San José State University College of Social Sciences

Department of Psychology

PSYC 105 - Special Topics in Developmental Psychology

Theories & current research on the nature and development of romantic relationships focusing on marriage & divorce, sibling, as well as peer, and parent-child relationships across the lifespan

Fall 2017

Instructor: Saba Torabian, PhD

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Email: saba.torabian@sjsu.edu

Please write PSY 105 on the subject line of your email

Allow one business day for me to respond

Office Hours: Mondays 3:30-5:00pm

Class Days/Time: MW 10:30-11:45

Classroom: DMH 357

Prerequisites: Psych 102

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

This course emphasize on theories, methods, and current research on the nature and development of sibling, romantic, peer, and parent-child relationships across the lifespan. A certain portion of the course will focus on parent-child, sibling and romantic
relationship among the special needs population. The course emphasizes on interpersonal and family processes examined in ethnic/cultural context.

Course Learning Outcomes (CLOs)

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

CLO1 – understand balanced presentation that emphasizes both social structure and the importance of individual agency, choice, and decision-making.

CLO2 – Focus more attention on instances of family diversity -- for example, African Americans and "Jumping the Broom," Hetero-Gay Families, Immigration and Family Ties, and Straight Parents and LGBT Children, among others.

CLO3 – understand "Facts About Families" features that present demographic and other factual information on focused topics such as How Family Researchers Study Religion from Various Theoretical Perspectives (Chapter 2), Foster Parenting (Chapter 9), and Major Sources of Family-Violence Data (Chapter 12), among others.

CLO4 – Learning about Sibling relationships across the lifespan: The role of social support. This will be discussed and taught through extra readings that will be posed on canvas.

CLO5 – Learning about Social Support and its importance in Romantic Relationships. This will be discussed and taught through extra readings that will be posed on canvas.

Program Learning Outcomes (PLOs)

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.

Textbook (required): Text Book


Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, chapter lecture notes, major assignment or handouts and study guides are posted on Canvas.

You are responsible for regularly checking Canvas.

My research lab webpage is: www.torabianautiamlab.com

Course Canvas site

1. The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is not a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:
   - Discussion Board (Course Announcements, student questions)
   - Links to webpages that will be of use to you throughout the course
   - Handouts and articles
   - Assignment submission
   - Assignment feedback from instructor
   - Grade roster

   My intention is that the site will become an additional forum, outside of class, in which we can debate, discuss, and raise questions about the course material. Check this site regularly for course announcements, articles, assignments, and other course materials.
Accessing Course Canvas site

To access the Canvas site go to http://www.sjsu.edu/at/ec/canvas/ and click on “Log in to Canvas”

Username = SJSU 9-digit ID  
Password = your current SJSUOne password

For additional information or help with logging in:
Canvas Student Tutorial: http://www.sjsu.edu/at/ec/canvas/
Note: clearing your browsing history may help if you have trouble logging into the site.

Classroom Protocol:

This course is based on the active participation of the student, and the main requirement is READING and ATTENDANCE. You are expected to read the assigned materials before class, so that the teacher can elaborate and expand. Because of time constraints it may not be impossible to cover all the segments of a given unit. However, you are responsible for all the assigned reading, as the exams will include questions from ALL the parts of the unit. We will cover one chapter per week, and follow the sequence of the textbook, chapter-by-chapter.

Attendance:

Your regular attendance and participation are factors contributing to the successful completion of this course. If you do not attend class you will miss on the opportunity to ask questions and to get clarifications. In addition, please make all effort to come to class on time.

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.”

Definition of a Credit Hour

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Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

Distractions:
You cannot surf the Internet, text-message, check your messages or respond to cell-phone during class.

Teacher Availability:
Do not hesitate to e-mail me or to come by with questions. As my goal is for every student to succeed in my class, if you have not done well on any of the tests, please come to see me ASAP.

Dropping and Adding:
Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/ . Students should be aware of the current deadlines and penalties for adding and dropping classes.

Exams
We will have 2 midterms and 1 final. Each midterm will consist of 50 multiple-choice questions. Each question is worth 2 points. Each midterm will cover about 4 chapters. Please bring a scantron (#882) and a pencil.

Each Midterms exams worth 15% of the final grade (30% total for both of the midterms) while the final exam worth 25% of the final grade. Final will be cumulative.

Classroom Activities
Classroom activities cannot be made up. The dates for the classroom activities are not announced ahead of time. Active participation throughout the semester will be required for successful completion of this class. The dates for the classroom activities are not announced ahead of time as they are designed to encourage classroom attendance. 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. They will not be returned. Each of the classroom activities worth about 2% of your final grade (This may change depending on how many are given throughout the semester).

Paper

(I want to know more about __________)

This is a thoughtful literature review that identifies salient theoretical perspectives and current findings related to your topic as well as the gaps or limitations in the extant research.

This is a theoretical or conceptual paper that explores the development, maintenance, or consequences of support within close relationships (e.g., sibling, peer, marital / romantic, or parent-child relationships). Pick a topic that is of interest to you and briefly describe a theoretical approach that would be appropriate for studying this topic.

The paper is to be double-spaced, 12pt font and approximately 4-5 pages in length. It will count 15% toward your overall grade.

Exact guideline about the paper will be given later on during the semester. There will be 50% deduction for the papers that are turned-in late even by a day. The papers that are turned in after one week are not accepted anymore. References must be scientific or peer reviewed articles (no personal blogs, pages, or opinions) found on PsychInfo etc.

