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

Spring 2016

Contact Information

Instructor: Shinchieh CJ Duh
Office Location: DMH 324
Telephone: (408) 924-6039
Email: cj.duh@sjsu.edu  
- Please begin the email subject line with “Psyc 102”
- 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: Wednesdays 3:00-4:00pm or by appointment
Class Days/Time: Mondays & Wednesdays 4:30-5:45pm
Classroom: Yoshihiro Uchida Hall 124
Prerequisites: PSYC 001 (General 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: “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.

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
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).

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


• Textbook website is http://www.mhhe.com/dehart5. Once on site, click on “Student Edition”.

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 four (4) 882E 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) QUIZ = 5%
You will get a mandatory quiz as an early assessment of your learning (see course schedule for quiz date). The quiz will include 10–20 multiple-choice questions. Students
who score below B- are encouraged to utilize SJSU’s free tutoring service, which can be found at http://PeerConnections.sjsu.edu. However, everyone is welcome. See below for further information about Peer Connections.

(3) MINI-PROJECT = 15%
In groups of 4 (approximately), you will present and evaluate a project investigating the social context of child development. This project will offer you the opportunity to investigate what advice parents receive from mass media regarding child rearing and to compare how such advice has changed over time. Each group will find two parenting magazines (or similar popular/mass media for parents) that give conflicting advices on a particular topic of parenting; one of these should be from present time and one should be from the past. I will give out a handout with more details.

(4) IN-CLASS ACTIVITIES = 10%
To encourage attendance and interaction, you are required to complete four in-class activities. These are impromptu critical thinking activities (e.g., debates, puzzles, or evaluations) that you will complete during class individually or collaboratively. These activities may be given at the beginning, or at the end of the class, and to receive credit you must complete the activities with the class. You CANNOT complete any of these activities outside of class, so six opportunities to participate will be offered; if you complete all six, the two lowest scores will be dropped. Although these activities will be graded very generously, it is strongly advised that you keep up with the course materials to attain the maximum score.

Grade scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>100-98%</td>
</tr>
<tr>
<td>A</td>
<td>97-93%</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>

Unsatisfactory

Calculating your class grade

Quiz: Your percentage score _____ x .05 = _____
Exam 1: Your percentage score _____ x .20 = _____
Exam 2: Your percentage score _____ x .25 = _____
Exam 3: Your percentage score _____ x .25 = _____
Mini-Project: Your percentage score _____ x .15 = _____
In-class 1: Your percentage score _____ x .025 = _____
In-class 2: Your percentage score _____ x .025 = _____
In-class 3: Your percentage score _____ x .025 = _____
In-class 4: Your percentage score _____ x .025 = _____
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 exam 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/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/.
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 Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf 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 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 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.

You should aim to complete the assigned readings before or near the first date on which the topic begins. Classes without topic assignments indicate the continuation of the previous topics.

### 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>2/1</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td>2/3</td>
<td>Ch 1: The Nature of Development</td>
</tr>
<tr>
<td>2</td>
<td>2/8</td>
<td>Ch 1: The Nature of Development</td>
</tr>
<tr>
<td></td>
<td>2/10</td>
<td>Ch 2: The Contexts of Development</td>
</tr>
<tr>
<td>3</td>
<td>2/15</td>
<td><strong>Quiz</strong> &amp; Lecture on Ch 3: Heredity and Prenatal Development</td>
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<tr>
<td></td>
<td>2/17</td>
<td>Ch 3: Heredity and Prenatal Development</td>
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<tr>
<td>4</td>
<td>2/22</td>
<td>Ch 4: First Adaptations</td>
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<tr>
<td></td>
<td>2/24</td>
<td>Ch 4: First Adaptations</td>
</tr>
<tr>
<td>5</td>
<td>2/29</td>
<td>Ch 5: Infant Cognitive Development</td>
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<tr>
<td></td>
<td>3/2</td>
<td>Ch 5: Infant Cognitive Development</td>
</tr>
<tr>
<td>6</td>
<td>3/7</td>
<td>Ch 6: Infant Social and Emotional Development</td>
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<tr>
<td></td>
<td>3/9</td>
<td>Ch 6: Infant Social and Emotional Development</td>
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<tr>
<td>7</td>
<td>3/14</td>
<td><strong>Exam 1</strong></td>
</tr>
<tr>
<td></td>
<td>3/16</td>
<td>Ch 7: Toddler Language and Thinking</td>
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<tr>
<td>8</td>
<td>3/21</td>
<td>Ch 7: Toddler Language and Thinking</td>
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<tr>
<td></td>
<td>3/23</td>
<td>Ch 8: Toddler Social and Emotional Development</td>
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<tr>
<td>9</td>
<td>3/28</td>
<td><em><strong>No Class; Spring Recess</strong></em></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>10</td>
<td>4/4, 4/6</td>
<td>Ch 9: Cognitive Development in Early Childhood</td>
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<td></td>
<td></td>
<td>Ch 10: Social and Emotional Development in Early Childhood</td>
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<tr>
<td>11</td>
<td>4/11, 4/13</td>
<td>Ch 10: Social and Emotional Development in Early Childhood</td>
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<tr>
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<td></td>
<td><strong>Exam 2</strong></td>
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<tr>
<td>12</td>
<td>4/18, 4/20</td>
<td>Ch 11: Cognitive Development in Middle Childhood</td>
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<td></td>
<td></td>
<td>Ch 11: Cognitive Development in Middle Childhood</td>
</tr>
<tr>
<td>13</td>
<td>4/25, 4/27</td>
<td>Ch 12: Social and Emotional Development in Middle Childhood</td>
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<tr>
<td></td>
<td></td>
<td>Ch 12: Social and Emotional Development in Middle Childhood</td>
</tr>
<tr>
<td>14</td>
<td>5/2, 5/4</td>
<td>Ch 13: Physical and Cognitive Development in Adolescence</td>
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<tr>
<td></td>
<td></td>
<td>Ch 14: Social and Emotional Development in Adolescence</td>
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<tr>
<td>15</td>
<td>5/9, 5/11</td>
<td><strong>Project Presentation</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Project Presentation</strong></td>
</tr>
<tr>
<td>16</td>
<td>5/9, 5/11</td>
<td><strong>Class Cancelled—Good luck on all your finals!</strong>*</td>
</tr>
<tr>
<td>Final</td>
<td>5/19 (Thu)</td>
<td><strong>THURSDAY, May 19, 2:45~5:00pm in Yoshihiro Uchida Hall 124</strong></td>
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