
(3) **IN-CLASS WRITTEN COMMENTS** = 5%

You will be required to participate in any 3 of 5 in-class writing assignments for a total of 5% of the course grade. If you participate in all 5 assignments, you can earn an additional 5 points toward this course requirement.

These in-class writing assignments will NOT be announced in advance and will occur at random times during the semester. They are intended to prompt your reflection on selected course topics. The short written comments you submit in class will not be returned. They will be scored generously and if you are generally on target in your comments, you should receive full credit for each of these assignments. Unless you are notified otherwise within one week, you can assume that you received full credit on the assignment you submitted. **Please be sure to regularly have blank, standard size (8 ½ x 11), lined paper to use when these assignments are given in class.**

**Please Note:** There will be no extra credit assignments.

**Final Examination**

As noted in the above section describing course requirements, Exam 3 will be the course Final Exam.

**Grading Policy**

**Points and Grade Scale:**

The maximum number of points for each course requirement is 50. Each of the three Exams is worth 50 points (each exam has 50 questions, 1 point per question). Each of the two Quizzes is worth 50 points: Quiz 1 has 25 questions, 2 points per question and Quiz 2 will have a mixed format and the points per item will be indicated on the quiz. Completion of the required In-Class Written Comments is worth a total of 50 points. 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:

<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 .10</td>
<td>3.80</td>
</tr>
<tr>
<td>Quiz 2:</td>
<td>40</td>
<td>x .10</td>
<td>4.00</td>
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<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>3 In-Class Writing</td>
<td>50</td>
<td>x .05</td>
<td>2.50</td>
</tr>
</tbody>
</table>

TOTAL: 40.55 or (rounding up) = 41 = B

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 email as soon as possible and no later than two (2) days after the scheduled date of the missed requirement – include your full name and telephone number (with area code) in your email. Appropriate written documentation (e.g., a doctor’s note) is required for a make-up on a missed class requirement 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).

There are NO MAKE-UPS on the IN-CLASS WRITTEN COMMENTS.

If you have questions about any aspect of this make-up policy, please see me.

Classroom Protocol

Class Attendance: You are responsible for all class content and your presence in class is expected. Exams and quizzes will consist of questions from your text, class lectures, and any other information (e.g., videos) required for class. I sometimes 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; I encourage you to exchange contact information with one or two classmates.
**Recording of Class:** University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record course material.

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. 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.” 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 during class, please let me know in advance.*

**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, please enter the classroom quietly and unobtrusively. *On test days, it is expected that you arrive on time.*
2. **Do not use headphones or cell phones in class (this includes texting).** If you have an emergency and must use your cell phone, please step outside the classroom. *Please silence your cell phone and put it away (out of view) for the duration of the class period.*
3. **The use of laptops or tablets is limited to class related note-taking.** If a student is found using electronic devices for anything other than class note-taking, they will lose their privilege to use it in class.
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.

**University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/*
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 at 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 at 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 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 all course requirements, 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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings (DeHart, et al. Text), Test Dates</th>
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<tbody>
<tr>
<td>1</td>
<td>8/25</td>
<td>Course Introduction</td>
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<td>2</td>
<td>8/30 &amp; 9/1</td>
<td>Theories &amp; Methods (chap 1)</td>
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<td>Contexts of Development (chap 2)</td>
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<td>• Chap. 1</td>
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<td></td>
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<td>• <em>Part 1: Introducing Three Families</em></td>
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<td>• Chap. 2</td>
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<tr>
<td>3</td>
<td>9/6 &amp; 9/8</td>
<td>Theories &amp; Methods; Contexts of Development (cont.)</td>
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<tr>
<td>4</td>
<td>9/13 &amp; 9/15</td>
<td>Heredity &amp; Prenatal Issues</td>
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<td><em>LECTURE FOCUS</em>: Discussion of how “Family Studies” (Twin studies) help illustrate the interplay of nature &amp; nurture.</td>
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<td>• Chap. 3</td>
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<td>5</td>
<td>9/20 &amp; 9/22</td>
<td><strong>Tuesday, 9/20: QUIZ 1</strong> (chapters 1 &amp; 2 and related lectures – specific content of the Quiz will be confirmed in class before the Quiz date)</td>
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<td>Thursday, 9/22: Heredity &amp; Prenatal Issues (cont.)</td>
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<td>6</td>
<td>9/27 &amp; 9/29</td>
<td>Infant States, Reflexes, &amp; Learning Styles (chap 4)</td>
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<td>Infant Cognition (chap 5)</td>
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<td>• <em>Part 2: Four Children as infants</em></td>
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<td>• Chaps. 4 &amp; 5</td>
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<td>7</td>
<td>10/4 &amp; 10/6</td>
<td>Infant Social &amp; Emotional Development: Attachment</td>
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<td>• Chap. 6</td>
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<td></td>
<td></td>
<td>• <em>Part 2: Epilogue: Infancy</em></td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings (DeHart, et al. Text), Test Dates</td>
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</tbody>
</table>
| 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   | **Tuesday, 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)  
  Thursday, 10/20: Language Development, etc. (cont.) |
| 10   | 10/25 & 10/27   | Tuesday, 10/25: Toddler Social & Emotional Development  
  - Chap. 8  
  - Part 3: Epilogue: Toddlerhood |
|      |                 | **Thursday, 10/27: QUIZ 2** (on the Pfeifer, et al. (2007) journal article. See “Other Readings” subsection on page 3 of syllabus for instructions on how to obtain a copy of this article). |
| 11   | 11/1 & 11/3     | Toddler Social & Emotional Development (cont.) |
| 12   | 11/8 & 11/10    | Preschool Cognition (Overview)  
  - Part 4: Four Children as Preschoolers  
  - Chap. 9 (pp. 304-318; 323-331) |
| 13   | 11/15 & 11/17   | **Tuesday, 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)  
  Thursday, 11/17: Preschool Social & Emotional Development  
  **LECTURE FOCUS:** Gender & Ethnic Role Development  
  - Chap. 10  
  - Part 4: Epilogue: Early Childhood |
| 14   | 11/22           | Tuesday, 11/22: Middle Childhood Cognition  
  **LECTURE FOCUS:** Intelligence & Achievement  
  - Part 5: Four Children in Middle Childhood  
  - Chap. 11 |
|      |                 | **Thursday, 11/24: NO CLASSES – THANKSGIVING HOLIDAY** |
| 15   | 11/29 & 12/1    | Middle Childhood Social & Emotional Development  
  - Chap. 12  
  - Part 5: Epilogue: Middle Childhood |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings (DeHart, et al. Text), Test Dates</th>
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<tbody>
<tr>
<td>16</td>
<td>12/6 &amp; 12/8</td>
<td>Adolescence (Overview)</td>
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<td>• <em>Part 6: Four Children in Adolescence</em></td>
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<td>• Chap. 13 (pp. 454-466; 477-482)</td>
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<td>• Chap. 14 (pp. 488-499; 503-512)</td>
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<td>• <em>Part 6: Epilogue: Adolescence</em></td>
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<td></td>
<td>Conclusion</td>
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<td></td>
<td>Final Exam</td>
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<td></td>
<td>Thursday, Dec. 15</td>
<td>EXAM 3 (FINAL EXAM)</td>
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<td></td>
<td>10:00 – 11:30am</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>
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<tr>
<td></td>
<td>Sweeney Hall, Room 100</td>
<td><em>Note:</em> You must take the Final Exam with your class section. This day and time are determined by the University.</td>
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</tbody>
</table>