This paper is Due Wednesday Dec 13th at Noon

Group Presentation

There will be about 10-min power point presentations done in groups of 2 on the topic of your paper.
Assignment | How Many? | # of Points per | Total Points
---|---|---|---
2 Midterms (30% of the final grade) | 2 | 100 | 200
1 Final Exam (25%) | 1 | 100 | 100
Presentations (10%) | 1 | 100 | 100
Classroom Activity (20%) | 5 | 100 | 100
Paper (15%) | 1 | 100 | 100

**Grading:** The following grade scale will be used.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>(96-100%)</td>
</tr>
<tr>
<td>B+</td>
<td>(86-89%)</td>
</tr>
<tr>
<td>C+</td>
<td>(76-79%)</td>
</tr>
<tr>
<td>D+</td>
<td>(66-69%)</td>
</tr>
<tr>
<td>A</td>
<td>(93-95%)</td>
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<tr>
<td>B</td>
<td>(83-85%)</td>
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<tr>
<td>C</td>
<td>(73-75%)</td>
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<tr>
<td>D</td>
<td>(63-65%)</td>
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<tr>
<td>F</td>
<td>(0-59%)</td>
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<tr>
<td>A –</td>
<td>(90-92%)</td>
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<tr>
<td>B -</td>
<td>(80-82%)</td>
</tr>
<tr>
<td>C -</td>
<td>(70-72%)</td>
</tr>
<tr>
<td>D -</td>
<td>(60-62%)</td>
</tr>
</tbody>
</table>

**Exam Dates:**

Midterm 1: **Sep 25th 2017**  
Midterm 2: **Nov 1st 2017**  
Final: **Friday Dec 15th** at **9:45am**

**Missing Exams**

There will be no make-up exams except in the case of death or serious illness, which requires legitimate documentation.

**Make-ups**

There will be no make-ups for any of the above activities (exams, classroom assignments, presentation, etc.) except in the case of death or serious illness, which requires legitimate documentation. The assignments and papers that are turned in after one week are no longer accepted anymore.

**Classroom Protocol**
These policies are intended to promote a good learning environment.

Please Turn Off Your Cell Phones Before Class Begins

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Be On-Time

Please do not:

- Text, talk, tweet, post status updates, etc. on your phone during class.
- Use your laptop to play games, chat, socialize, or surf the Internet during class.
- Hold side conversations that distract the rest of the class.
- Enter or leave the class in a dramatic or distracting fashion if you have to arrive late or leave early.

If you must leave class early,

1. Before class tell me you are going to leave early,
2. Sit near the door.
3. Leave quietly.

University Policies

Academic integrity

Students should know that the University’s Academic Integrity Policy is availabe at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require 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 website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

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 in your assignment any material you have
submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

**Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

**SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

**Peer Mentor Center**
The Peer Mentor Center is located on the floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop–in basis, no reservation required. Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/.
# Psych 105 Course Schedule*

*The list presents the sequence of topics. The actual schedule is subject to change with fair notice announced in class.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 23rd</td>
<td>Introduction</td>
</tr>
<tr>
<td>Aug 28th &amp; 30th</td>
<td>Chapter 1: Making Family Choices in a Changing Society</td>
</tr>
<tr>
<td></td>
<td>Chapter 2: Exploring Relationships and Families</td>
</tr>
<tr>
<td>Sep 4th</td>
<td><strong>No Class (Labor Day)</strong></td>
</tr>
<tr>
<td>Sep 6th</td>
<td>Chapter 3: Gender Identities and Families</td>
</tr>
<tr>
<td>Sep 11th &amp; 13th</td>
<td>Sep 11th: Chapter 4: Our sexual Selves</td>
</tr>
<tr>
<td></td>
<td>Sep 13th: TBA (Extra readings posted on canvas)</td>
</tr>
<tr>
<td>Sep 18th and 20th</td>
<td>TBA</td>
</tr>
<tr>
<td>Sep 25th</td>
<td><strong>Exam 1</strong></td>
</tr>
<tr>
<td>Sep 27th</td>
<td>TBA (Extra readings posted on canvas)</td>
</tr>
<tr>
<td>Oct 2nd &amp; Oct 4th</td>
<td><strong>TBA (Extra readings posted on canvas)</strong></td>
</tr>
<tr>
<td>Oct 9th &amp; Oct 11th</td>
<td>Oct 9th: Love and choosing a life partner (chapter 5)</td>
</tr>
<tr>
<td></td>
<td>Oct 11: Nonmarital lifestyles (Chapter 6th)</td>
</tr>
<tr>
<td>Oct 16th &amp; 18th</td>
<td>Marriage (Chapter 7)</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>Oct 23rd &amp; 25th</td>
<td>Chapter 8 &amp; 9 (Parenting)</td>
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<tr>
<td>Oct 30th</td>
<td>TBA</td>
</tr>
<tr>
<td>Nov 1st</td>
<td>Nov 1st: Exam #2</td>
</tr>
<tr>
<td>Nov 6th &amp; Nov 8th</td>
<td>Chapters 10 &amp; 12</td>
</tr>
<tr>
<td>Nov 13th &amp; 15th</td>
<td>NO Class (Attending ABA Conference)</td>
</tr>
<tr>
<td>Nov 20th</td>
<td>Chapters 14th and 15th</td>
</tr>
<tr>
<td>Nov 22nd</td>
<td>No Class on Nov 22nd (Happy Thanksgiving)</td>
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<tr>
<td>Nov 27th &amp; 29th</td>
<td>Group Presentations</td>
</tr>
<tr>
<td>Dec 4th &amp; Dec 6th</td>
<td>Group Presentations</td>
</tr>
<tr>
<td>Dec 11th</td>
<td>Group Presentations (Last day of instructions)</td>
</tr>
<tr>
<td>Dec 13th (Wed at 12:00 Noon)</td>
<td>Paper is Due</td>
</tr>
<tr>
<td>Friday Dec 15th at 9:45am</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>