Course and Contact Information

Instructor: Patrick F. Cravalho, PhD
Office Location: Dudley Moorehead Hall, Room 232
Email: patrick.cravalho@sjsu.edu
Office Hours: Tuesday & Thursday, 12:00pm-1:15pm, or by appointment
Class Days/Time: Tuesday & Thursday, 3:00pm-4:15pm
Classroom: Clark Building, Room 117
Prerequisites: Psyc 001 General Psychology

Course Description
Psychological development of children from conception to adolescence, including perceptual, cognitive, personality, and social development.

Course Goal
The goal of this course is to provide you with information about the typical issues one faces during infancy and childhood. Highlighted themes include nature and nurture, individual differences, and research on children’s welfare. Students will be given multiple opportunities to reflect on these concepts and others and then explain them to their classmates and the professor in their own words.

Course Learning Outcomes (CLO)
Upon successful completion of this course, students will be able to:

   CLO 1 – Display knowledge of the psychological concepts and theories relevant to development during infancy and childhood.
   CLO 2 – Describe, in writing, various concepts within the field of child development. Evaluate one’s own childhood experience through the scope of various concepts within the field of child development.
   CLO 3 – Create a presentation and describe various concepts within the field of child development to others.

Program Learning Outcomes (PLO)
Upon successful completion of the psychology major requirements, the following are expected…

1.  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.
Psyc 102 meets this PLO
2. **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.

3. **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. **Psyc 102 meets this PLO**

4. **PLO4 – Application of Psychology** – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues. **Psyc 102 meets this PLO**

5. **PLO5 – Values in Psychology** – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society. **Psyc 102 meets this PLO**

**Required Texts/Readings**

**Textbook**


**Other equipment / material requirements**

1. Computer, Internet, and SJSU library access.
2. Microsoft Word, Excel, and PowerPoint software. SJSU students can download Microsoft Office (which includes Word, Excel, and PowerPoint) for free (see [http://its.sjsu.edu/services/software/microsoft-students/index.html](http://its.sjsu.edu/services/software/microsoft-students/index.html)).

**Library Liaison**

Bernd Becker (Bernd.becker@sjsu.edu). Libguide: [http://libguides.sjsu.edu/psychology](http://libguides.sjsu.edu/psychology).

**Course Requirements and Assignments**

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](http://www.sjsu.edu/senate/docs/S12-3.pdf).

**Exams**

There will be four exams, each worth 25 points and each covering two chapters from the course textbook. All exams will include multiple-choice questions and will be taken in class. Specifically, Exam 1 will cover chapters 2 & 3, Exam 2 will cover chapters 4 & 5, Exam 3 will cover chapters 6 & 7, and Exam 4 will cover chapters 8 & 11. There is no comprehensive midterm or final exam. A study guide will be available for each exam beginning about a week before the exam date. Please bring pencils to each exam.

**Make-up Exams**

If you have a legitimate excuse for missing an exam, a makeup exam will be permitted. However, you will need to contact me as soon as you can before the exam is scheduled to alert me that you will miss the exam and why you will miss the exam. You will also need to present written documentation verifying the unavoidable circumstances, so that we can schedule the makeup exam as quickly as possible.
Article Summary Paper & Presentation

You and a partner will read a research article related to a topic of child development from the course textbook. Then you will complete a brief article summary paper, on your own, and discuss the article with your partner in class. Later you will complete a brief in-class PowerPoint presentation, with your partner, to summarize the article to the class. You must attend class on the day of the partner discussion or you and your partner will lose points. Note, you must read an article that describes an empirical study or set of studies, you may not read a literature review article or non-empirical study for this assignment.

Our department librarian will visit class to provide a tutorial on searching for empirical articles. We will also discuss these assignments in detail in class, including example article summary papers and presentations by your professor. I will provide you with feedback on your paper. Before you give your presentation, you will share a draft of your presentation with me so that I can provide you with feedback. This assignment will be divided into the following six tasks worth a total of 50 points:

Choose topic by due date: 2 points
Choose article by due date: 3 points
Partner points: 7 points
Brief paper: 8 points
Presentation draft: 5 points
Final presentation: 25 points

Extra Credit Opportunities

A total of 15 extra credit points may be added to your final point total if you take advantage of the following opportunities. This is a substantial amount, but the points will have to be earned and are being made available to encourage specific behaviors.

