San José State University
College of Social Sciences/Psychology Department
PSYC 102 (Child Psychology) Section 01

Spring 2018

Course and Contact Information

Instructor: Dr. Mildred Alvarez
Office Location: DMH 323
Telephone: (408) 924-5640
Email: mildred.alvarez@sjsu.edu.

- Please write PSY 102 on the subject line when communicating with me by email.
- While I try to check email regularly, please allow 1 business day for a response. Please note that I do not regularly check email after 5:00pm or on weekends.

Office Hours: Tuesdays & Thursdays 3:00-4:00pm and by appointment

You are encouraged to see me during office hours or to contact me whenever a need arises. Please discuss with me any concerns you may have regarding our class as soon as possible and BEFORE the date of a quiz, exam, etc.

Class Days/Time: Tuesdays & Thursdays 9:00-10:15AM (section 01)
Classroom: Sweeney Hall (SH), Room 100 (section 01)
Prerequisites: PSYC 001 (General Psychology)

Faculty Web Page

Copies of selected course materials such as the syllabus and review sheets (when available) can be found on the course website on my faculty web page at http://www.sjsu.edu/people/mildred.alvarez/courses/psyc102/index.html

Lecture notes are NOT available on the course website and I do not post my personal lecture notes online. Should you miss class, it is your responsibility to get lecture notes.
from a classmate. Lecture notes will not be copied for or emailed to students. I will announce in class when specific handouts are available on this website.

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.**

Learning Outcomes and Course Goals

**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). **Course Learning Outcomes will be met through quizzes, exams, and class activities/in-class writing assignments.**

**Program Learning Outcomes (PLO)**

Upon successful completion of the Psychology Major requirements, the following are expected:
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 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


• This textbook is available at the University (Spartan) Bookstore.

• Textbook website is www.mhhe.com/dehart5. Once on site, click on “Student Edition”. The website provides excellent “Chapter Outlines”; access is free.

Other Readings

You will be required to read the journal article listed below published by the Society for Research in Child Development (SRCD) and available on their website. Quiz 2 (Research Article Analysis) is based entirely on the content of this required reading.

Journal Article for Required Reading (from the “Social Policy Report” publication):

Authors: Jennifer H. Pfeifer, Christia Spears Brown, & Jaana Juvonen
Publication Year & volume: 2007, Vol. XXI (No. II)
Title: “Teaching tolerance in schools: Lessons learned since Brown v. Board of Education about the development and reduction of children’s prejudice”.

Instructions for obtaining the article for required reading from the SRCD website:

1) Go to the following website or copy & paste the web address to your browser: www.srcd.org/publications/social-policy-report
2) Scroll down; notice that articles are listed by publication year, so look for 2007 list of articles and find the one you need to read for our class
3) CLICK on the information appearing in parentheses after the article title that reads, “21-2_reduce_prejudice.pdf”. This will open the document and allow you to print it (article is 24 pages long)
Other Material Requirements

- You will need to purchase four (4) T&E 0200 SCANTRON forms to use on quizzes and exams (you will not need a SCANTRON form for Quiz 2). Bring #2 pencils and a good quality eraser on test dates. Because there may not be a working pencil sharpener in the classroom, please bring additional sharpened pencils. On all test dates, except Quiz 2, bring a blank SCANTRON form to class. You will receive instructions about how to complete specific parts of the form on the test day. NOTE: SCANTRON forms that are in poor condition may result in errors in scoring; therefore, do not fold, bend or tear SCANTRON forms and keep them free of stains and stray marks. Please note that if you use a SCANTRON form that is in poor condition, you do so at your own risk.

Course Requirements and Assignments

Evaluation and Percentage of Grade from Course Requirements:

(1) QUIZZES = 40%
You will be required to take 3 quizzes worth 40% of the course grade. Quiz 1 is worth 15%, Quiz 2 is worth 10%, and Quiz 3 is worth 15% of the course grade. Quiz dates and the expected content of each quiz are indicated on the Course Schedule located at the end of the syllabus.

- QUIZ 1 will consist of 25 multiple-choice questions based on course materials. Course material consists of: required readings, class lectures, and any other information from additional sources (e.g., videos) that may be required. Quiz 1 is closed book and notes are NOT allowed.
- QUIZ 2 (Research Article Analysis) will include a mixture of multiple-choice, fill-in-the-blank, and short answer questions. Quiz 2 will be completely based on the required reading (journal article) listed under “Required Texts/Readings” section (see “Other Readings” subsection). Follow the instructions provided in the “Other Readings” subsection to obtain a copy of the required article. The required article will provide an opportunity for you to read and reflect on an important issue regarding children and youth from a Developmental Psychology perspective. Quiz 2 is open notes and you will be allowed to use your personal copy of the article during the quiz. Note that it is very important that you read the article in advance, so that you will be prepared to make good use of the class time provided to write your answers to the questions.
- QUIZ 3 will consist of 25 multiple-choice questions based on course materials. Quiz 3 is closed book and notes are NOT allowed.

