San José State University
College of Social Sciences/Psychology Department
PSYC 204: Seminar in Developmental Psychology
Section 01
Fall 2019

Course and Contact Information
Instructor: Shinchieh CJ Duh
Office Location: DMH 324
Telephone: (408) 924-6039
Email: cj.duh@sjsu.edu
- Please begin the email subject line with “Psyc 204”
- Please allow one to two business days for a response. As an example, if you email me after 6pm on a Friday, you may not hear from me until the end of the following Tuesday.

Office Hours: Wednesdays 1:30-2:30pm or by appointment
Class Days/Time: Mondays & Wednesdays 12:00-1:15pm
Classroom: DMH 355
Prerequisites: PSYC 102 (Child Psychology) or equivalent

Course Web Page and MYSJSU Messaging
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Leaning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu to learn any updates.

Course Description
SJSU Course Catalog Description: "An examination of significant theories, perspectives, and research in developmental psychology. Prerequisite: PSYC 102 (or equivalent)."

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

CLO1. describe the major claims of dominant theoretical positions within developmental psychology.
CLO2. describe major points of theoretical disagreement and controversy within developmental psychology.
CLO3. describe the strengths and weaknesses of various research methods used to investigate development.
CLO4. describe current empirical knowledge about specific developmental phenomena within such areas as cognition, language, social, and personality development;
appreciate the role of various factors (e.g., culture, ethnicity, socioeconomic status, and gender) on the process of development.

CLO5. demonstrate deep understanding of the theoretical and empirical issues within a specific, narrow area of current research in developmental psychology.

**Required Texts/Readings**

**Textbook**

- Please make sure you purchase the correct edition because there are significant changes between the current edition and the previous.

**Other Readings**

- There will be additional readings beyond the textbook. These readings include book chapters and journal articles and will be discussed on the first day of class.

**Course Requirements and Assignments**

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.

University policy S17-1, which can be found at http://www.sjsu.edu/senate/docs/S17-1.pdf, states that “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.”

1. **Class participation (10%).** The heart of the class is the readings and discussions. Students are expected to attend all classes, read all assigned materials before class, contribute to the discussion, and complete all in-class activities during the allotted time. The course format is primarily class discussion of the readings, with mini-lectures to contextualize the readings or provide in-depth coverage of a few selected topics. *(CLO1~5)*

***If you miss a class or arrive too late, you will not earn the participation points and cannot make up the lost points later. For this reason, your lowest three participation scores will be dropped.***

2. **Topic discussant (15%).** Each student will choose a topic and will lead the class into discussion for the duration of the topic (typically 2 class meetings). The purpose is to give students a chance to look at the relevant literature, explore their own interests a bit, and broaden the perspectives of class members. *(CLO1~5)*

The discussant is expected to provide brief summaries of the readings, introduce major issues to be discussed, and engage the class in discussion (partly guided by the written reflections, see next section). Individuals will vary in presentation style, but the summary portion should take approximately 20 minutes (of each class meeting) via a multimedia
format (e.g., PowerPoint presentations). The discussant will address fellow students’ written reflections in open discussion format (I apologize, in advance, that I sometimes may not be able to restrain myself from interrupting and lecturing occasionally). I will be grading based on your summary and presentation of the readings, as well as your thoroughness and thoughtfulness in handling discussions. All other visual aids and activities are welcome but not necessary.

Note: Additional research and/or discussion with me is often expected to present a lecture that is informative for your audience. If there is something (e.g., theory, methodology, statistical analysis) that is central to the reading, you will need to go beyond the given materials to gain some conceptual understanding of it, enough so that to give a coherent and meaningful presentation. Don’t stress: I’m happy to help!!!

**If you anticipate missing classes in which you are the discussant, you may still complete the requirement by swapping with someone else in advance. In such a case, be sure to plan early and keep me posted!**

3. Written Reflections (15%). To facilitate discussion, you will submit a written reflection for the first topic (i.e., for Chapter 1), plus 7 additional reflections for the topics that you are NOT leading, due before each topic begins. (CLO1~5)

A written reflection should be about 500 words (2 double-spaced pages or 1 single-spaced page), concisely addressing all of the following:

(a) main ideas presented in the readings in an integrative manner (e.g., compare/contrast);
(b) question(s) about the readings that would stimulate good discussion;
(c) idea(s) or research finding(s) that you found particularly intriguing;
(d) practical implication(s) of the readings (e.g., education, legal, physical/mental health);
(e) the role of diversity (how diversity among participants and settings might matter)

***Written reflections are due Fridays at noon via Canvas. You are required to complete 8 written reflections (NOT required/permitted for your topic). There are a few additional opportunities for reflections, so that you can have some lower scores replaced, if needed.***