The first set of opportunities will be to earn one point each time you turn in an article summary assignment early (6 possible points). Specifically, any time you complete an article summary assignment two days before it is due, you will receive a bonus point on that assignment. For example, if the paper draft were due on 2/9 before class starts at 3:00pm, then turning it in any time before midnight on 2/7 would count as two days early and would earn you a bonus point. These opportunities are meant to encourage you to complete assignments early rather than procrastinate in completing your assignments.

The second set of opportunities will be to earn a point each time you download an exam study guide at least five days before the exam, then completely fill out the exam study guide and turn it in on the day of that exam (4 possible points). These opportunities are meant to encourage you to not only use the study guides in preparing for each exam, but to begin studying a week or so ahead of the exam date rather than cramming the night before the exam.

The third opportunity will be to earn 5 points for perfect attendance to class throughout the semester. Excused absences will not count against your attendance record. This opportunity is meant to encourage you to stay focused on learning throughout the entire course and to get as much out of it as possible.

Grading Policy

Your grade will be based on the total amount of points (150 possible points) you receive from exams (100 possible points) and the article summary assignments (50 possible points). Below is a breakdown of the amount of points needed to earn the specified letter grades.
146-150 = A+ (~97-100%)  
140-145 = A   (~93-96%)  
135-139 = A-   (~90-92%)  
132-134 = B+  (~88-89%)  
125-131 = B    (~83-87%)  
120-124 = B-   (~80-82%)  
117-119 = C+  (~78-79%)  
110-116 = C    (~73-77%)  
105-109 = C-   (~70-72%)  
102-104 = D+  (~68-69%)  
95-101 = D    (~63-67%)  
90-94 = D-   (~60-62%)  

Less than 90 = F (~59% or less)

All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. See University Policy F13-1 at [http://www.sjsu.edu/senate/docs/F13-1.pdf](http://www.sjsu.edu/senate/docs/F13-1.pdf) for more details.

**Office Hours**

Please do your best to contact me before you come to see me during office hours. This will require you to plan ahead, such as generating a specific agenda and/or questions to guide your visit. Unless I have been contacted by a student letting me know that they plan to visit during my office hours, I may leave my office during office hours. So, be sure to contact me if you plan to attend my office hours so that you do not show up when I have already left.

**Diversity Statement**

As the instructor of this course, it is my goal to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of all students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group practices. I aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation.

**Classroom Protocol**

It is vital that you complete all scheduled readings and assignments before each class. Arrive to class on time. Arriving late disrupts other students and interferes with continuity of the lectures and class activities. If for any reason you cannot avoid being late, please enter the class through the least noticeable door and take a seat quietly. Do not come in late and enter into a conversation to catch up on information you missed or expect information you missed to be repeated. Leaving early is equally disruptive; please be considerate. Do not carry on conversations with others during class. Do not sleep during class. Do not work on any other course material during class, including studying or reading for other classes. Be polite and respectful to other people in the class.

Classroom participation is expected. Therefore, phones, laptops, tablets, music players, etc. are not allowed to be used during class so that one stays focused on class discussion. Do not text or surf during class. This rule is not only so you will not distract yourself, but also so you will not distract anyone else. Food and drinks are permitted during class, but you must be sure that your space is clean when you leave the classroom. If you miss a class, you are responsible for contacting me or another student to inquire about the information you missed from that class.

University policy F69-24 at [http://www.sjsu.edu/senate/docs/F69-24.pdf](http://www.sjsu.edu/senate/docs/F69-24.pdf) 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.
Student Athletes

If you are a student athlete, please inform me at the beginning of the semester of any spring semester team obligations. If there are any conflicts between your games and class participation/assignment, we may need to figure out alternative arrangements for you to complete an assignment.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

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 and the following items to be included in the syllabus:

- “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/.

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 their disability.

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.