(2) EXAMS = 50%
You will be required to take 2 exams worth 50% of the course grade (each exam will be worth 25% of the course grade). Exam dates and the expected content of each exam are indicated on the Course Schedule. Each exam will consist of 50 multiple-choice questions
based on course materials. The Final (Exam 2) will NOT be cumulative. Exams are closed book and notes are NOT allowed.

(3) CLASS ACTIVITIES & IN-CLASS WRITING ASSIGNMENTS = 10%
You will be required to participate in and complete four (4) class activities/in-class writing assignments worth 10% of the course grade.

The activities/writing assignments are intended to prompt your reflection on selected course topics. These assignments might include writing a short essay, participating in small group discussion with one or two classmates and submitting a summary of your discussion, completing a questionnaire, or any other activity that I feel will enhance your understanding of Developmental Psychology. Each activity is worth specific points (two of the activities are each worth 10 points and the other two activities are each worth 15 points). The specific date of each class activity/in-class writing assignment is NOT indicated on the course schedule, however, as we approach a reasonable date for an in-class activity/writing assignment to take place, I will announce this IN CLASS. If there is anything you need to do to prepare for the activity, I will let you know about that when I announce it in class so that you can have a positive experience participating in the activity.

The short written comments you submit in class as part of these activities will not be returned. They will be scored generously and if you are generally on target in your comments, you should receive good credit for each of these assignments. Unless you are notified otherwise within one week after completing the activity/assignment, you can assume that you received full credit on the activity/assignment you submitted. Please be sure to have blank, standard size (8 ½ x 11), lined paper to use when these assignments are given in class.

Extra Credit: I do not plan to offer extra credit opportunities, activities, or assignments. However, if any such opportunities were given, it would be announced IN CLASS so that everyone would have a chance to do such an assignment. Please note that such an assignment would be of limited point value and that there would be no make-ups of any extra credit assignment or activity.

Final Examination

As noted in the above section describing course requirements, Exam 2 will be the course Final Exam.

Grading Policy

Points and Grade Scale:
The maximum number of points for each course requirement is 50. Each of the two Exams is worth 50 points (each exam has 50 questions, 1 point per question). Each of the three Quizzes is worth 50 points: Quiz 1 has 25 questions, 2 points per question, Quiz 2 (Research Article Analysis) has a mixed format including short answer questions (the
points per question will be indicated on the quiz), and Quiz 3 has 25 questions, 2 points per question. Completion of the four required Class Activities/In-Class Writing Assignments is worth a total of 50 points (each class activity/writing assignment is worth a specific number of points as explained in the “Course Requirements and Assignments” section). Failure to do a course requirement will result in a score of 0 points for that missing requirement.

**Grade Scale:**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Multiplied by % of Course Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>49 – 50 = A+</td>
<td>47 – 48 = A</td>
<td>45 – 46 = A-</td>
</tr>
<tr>
<td>43 – 44 = B+</td>
<td>41 – 42 = B</td>
<td>40 = B-</td>
</tr>
<tr>
<td>38 – 39 = C+</td>
<td>36 – 37 = C</td>
<td>35 = C-</td>
</tr>
<tr>
<td>33 – 34 = D+</td>
<td>31 – 32 = D</td>
<td>30 = D-</td>
</tr>
<tr>
<td>0 – 29 = F</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EXAMPLE OF HOW TO CALCULATE YOUR COURSE GRADE:** In calculating your course grade, you will need to take into account the points you have earned on each course requirement in terms of its percentage weight of the course grade. Below is an EXAMPLE of how to do this:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points Earned</th>
<th>Multiplied by % of Course Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1:</td>
<td>36</td>
<td>x .15</td>
<td>5.40</td>
</tr>
<tr>
<td>Quiz 2 (article):</td>
<td>38</td>
<td>x .10</td>
<td>3.80</td>
</tr>
<tr>
<td>Quiz 3:</td>
<td>39</td>
<td>x .15</td>
<td>5.85</td>
</tr>
<tr>
<td>Exam 1:</td>
<td>38</td>
<td>x .25</td>
<td>9.50</td>
</tr>
<tr>
<td>Exam 2:</td>
<td>40</td>
<td>x .25</td>
<td>10.00</td>
</tr>
<tr>
<td>Four Activities/</td>
<td>50</td>
<td>x .10</td>
<td>5.00</td>
</tr>
</tbody>
</table>

In this example, your TOTAL SCORE would be 39.55 (rounding up) = 40.

