Contact Information

Instructor: Laura Jones-Hagata
Office Location: DMH 232
Email: Laura.Jones@sjsu.edu
Office Hours: By appointment
Class Days/Time: Mondays & Wednesdays 9:00am – 1:10pm
Classroom: Hugh Gillis Hall 120

Prerequisites: PSYC 001 (General Psychology)

Email Etiquette
The subject line must begin with “Psyc 102”. A brief hint as to the content of the message may follow. Proper correspondence starts off with a greeting and an introduction (e.g., “good evening ____ , My name is ____ and I ____). I aim to respond to emails within two business days. This means, if there is an exam on Monday and you email me a question on Saturday, it is highly unlikely you will get a response in time for the exam.

Online Supplements
Course materials such as syllabus, handouts, assignment instructions, etc. can be found on Canvas. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn any updates.

Course Description

SJUS 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: Differentiate 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: Competence (though proficiency is preferred) in comparing and contrasting 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 (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.

Recommended Texts/Readings

Textbook

apparently valid for the textbook, the important point is that you purchase the appropriate edition of the text – 5th edition, published in 2004.

• Textbook website is www.mhhe.com/dehart5. Once on site, click on “Student Edition”. A copy of the text is available at the SJSU Library.

Other Readings

There will be additional research articles for you to read throughout the semester. The articles will be posted on Canvas for you to access and print out. These articles reflect current research or seminal work on children and youth in Developmental Psychology.

*****These articles need to be read prior to class as the material will be used in class discussions.*****

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.

Presentation/Paper

A 3-5 minute presentation will be required at the end of this semester and is worth 20% of your grade. You will also be submitting a summary of the research articles used for this presentation as a part of the grade. The details for this presentation will be discussed in class. Further instructions will be clearly provided and posted throughout the semester. The presentation and accompanying materials are worth 50 points.*If the class is too large to hold the presentations, an alternative assignment will be issued at the instructors discretion.

Class Participation

20% of your grade will be earned through class participation as measured by participation in activities. The activities will be held in and outside of the classroom throughout the semester. These activities have been designed to enhance your understanding of the material and reinforce program learning outcomes one through five. This portion of your grade cannot be earned outside of the activities they are allotted to (i.e., you cannot earn extra credit for these points if you miss class the day of these activities).

Exams

There will be three midterm exams and one final exam. All the exams will include multiple choice, short answer, and essay questions. The final exam will be cumulative and 25% of the questions will be verbatim from previous exams. Exam 1 is worth 10% of your grade. Exams 2 and 3 are each worth 15% of your grade. The final exam is worth 20% of your grade. Each exam is 50 points.
Grade Scale

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<tr>
<th>Grade</th>
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<tr>
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<tr>
<td>A</td>
<td>48-46</td>
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<tr>
<td>A-</td>
<td>45-44</td>
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<tr>
<td>B+</td>
<td>43-42</td>
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<td>B</td>
<td>41-40</td>
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<td>B-</td>
<td>39-38</td>
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<tr>
<td>C+</td>
<td>38-36</td>
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<td>C</td>
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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 including your name and the circumstances as soon as possible and no later than two (2) days after the scheduled Exam 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.

Late Policy

All work must be submitted within the first 20 minutes of class on the due date.

NOTE: If you wish to discuss your grade on an exam or the paper, you must contact me no later than one week after the exam or paper is returned.

NOTE: that University policy F69-24, “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.”

Classroom Protocol

Participation

• A portion of each class is dedicated to class discussion or activities.
• Be prepared to participate (i.e., complete the required readings prior to class beginning).

Time Management & Regular Attendance

• Time management is a major issue for students in this class. As in the workplace, deadlines are real. Assignments are due one after another and you need to keep on top of them! You can fall quickly behind if you fail to turn every assignment in on time.
• Although the course has an online resource, this resource is not a substitute for attending lectures. Students who do not attend class or keep up with assignments rarely pass the class.

Attendance

• Students are expected to attend class unless compelling circumstances arise.
• You are responsible for getting any missed notes from another student, as the instructor will not be providing class notes to students.

Arrival Times
• Students are expected to arrive and settle by the beginning of lecture and to wait for class to be dismissed before gathering their materials in preparation for leaving. In the event that you need to leave early, notify the instructor by the start of class, and sit somewhere where your departure will be minimally disruptive.

Behavior & Safety
• In order to facilitate open discussions during class, be respectful of others thoughts and opinions.

Electronics
• There will be no use of cell phones or headphones.
• Laptops or tablet use is restricted to note taking.
• If electronic devices are used for anything other than note taking or research relevant to a current classroom discussion, the privilege to use such electronics will be revoked and you may be asked to leave the class.

In addition, research shows that Websurfing/texting during class may lower your grade (and disrupts those around you).

Go to: http://chronicle.com/blogs/wiredcampus/students-stop-surfing-after-being-shown-how-in-class-laptop-use-lowers-test-scores/4576

I expect you to come to class prepared
“Prepared” means you have completed the readings and any assignment before class starts, you have written down any questions you had from the assignment, and you should bring the material required for the class. You should be as prepared as you expect your professor to be.

Communication
Use email, use office hours, talk to me 😊

Check the Canvas site regularly and your email for forwarded announcements
If I become ill, I will make every effort to inform you the night before that I will be absent. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.

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.”
The instructor’s process for granting permission is required, 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.”

**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](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/).

**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](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](http://www.sjsu.edu/studentconduct/) 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](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.

**Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

**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.
# Psyc 102 / Child Psychology, Summer 2016, Course Schedule

The schedule is subject to change with fair notice.

## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</thead>
</table>
| 1    | 6/6  | Introduction  
Presentation assignment  
*Beginnings*  
Chapter 1: The Nature of Development  
Chapter 2: The Contexts of Development  
HW: Watch 10 Americans. Be prepared to discuss this in class |
|      | 6/6  | Discuss 10 Americans  
Chapter 3: Heredity and Prenatal Development  
*Infancy*  
Chapter 4: First Adaptations |
| 2    | 6/13 | Exam 1  
Chapter 5: Infant Cognitive Development  
HW: Read and complete an article summary (AS) for Pancsofar et al. (2010). |
|      | 6/15 | Chapter 6: Infant Social and Emotional Development  
*Toddlerhood*  
Discuss for Pancsofar et al. (2010)  
Chapter 7: Toddler Language and Thinking |
| 3    | 6/20 | Chapter 8: Toddler Social and Emotional Development  
*Early Childhood*  
Chapter 9: Cognitive Development in Early Childhood |
|      | 6/22 | Exam 2  
*Early Childhood*  
Chapter 9: Cognitive Development in Early Childhood  
Chapter 10: Social and Emotional Development on EC  
HW: Read Golombok et al. (2014) |
| 4    | 6/27 | Discuss Golombok et al. (2014)  
Chapter 10: Social and Emotional Development on EC  
*Middle Childhood*  
Chapter 11: Cognitive Development in Middle Childhood  
Chapter 12: Social and Emotional Development in MC |
|      | 6/29 | Exam 3  
*Adolescence*  
Chapter 13: Physical and Cognitive Development  
Chapter 14: Social and Emotional Development |
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<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>5</td>
<td>7/4</td>
<td>4th of July</td>
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<tr>
<td></td>
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<td>Exam 4 Presentations</td>
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