San José State University
Department Of Psychology
Psyc 102 – 01, Psychology of Childhood, Fall 2019

Course and Contact Information

Instructor: Laura Jones-Hagata
Office Location: DMH 232
Email: Laura.jones@sjsu.edu
Office Hours: Wednesdays 8-9 am and 1:15-1:45 pm
Class Days/Time: Monday & Wednesday 10:30 – 11:45 am
Classroom: DMH 359
Prerequisites: PSYC 001 (General Psychology)

Course Format

Technology Intensive, Hybrid, and Online Courses (Required if applicable)

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.**

To access the Canvas site go to [http://www.sjsu.edu/at/ec/canvas/](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/](http://www.sjsu.edu/at/ec/canvas/)

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.”
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.

Course Learning Outcomes (CLO)
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.

Required Texts/Readings (Required)

Textbook

I suggest renting the book to save money.
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.*****

Library Liaison
The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research:

Psychology Librarian: Christa Bailey
crista.bailey@sjsu.edu
408-808-2422
http://libguides.sjsu.edu/psychology

Course Requirements and Assignments (Required)

Popular Press Paper
An 5-7 page paper will be completed through the course of this semester and is worth 20% of your grade. For this assignment you will compare claims about child development made by a popular media source with peer-reviewed, empirical research. This assignment address CLOs 2 and 3. Further instructions will be clearly provided and posted on Canvas throughout the semester. The paper is worth up to 50 points.

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 PLOs 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). Included in class participation are 2 article summaries. The articles will be provided on canvas and will be utilized for class discussions.

Exams
There will be three midterm exams and one final exam. All the exams will include multiple choice short 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 out of 50 points.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

The final exam will be cumulative and 25% of the questions will be verbatim from previous exams. The final exam is worth 20% of your grade. The final exam is out of 50 points.
“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

**Grading Information**

Course grades will be based on the number of points accumulated throughout the semester. Final grades in this course will be assigned as indicated below.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 98</td>
<td>A+</td>
<td>78 - 77</td>
<td>C+</td>
</tr>
<tr>
<td>97 – 93</td>
<td>A</td>
<td>76 – 73</td>
<td>C</td>
</tr>
<tr>
<td>92 – 89</td>
<td>A-</td>
<td>72 – 70</td>
<td>C-</td>
</tr>
<tr>
<td>88 – 87</td>
<td>B+</td>
<td>69 – 60</td>
<td>D</td>
</tr>
<tr>
<td>86 – 83</td>
<td>B</td>
<td>&lt;59.9</td>
<td>F</td>
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<tr>
<td>82 – 79</td>
<td>B-</td>
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**Make-up Exams**

No extensions or make-up exams will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. *If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.*

**Late Assignments**

Assignments are due at the start of class (turned in during class or uploaded to Canvas) on the day indicated on the course schedule. If due dates are changed, the new due date will be announced in lecture and posted on Canvas in a timely fashion. *No extensions will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.*

**Extra Credit**

Extra credit assignments are given at the *instructor's discretion*. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2 % of the total number of points available in the course.

**Classroom Protocol**

**Late Assignment Policy**

Requests to submit late assignments need to be submitted before an extension is granted. Unless you have made prior arrangements, I only accept late assignments based on the 3 D's (deployment, disease, death). Because this class is scaffolded, all of the assignments and the feedback from those assignments build into the next assignment and therefore need to be submitted on time.

Assignments are due at the start of class (turned in during class or uploaded to Canvas) on the day indicated on the course schedule. If due dates are changed, the new due date will be announced in lecture and posted on Canvas in a timely fashion. *No extensions will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.*
Extra Credit

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Contacting Instructor

1. I will answer emails M - TH, 9:00 - 5:00. If you email me at night or on the weekends, do not expect a response until the next weekday, at the earliest. If I do not respond in 48 hours during the week, send a gentle reminder email. You can reach me through email or the canvas mail function.

2. Consider emails for this course as professional
   a. Subject Line should include your class and a brief description of the issue (e.g., Subject: Psych 102: absence on 10-10-18).
   b. Greetings should be formal and use your instructors title
   c. Identify yourself and the course/section you are in.
   d. Issue or question should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.
   e. Expect replies within 2 - 3 days. Polite follow-ups are encouraged if you have not heard from me in a reasonable amount of time.

Example email correspondence

Subject: Psyc 102: Assignment due date question

Dear Professor Jones-Hagata,

My name is Doughnut Holschtein and I am in your 102 class that meets T/Th 10:30 - 11:45. I am not sure when the Response Journal assignment is due because of conflicting information. The syllabus schedule says Nov. 5, but the assignment sheet itself says Nov 9. Thank you for your attention to this matter.

Regards,

D.H.

student id # 001234567

Regular attendance is necessary to do well in the course.
Although the course has an online resource, this resource is not a substitute for attending lectures.

Laptops
In-class laptop use should be restricted to course-related activities (e.g., taking notes). Other activities (e.g., web surfing) distract both the instructor and students and will not be tolerated. You will be asked to turn off your laptop if you are engaged in non-class activities. You will be asked to refrain from laptop use for the duration of the course if this behavior continues.

Cellphones and other electronic devices
Please be certain to turn off or put in silent mode all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom.

Late arrivals
If you must arrive late or leave early, please do so quietly and with a minimum of distraction.