Use the Grade Scale shown above to interpret your TOTAL SCORE. In this example, the total is a score of 40, which would be a course grade of B-.

**Note about rounding:** A Total Score with a .5 and above will be rounded up (e.g., 39.5 = 40). A Total Score with a .4 or lower will not be rounded up (e.g., 39.4 = 39).

**Make-up Policy:** A make-up or extension on a course requirement will be given under serious 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 date when the course requirement took place (include your full name and telephone number (with area code) in your email). Appropriate written documentation (e.g., a doctor’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 course requirement as scheduled, notify me as soon as possible. Depending on the circumstances, a make-up or alternative assignment might be granted; however, a make-up without appropriate written documentation will result in partial credit (i.e., points will be deducted). If you have questions about any aspect of this make-up policy, please see me.

Classroom Protocol

Class Attendance: You are responsible for all class content and your presence in class is expected. Exams and quizzes will consist of questions from your text, class lectures, and any other information (e.g., videos, activities) required for class. I sometimes lecture on material that is not included in the text and for which you are responsible. Also, you are responsible for required material from the textbook even if that material is not discussed in class. You are responsible for all information and announcements made in class whether you are present or not. *When you are absent, you will need to make arrangements with a classmate regarding notes for missed lectures; I encourage you to exchange contact information with one or two classmates.*

Recording of Class: [University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), requires students to obtain instructor’s permission to record course material.

In accordance with University policy, “common courtesy and professional behavior dictates 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 personal/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. You may NOT publicly share or upload any instructor generated material for this course such as lecture notes, test questions discussed in class, etc.” *If you plan to record during class, please let me know in advance.*

Class Courtesy: Out of respect for members of the class, as well as to avoid unnecessary distractions, I ask that everyone remember to follow the guidelines listed below:

1. **Be on time for your classes.** Arriving late can cause a distraction. If you are running late, please enter the classroom quietly and unobtrusively. *On test and in-class activity days, it is expected that you arrive on time.*

2. **Do not use earbuds, headphones or cell phones in class (this includes texting).** If you have an emergency and must use your cell phone, please step outside the classroom. **Please silence your cell phone and put it away (out of view) for the duration of the class period.**

3. The **use of laptops or tablets is limited to class related purposes such as note-taking.** If a student is found using electronic devices for anything other than class-related purposes, they will lose their privilege to use it in class.
4. **ON TEST DAYS**, be sure to turn off and put away your cell phone and take care of any personal needs before entering the classroom. On test days, you will not be able to leave the classroom during a test & then return and continue taking the test. Also, be sure to have your **SJSU ID CARD** on test days in case I ask to see it.

5. **Do not talk unnecessarily** during lecture or when other students are asking questions. Unnecessary and inappropriate conversation during class can make it difficult for students to hear and follow class lectures and discussions. Please **be respectful** of the views and opinions of others even if you do not agree with them.

**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/"

**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](http://www.sjsu.edu/counseling) at http://www.sjsu.edu/counseling.
**PSYC 102 (Child Psychology) Spring 2018 Course Schedule**