4. Developmental Psychologist Spotlight (10%). In order to become more familiar with major developmental psychologists related to your interest, each student will select and give a 10- to 15-minute (depending on class size) presentation on one of the oral histories with developmental psychologists on the Society for Research in Child Development (SRCD) website at http://www.srcd.org/about-us/oral-history-project (or another approved developmental psychologist). (CLO1~5)

Your remarks should address questions such as: Why is this person important? How did he/she change the field? What was the person’s background? What challenges did the person encounter in his/her career? What theory is the person most associated with? What were the person’s main observations about development or about the discipline of developmental psychology? What did you find most surprising in the interview (if you are using the SRCD Oral History Project) or from what you have read about the person?
As part of this presentation, you will review an empirical article that is written by this person or based on this person’s work. An empirical article that discusses the details of the measures, tests or paradigms developed by this person will be especially welcomed.

***Due Oct 28.*** Submit a one-page proposal (~250 words) for your spotlight project, identifying the name of the person you have chosen and the accompanying article you will present (please use APA-style citation). Briefly, explain why you have selected this person, what the article tells us about the person’s research, and how it relates to your possible thesis topic.

***Oral presentations are scheduled to take place on November 18 & November 20.***

5. **Literature review paper (20%).** The purpose of this short paper is to give you practice on initiating a thesis project. The literature review can contribute to the Introduction section of the thesis. The paper should be 6–8 pages long (double spaced). Mainly, the paper will offer a summary and critique (strengths and weaknesses) of at least 5 articles that are very relevant to your chosen topic. For each article, explain how the article is relevant to your topic (e.g., theoretical framing, possible method, relevant results). (CLO1–5)

***The literature review paper is due December 9 at noon.***

6. **Midterm (15%) and Final (15%) examinations.** Two exams (October 16 and December 16) will assess your understanding of, and critical thinking about, the course material. These exams will consist of definitions, and short-answer and essay questions. The exams will be open notes/reading. (CLO1–5)

**Grading Information**

Written and oral assignments will be graded in terms of analysis and delivery: namely, your insight and expression. Make sure that you present a thoughtful analysis of the topic (through, for example, comparison, contrast, critique). Your writing and speech should be explicit, organized, and free of editorial errors.

Assignments are due on the specified dates before class begins (unless otherwise noted). A late submission will receive a 10% deduction if submitted past the deadline but before the end of day. Thereafter, a 10% daily deduction applies.

A make-up or extension on a course requirement will be given under extraordinary 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 scheduled Test/ Due date; include your full name and telephone number (with area code) in your email. Appropriate written documentation (e.g., a physician’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 requirement as scheduled, notify me as soon as possible. Depending on the circumstances, you may be allowed a make-up. However, a make-up without appropriate written documentation will result in partial credit (i.e., points will be deducted). If you have questions about this policy, please see me.
Important Note. In-class assignments must be completed in person during class and cannot be submitted later or made up. For example, if you miss a class or arrive too late, you will lose the participation points. If you anticipate missing a class in which you are the main presenter, you may still complete the requirement by swapping with someone else in advance. Please also notify me as soon as possible.

Summary of course requirements

Class participation (lowest 3 scores dropped): 10% of grade
Written reflections (8 required, due Friday noon): 15%
Topic discussant (1 topic): 15%
Developmental psychologist spotlight (1 presentation): 10%
Literature review paper: 20%
Midterm Exam: 15%
Final Exam: 15%

TOTAL 100%

Grade scale

In calculating your course grade, you will need to take into account the scores you have earned on each course requirement in terms of its percentage weight of the course grade (see Summary of Course Requirements above). Then, use the grade scale below to convert your weighted score into a letter grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>99.00% or higher</td>
</tr>
<tr>
<td>A</td>
<td>98.99-93.00%</td>
</tr>
<tr>
<td>A-</td>
<td>92.99-90.00%</td>
</tr>
<tr>
<td>B+</td>
<td>89.99-87.00%</td>
</tr>
<tr>
<td>B</td>
<td>86.99-83.00%</td>
</tr>
<tr>
<td>B-</td>
<td>82.99-80.00%</td>
</tr>
<tr>
<td>C+</td>
<td>79.99-77.00%</td>
</tr>
<tr>
<td>C</td>
<td>76.99-73.00%</td>
</tr>
<tr>
<td>C-</td>
<td>72.99-70.00%</td>
</tr>
<tr>
<td>D+</td>
<td>69.99-67.00%</td>
</tr>
<tr>
<td>D</td>
<td>66.99-63.00%</td>
</tr>
<tr>
<td>D-</td>
<td>62.99-60.00%</td>
</tr>
<tr>
<td>F</td>
<td>below 60.00%</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td></td>
</tr>
</tbody>
</table>

Classroom Protocol

You are expected to arrive on time for all class meetings and be responsible for all class content regardless of whether you are present. In the event you cannot attend the full class, please make a conscious effort to enter/exit the room with minimal disruption. Important note (again): On the days when an assignment is due or exam is given, you may not be allowed to complete the activity if you are late.