**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.
# Course Schedule

We will follow the schedule presented below to the extent possible. However, the schedule is subject to change. You will be given fair notice of any schedule changes via in class announcements and class web site postings.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>R 1-26</td>
<td>Course Introduction &amp; Study Skills</td>
<td>Have read syllabus BEFORE first class!</td>
</tr>
<tr>
<td>T 1-31</td>
<td>Ch. 1 Introduction to Child Psych Development</td>
<td>Have read Ch. 1</td>
</tr>
<tr>
<td>R 2-2</td>
<td>Ch. 2 Prenatal Development and the Newborn Period</td>
<td>Have read Ch. 2</td>
</tr>
<tr>
<td>T 2-7</td>
<td>Ch. 2 Prenatal Development and the Newborn Period</td>
<td></td>
</tr>
<tr>
<td>R 2-9</td>
<td>Ch. 2 &amp; Ch. 3</td>
<td>Have read Ch. 3</td>
</tr>
<tr>
<td>T 2-14</td>
<td>Ch. 3 Biology and Behavior</td>
<td>Exam 1 Study Guide available</td>
</tr>
<tr>
<td>R 2-16</td>
<td>Ch. 3 Biology and Behavior</td>
<td>Paper/Presentation TOPIC Due by START OF CLASS</td>
</tr>
<tr>
<td>T 2-21</td>
<td>Exam 1 (Ch. 2 &amp; 3)</td>
<td>Turn in Exam 1 Study Guide for Extra Credit</td>
</tr>
<tr>
<td>R 2-23</td>
<td>Visit from SJSU Psychology Librarian</td>
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<tr>
<td>T 2-28</td>
<td>Brief Paper Directions &amp; Example</td>
<td>Paper/Presentation ARTICLE Due by START OF CLASS</td>
</tr>
<tr>
<td>R 3-2</td>
<td>Ch. 4 Theories of Cognitive Development</td>
<td>Have read Ch. 4</td>
</tr>
<tr>
<td>T 3-7</td>
<td>Ch. 4 Theories of Cognitive Development</td>
<td></td>
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<tr>
<td>R 3-9</td>
<td>Ch. 4 &amp; Ch. 5</td>
<td>Have read Ch. 5</td>
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<tr>
<td>T 3-14</td>
<td>Ch. 5 Seeing, Thinking, and Doing in Infancy</td>
<td>Exam 2 Study Guide available</td>
</tr>
<tr>
<td>R 3-16</td>
<td>Ch. 5 Seeing, Thinking, and Doing in Infancy</td>
<td>BRIEF PAPER Due by START OF CLASS</td>
</tr>
<tr>
<td>T 3-21</td>
<td>Exam 2 (Ch. 4 &amp; 5)</td>
<td>Turn in Exam 2 Study Guide for Extra Credit</td>
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<tr>
<td>R 3-23</td>
<td>Brief Paper Partner Discussion</td>
<td>Turn in Partner Discussion Assignment</td>
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<tr>
<td>M 3-27 to F 3-31</td>
<td>SPRING BREAK – NO CLASS</td>
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<tr>
<td>T 4-4</td>
<td>Ch. 6 Development of Language and Symbol Use</td>
<td>Have read Ch. 6</td>
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<tr>
<td>R 4-6</td>
<td>Ch. 6 Development of Language and Symbol Use</td>
<td></td>
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<tr>
<td>T 4-11</td>
<td>Ch. 6 &amp; Ch. 7</td>
<td>Have read Ch. 7</td>
</tr>
<tr>
<td>R 4-13</td>
<td>Presentation Directions &amp; Example</td>
<td></td>
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<tr>
<td>T 4-18</td>
<td>Ch. 7 Conceptual Development</td>
<td>Exam 3 Study Guide available</td>
</tr>
<tr>
<td>R 4-20</td>
<td>Ch. 7 Conceptual Development</td>
<td>PRESENTATION DRAFT Due by START OF CLASS</td>
</tr>
<tr>
<td>T 4-25</td>
<td>Exam 3 (Ch. 6 &amp; 7)</td>
<td>Turn in Exam 3 Study Guide for Extra Credit</td>
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<tr>
<td>Date</td>
<td>Topics</td>
<td>Assignments &amp; Due Dates</td>
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<tr>
<td>R 4-27</td>
<td>Ch. 8 Intelligence and Academic Achievement</td>
<td>Have read Ch. 8</td>
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<tr>
<td>T 5-2</td>
<td>Ch. 8 Intelligence and Academic Achievement</td>
<td></td>
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<tr>
<td>R 5-4</td>
<td>Ch. 8 &amp; Ch. 11</td>
<td>Have read Ch. 11</td>
</tr>
<tr>
<td>T 5-9</td>
<td>Ch. 11 Attachment to Others and Development of Self</td>
<td>Exam 4 Study Guide available</td>
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<tr>
<td>R 5-11</td>
<td>Ch. 11 Attachment to Others and Development of Self</td>
<td></td>
</tr>
<tr>
<td>T 5-16</td>
<td><strong>Exam 4 (Ch. 8 &amp; 11)</strong></td>
<td>Turn in Exam 4 Study Guide for Extra Credit</td>
</tr>
<tr>
<td>R 5-18</td>
<td><strong>Final Presentations</strong> 2:45pm-5:00pm</td>
<td><strong>FINAL PRESENTATION Due by MIDNIGHT on Wednesday (5/17)</strong></td>
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</table>