The following schedule is approximate. Some topics may take a little more (or less) time to cover than anticipated, so the planned topics for a given week may not always be completed by the expected date; however, I do plan to follow the order of the topics as they are listed. We will work to stay on schedule. If there are any changes to the specific content of the Quizzes/Exams it will be announced in class. Finally, although I anticipate following the schedule as provided below, the planned course schedule is tentative and may need to be changed with fair notice. *It is your responsibility to be aware of where we are in the readings, class lectures, and announcements.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings (DeHart, et al. Text), Test Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/25</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>2</td>
<td>1/30 &amp; 2/1</td>
<td>Theories &amp; Methods (chap 1) Contexts of Development (chap 2)</td>
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<tr>
<td></td>
<td></td>
<td>• Chap. 1</td>
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<tr>
<td></td>
<td></td>
<td>• <em>Part 1: Introducing Three Families</em></td>
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<td></td>
<td></td>
<td>• Chap. 2</td>
</tr>
<tr>
<td>3</td>
<td>2/6 &amp; 2/8</td>
<td>Theories &amp; Methods; Contexts of Development (cont.)</td>
</tr>
<tr>
<td>4</td>
<td>2/13 &amp; 2/15</td>
<td>Heredity &amp; Prenatal Issues</td>
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<td></td>
<td></td>
<td><em>LECTURE FOCUS:</em> Discussion of how “Family Studies” (Twin studies) help illustrate the interplay of nature &amp; nurture.</td>
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<tr>
<td></td>
<td></td>
<td>• Chap. 3</td>
</tr>
<tr>
<td>5</td>
<td>2/20 &amp; 2/22</td>
<td><em>Tuesday, 2/20: QUIZ 1</em> (estimated on chapters 1 &amp; 2 and related lectures. Specific content of Quiz 1 will be confirmed in class before the quiz date)*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2/20: Quiz 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thurs, 2/22: Heredity &amp; Prenatal Issues (cont.)</td>
</tr>
<tr>
<td>6</td>
<td>2/27 &amp; 3/1</td>
<td>Infant States, Reflexes, &amp; Learning Styles (chap 4)</td>
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<tr>
<td></td>
<td></td>
<td>Infant Cognition (chap 5)</td>
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<tr>
<td></td>
<td></td>
<td>• <em>Part 2: Four Children as infants</em></td>
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<tr>
<td></td>
<td></td>
<td>• Chaps. 4 &amp; 5</td>
</tr>
<tr>
<td>7</td>
<td>3/6 &amp; 3/8</td>
<td>Infant Social &amp; Emotional Development: Attachment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chap. 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Part 2: Epilogue: Infancy</em></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings (DeHart, et al. Text), Test Dates</td>
</tr>
<tr>
<td>------</td>
<td>--------------</td>
<td>---------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>3/13 &amp; 3/15</td>
<td>Language Development &amp; Symbolic Representation&lt;br&gt;• <em>Part 3: Four Children as Toddlers</em>&lt;br&gt;• Chap. 7</td>
</tr>
<tr>
<td>9</td>
<td>3/20 &amp; 3/22</td>
<td><strong>Tuesday, 3/20: EXAM 1</strong> (estimated on chapters 3 – 6 and related lectures. Specific content of Exam 1 will be confirmed in class before the exam date)&lt;br&gt;Thurs, 3/22: Language Development, etc. (cont.)</td>
</tr>
<tr>
<td>9</td>
<td>3/20: Exam 1</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/27 &amp; 3/29</td>
<td><strong>SPRING RECESS – NO CLASSES</strong></td>
</tr>
<tr>
<td>11</td>
<td>4/3 &amp; 4/5</td>
<td>Tues, 4/3: Toddler Social &amp; Emotional Development&lt;br&gt;• Chap. 8&lt;br&gt;• <em>Part 3: Epilogue: Toddlerhood</em>&lt;br&gt;&lt;br&gt;<strong>Thursday, 4/5: QUIZ 2</strong> (Pfeifer, et al. (2007) article analysis. See “Other Readings” subsection on page 3 of syllabus for instructions on how to obtain a copy of this research report/journal article).</td>
</tr>
<tr>
<td>12</td>
<td>4/10 &amp; 4/12</td>
<td>Tues, 4/10: Toddler Social &amp; Emotional Development (cont.)&lt;br&gt;Thurs, 4/12: Preschool Cognition (Overview)&lt;br&gt;• <em>Part 4: Four Children as Preschoolers</em>&lt;br&gt;• Chap. 9 (<em>pp. 304-318; 323-331 only</em>)</td>
</tr>
<tr>
<td>13</td>
<td>4/17 &amp; 4/19</td>
<td>Preschool Social &amp; Emotional Development&lt;br&gt;<strong>LECTURE FOCUS:</strong> Gender &amp; Ethnic Role Development&lt;br&gt;• Chap. 10&lt;br&gt;• <em>Part 4: Epilogue: Early Childhood</em></td>
</tr>
</tbody>
</table>
| 14  | 4/24 & 4/26 | **Tuesday, 4/24: QUIZ 3** (estimated on chapters 7 – 9 and related lectures. Specific content of Quiz 3 will be confirmed in class before the quiz date)

4/24: Quiz 3

Thurs, 4/26: Middle Childhood Cognition
**LECTURE FOCUS**: Intelligence & Achievement
- Part 5: Four Children in Middle Childhood
- Chap. 11 |
| 15  | 5/1 & 5/3 | Middle Childhood Social & Emotional Development
- Chap. 12
- Part 5: Epilogue: Middle Childhood |
| 16  | 5/8 & 5/10 | Adolescence (Overview)
- Part 6: Four Children in Adolescence
- Chap. 13 (pp. 454-466; 477-482 only)
- Chap. 14 (pp. 488-499; 503-512 only)
- Part 6: Epilogue: Adolescence

Conclusion |
| Final Exam | Wednesday May 16 | **EXAM 2 (FINAL EXAM)**
Exam 2 is estimated to be on chapters 10 – 14 and related lectures (specific content of Exam 2 will be confirmed in class before the exam date).

**Note**: You must take the Final Exam with your class section. Final exam dates and times are determined by the University. |

Sweeney Hall, Room 100 |