Be respectful of others
Respect differing points of view offered by students. Independent discussions should not be happening when someone is addressing the class.

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

**Check the course Canvas site regularly**
If I become ill, I will 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.

**Recording of Class Lectures & Sharing/Distribution of Course Content**
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. This 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.

- If you wish to record lectures for your private, study purposes, please discuss this with the instructor. **Written permission** to record lectures will need to be granted 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. **This policy extends to both content presented in the classroom and posted on the Canvas site.**

**University Policies**
Per University Policy S16-9 ([http://www.sjsu.edu/senate/docs/S16-9.pdf](http://www.sjsu.edu/senate/docs/S16-9.pdf)), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at [http://www.sjsu.edu/gup/syllabusinfo/]’
## Psyc 102 – 01 Fall 2019 Course Schedule

*The schedule is subject to change with fair notice.*

<table>
<thead>
<tr>
<th>Week (Optional)</th>
<th>Date</th>
<th>Topics &amp; Readings</th>
<th>Assignments &amp; Deadlines</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8/21</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>8/26</td>
<td>Chapter 1: The Study of Human Development</td>
<td></td>
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<tr>
<td></td>
<td>8/28</td>
<td>Chapter 2: Biocultural Foundations</td>
<td></td>
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<tr>
<td>3</td>
<td>9/2</td>
<td>Labor Day (Campus Closed)</td>
<td></td>
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<tr>
<td></td>
<td>9/4</td>
<td>Chapter 2: Biocultural Foundations</td>
<td>Chapter 3: Prenatal Development &amp; Birth</td>
</tr>
<tr>
<td>4</td>
<td>9/9</td>
<td>Chapter 3: Prenatal Development &amp; Birth</td>
<td>Chapter 4: The First 3 Months</td>
</tr>
<tr>
<td>5</td>
<td>9/16</td>
<td>Chapter 4: The First 3 Months</td>
<td>Exam 1</td>
</tr>
<tr>
<td></td>
<td>9/18</td>
<td>Exam 1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>9/23</td>
<td>Chapter 5: Physical &amp; Cognitive Development in Infancy</td>
<td>Submit Popular Press source &amp; claims by the begging of class</td>
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<tr>
<td></td>
<td>9/25</td>
<td>Chapter 5: Physical &amp; Cognitive Development in Infancy</td>
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<tr>
<td>7</td>
<td>9/30</td>
<td>Chapter 6: Social &amp; Emotional Development in Infancy</td>
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<tr>
<td></td>
<td>10/2</td>
<td>Chapter 6: Social &amp; Emotional Development in Infancy</td>
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<tr>
<td>8</td>
<td>10/7</td>
<td>Chapter 7: Language Acquisition</td>
<td>Article Summary 1 due at the beginning of class</td>
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<td></td>
<td>10/9</td>
<td>Chapter 7: Language Acquisition</td>
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<td>9</td>
<td>10/14</td>
<td>Chapter 10: Contexts of Development</td>
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<tr>
<td></td>
<td>10/16</td>
<td>Chapter 10: Contexts of Development</td>
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<tr>
<td>10</td>
<td>10/21</td>
<td>Exam 2</td>
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<td></td>
<td>10/23</td>
<td>Chapter 8: Physical &amp; Cognitive Development in Early Childhood</td>
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<tr>
<td>11</td>
<td>10/28</td>
<td>Chapter 8: Physical &amp; Cognitive Development in Early Childhood</td>
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<td></td>
<td>10/30</td>
<td>Chapter 9: Social &amp; Emotional Development in Early Childhood</td>
<td>Article Summary 2 due at the beginning of class.</td>
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<tr>
<td>12</td>
<td>11/4</td>
<td>Chapter 9: Social &amp; Emotional Development in Early Childhood</td>
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<tr>
<td></td>
<td>11/6</td>
<td>Chapter 11: Physical &amp; Cognitive Development in Middle Childhood</td>
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<tr>
<td>13</td>
<td>11/11</td>
<td>Veteran’s Day (campus closed)</td>
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<tr>
<td>Week (Optional)</td>
<td>Date</td>
<td>Topics &amp; Readings</td>
<td>Assignments &amp; Deadlines</td>
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<tr>
<td>11/13</td>
<td>Chapter 12: School as a Context for Development</td>
<td>Popular Press Final Paper due at the beginning of class</td>
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<tr>
<td>14</td>
<td>11/18</td>
<td>Chapter 13: Social &amp; Emotional Development in Middle Childhood</td>
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<tr>
<td></td>
<td>11/21</td>
<td>Chapter 13: Social &amp; Emotional Development in Middle Childhood</td>
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<tr>
<td>15</td>
<td>11/25</td>
<td>Exam 3</td>
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<td></td>
<td>11/27</td>
<td>Non-instructional day</td>
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<tr>
<td>16</td>
<td>12/2</td>
<td>Chapter 14: Physical &amp; Cognitive Development in Adolescence</td>
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<tr>
<td></td>
<td>12/4</td>
<td>Chapter 14: Physical &amp; Cognitive Development in Adolescence Chapter 15: Social &amp; Emotional Development in Adolescence</td>
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<tr>
<td>17</td>
<td>12/9</td>
<td>Chapter 15: Social &amp; Emotional Development in Adolescence</td>
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<tr>
<td>Final Exam</td>
<td>12/12</td>
<td>Thursday 12/12 9:45 am</td>
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