Course Description
The purpose of this course is to provide a survey of the psychological developmental of children from the prenatal period to adolescence (with a focus on infancy through middle school). The class will emphasize the typical course of development, including perceptual, cognitive, personality and social growth.

Course Content Learning Objectives (CCLOs)
Upon successful completion of this course:

CCLO1: Recognize normative (i.e., "average" or "typical") and individual aspects of development

CCLO2: Identify and describe psychological theories and concepts of cognitive, social, and emotional development

CCLO3: 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
Program Learning Outcomes (PLOs)
Upon successful completion of the psychology major requirement:

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, and Materials


Supplemental Readings. Supplemental required readings have been assigned for the semester. These will be posted on Canvas at least one week before they are due.

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

Grading Information
Grading will be based on the following assignments:

Exams: 400 points (4x100)
Exams will be given in class on the dates indicated in the course schedule. There will be four exams this semester, each covering four chapters of material. Exams will consist of 40-50 multiple choice and short answer questions, they will cover material the assigned textbook chapters, in-class lecture and activities, and supplemental readings (when applicable). You will have an appropriate portion of the class period to complete the exam. Extended time will not be given for late arrivals. If you do not take an exam, you will receive a zero on it. Make-up exams will be given only for students with illnesses, deaths in the family, or similarly serious circumstances.
**Presentation Paper: 100 points**
A 3-5 minute presentation will be required at the end of the semester. You will also be submitting a summary of the research articles used for this presentation as part of the grade. The details for the presentation and paper will be discussed in class and further instructions will be provided and posted during the semester. Your presentation paper is 100 points.

**Class Participation (CP): 200 points (8x25)**
Your participation is measured through participation in class activities. There will be eight activities held in and outside of the classroom for each meeting this semester. These activities have been designed to enhance your understanding of material and reinforce course and program learning outcomes. Each activity is 25 points for a total of 200 points.

**Determination of Grades**
Total points earned in the class will be divided by 700 and converted to a percentage. Percent grades will be converted to letter grades using the scale below. Grades will not be rounded; for example, a percentage grade of 96.9% would earn a final grade of A, not A+

- 100-97%=A+, 96%-93%=A, 92-90%=A-,
- 89-87%=B+, 86-83%=B, 82-80%=B-,
- 79-77%=C+, 76-73%=C, 72-70%=C-,
- 69-67%=D+, 66-63%=D, 62-60%=D-,
- 59.9% and less = F.

**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/

**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.

**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 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.
Classroom Protocol

You are expected to arrive on time to each class meeting and attend to what is going on in the classroom. Exams will start at the class at the beginning of the designated class. Arrive on time to take full advantage of the allotted time. In class participation opportunities (factored into your grade), such that arriving promptly and attending until the end of each class will directly help you maximize your grade. Late work will not be accepted in this class.

You are expected to use laptops and/or tablets in a professional manner, if you choose to do so. This means that you use them for class-related purposes, and not for other things. If I notice this happening, I reserve the right to restrict permission to use of these devices, either for an individual student(s) or for the entire class. Lectures should not be recorded without my prior permission; see me if you wish to discuss this.

You are expected to behave in a respectful manner toward your peers and instructor. When differing opinions emerge in class discussions, I expect you to maintain a civil and professional tone. You can expect me (the instructor) to do the same. If you engage in behavior that is overtly disrespectful, disruptive to the class, threatening, or harmful toward others in the room, you may be asked to leave the class for the day.

You are expected to check Canvas and email regularly, and to communicate professionally through these means. When I initiate course-related communication, it will be via Canvas. This includes messages to the whole class and those to individual students. If you choose to email me, I will reply via email, so you will be expected to look out for my reply there. I expect you to communicate professionally via Canvas and email, just as in class.
PSYC102, Child Psychology, Summer 2017 Schedule

This is a tentative schedule of lecture topics, assignment due dates, and exam dates. Note that we may deviate somewhat from this schedule throughout the semester. However, due dates and exam dates will remain the same, unless extreme circumstances (e.g., natural disaster) dictate a change. Any changes in the content of assignments or exams will be given at least one week in advance of the date due date/exam date.

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>6/6</td>
<td><strong>Introduction</strong>&lt;br&gt;Presentation assignment&lt;br&gt;Chapter 1: An Introduction About Child Development&lt;br&gt;Chapter 2: Prenatal Development and the Newborn Period&lt;br&gt;CP1: In class discussion worksheet</td>
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<td>6/8</td>
<td>Chapter 3: Biology and Behavior&lt;br&gt;Chapter 4: Theories of Cognitive Development&lt;br&gt;CP2: In class discussion worksheet&lt;br&gt;HW: Read and complete an annotated bibliography for Pancsofar et al. (2010).</td>
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<td>2</td>
<td>6/13</td>
<td><strong>Exam 1</strong> (Ch. 1-4)&lt;br&gt;Chapter 5: Seeing, Thinking, and Doing in Infancy&lt;br&gt;Chapter 6: Development of Language and Symbol Use&lt;br&gt;CP3: Discuss Pancsofar et al. (2010) and turn in AB</td>
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<td>6/15</td>
<td>Chapter 7: Conceptual Development&lt;br&gt;Chapter 8: Intelligence and Academic Achievement&lt;br&gt;CP4: In class discussion worksheet&lt;br&gt;HW: Watch Frontline-Poor Kids</td>
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<td>3</td>
<td>6/20</td>
<td><strong>Exam 2</strong> (Ch. 5-8)&lt;br&gt;Chapter 9: Theories of Social Development&lt;br&gt;Chapter 10: Emotional Development&lt;br&gt;CP5: In class discussion Poor Kids and worksheet</td>
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<td>6/22</td>
<td>Chapter 11: Attachment to Others and Development of the Self&lt;br&gt;Chapter 12: The Family&lt;br&gt;CP6: In class discussion and worksheet&lt;br&gt;HW: Read and complete an annotated bibliography for Eisenberg et al, 1987</td>
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<td>4</td>
<td>6/27</td>
<td><strong>Exam 3</strong> (Ch. 9-12)&lt;br&gt;Chapter 13: Peer Relationships&lt;br&gt;Chapter 14: Moral Development&lt;br&gt;CP7: Discuss Eisenberg et al, and turn in AB&lt;br&gt;HW: Watch Frontline-Growing Up Trans</td>
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<td>6/29</td>
<td>Chapter 15: Gender Development&lt;br&gt;CP8: In class discussion Growing Up Trans and worksheet&lt;br&gt;Chapter 16: Conclusions</td>
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<td>5</td>
<td>7/4</td>
<td>4th of July</td>
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|      | 7/6  | **Exam 4** (Ch.13-16) Presentations  
Hand in Papers |