The use of electronic devices (e.g., laptop, tablet, cell phone) is restricted to note-taking or other instructional activities explicitly permitted by the instructor. Unauthorized uses of electronic devices are disruptive to the class, and you may lose the privilege to use them in the future or be asked to leave the class. Please mute all electronic devices before the beginning of class.
Student participation is an essential part of this course, and to facilitate open discussion you are asked to be respectful of others’ views.

University Policies
The Office of Graduate and Undergraduate Programs hosts university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You will find all syllabus related University Policies and resources information listed on GUP’s Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/. Make sure to review these university policies and resources.
# PSYC 204: Seminar in Developmental Psychology

## Fall 2019 Course Schedule

The schedule is subject to change with fair notice; changes will be announced in lecture and via electronic communication. It is your responsibility to stay informed of the course schedule and announcements.

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
<th>Discussant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/21</td>
<td>Course Introduction</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>8/26 &amp; 8/28</td>
<td>Concepts and issues in developmental psychology</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Textbook: <strong>Chapter 1</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>**<em>Written reflections due <strong>Sunday (8/25)</strong> by noon <strong>Note the one-time special due date.</strong></em></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/4</td>
<td>Context of development</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Henrich, J., et al. (2010). The weirdest people in the world? <em>Behavioral and Brain Science, 33</em>, 61-85. Read pages 61-78 (through the end of contrast 4); Review/skim the rest of this article <em>I will provide this reading</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>***Written reflections due <strong>Friday (8/30)</strong> by noon</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
<td>Discussant</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
</tbody>
</table>
| 4    | 9/9 & 9/11 | **Piaget's constructivist approach to development**  
  • Textbook: *Chapter 2*  
  ***Written reflections due Friday (9/6) by noon

| 5    | 9/16 & 9/18| **Piaget's theory: the contemporary research**  
  ***Written reflections due Friday (9/13) by noon

| 6    | 9/23 & 9/25| **Vygotsky and the sociocultural approach**  
  • Textbook: *Chapter 4*  
  ***Written reflections due Friday (9/20) by noon
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
<th>Discussant</th>
</tr>
</thead>
</table>
| 7    | 9/30 & 10/2| **Social learning theory**  
  - Textbook: Chapter 6  
  ***Written reflections due Friday (9/27) by noon** |            |
| 8    | 10/7 & 10/9| **Social learning: media and development**  
  ***Written reflections due Friday (10/4) by noon** |            |
<p>| 9    | 10/16      | *<strong>10/16: Midterm Exam</strong>                                                                                                                                                    | N/A        |
|      | <em>No class on 10/14 (study day)</em> |                                                                                     |            |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
<th>Discussant</th>
</tr>
</thead>
</table>
| 10   | 10/21 & 10/23 | **Psychoanalytic theories**  
- Textbook: *Chapter 3*  
***Written reflections due Friday (10/18) by noon |           |
| 11   | 10/28 & 10/30 | **Biological approaches**  
- Textbook: *Chapter 5*  
***Written reflections due Friday (10/25) by noon  
***Spotlight proposals due Monday (10/28) |           |
| 12   | 11/4 & 11/6 | **Information-processing theory**  
- Textbook: *Chapter 7*  
***Written reflections due Friday (11/1) by noon |           |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
<th>Discussant</th>
</tr>
</thead>
</table>
| 13   | 11/13        | **Gibson’s ecological theory of perceptual development**  
- Textbook: **Chapter 8**  
***Written reflections due Friday (11/8) by noon** |             |
|      | *No class on 11/11 (Veteran’s Day)* |                                                                                                           |             |
| 14   | 11/18 & 11/20 | **Spotlight Days 1 & 2: Oral presentations on your chosen developmental psychologists**                  | N/A         |
| 15   | 11/25        | **Theories today: an overview**  
- Textbook: **Chapter 9**  
***Written reflections due Friday (11/22) by noon**  
**No class on 11/27 (Pre-Thanksgiving)** |             |
|      | *No class on 11/27* |                                                                                                           |             |
| 16   | 12/2 & 12/4  | **Theories today: select readings**  
***Written reflections due Friday (11/29) by noon** |             |
| 17   | 12/9         | **Reflections**  
- Textbook: **Chapter 10**  
***Literature review paper due Monday (12/9)** | N/A         |
| Final| 12/16 Mon    | **10:15 am ~ noon in DMH 355 (note special times)**                                                        | N/A         |