San José State University
College of Social Sciences/Psychology Department
PSYC 102, Child Psychology, Section 03
Fall 2013

Contact Information

Instructor: Laura Jones-Hagata

Office Location: DMH 232

Email: Laura.Jones@sjsu.edu

Office Hours: Mondays 1:15 – 2:15pm
Tuesdays 2:00 – 2:55pm
Wednesdays 11 – 11:55am

Class Days/Time: Tuesdays & Thursdays 3:00 – 4:15pm (section 03)

Classroom: Dudley Moorhead Hall 165 (section 03)

Prerequisites: PSYC 001 (General Psychology)

Email Etiquette
The subject line must begin with “Psyc 102”. A brief hint as to the content of the message may follow. Proper correspondence starts off with a greeting and an introduction (e.g., “Good evening _____, My name is_____ and I____). I aim to respond to emails within two business days. This means, if there is an exam on Monday and you email me a question on Saturday, it is highly unlikely you will get a response in time for the exam.

Online Supplements
Course materials such as syllabus, handouts, assignment instructions, etc. can be found on Canvas. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn any updates.

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

Course Learning Outcomes (CLOs)
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

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

Textbook
on textbook back cover is: 0-07-249141-8. Please note that the textbook is
available at the University Bookstore. The Bookstore lists the ISBN as:
While both ISBNs are apparently valid for the textbook, the important point is that you purchase the appropriate edition of the text – 5th edition, published in 2004.

- Textbook website is www.mhhe.com/dehart5. Once on site, click on “Student Edition”.

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.

Course Requirements, Assignments, and Grading Policy

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.

Paper

An 8-10 page paper will be completed through the course of this semester and is worth 20% of your grade. The details for this paper will be discussed in class. Further instructions will be clearly provided and posted throughout the semester. The paper is 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 program learning 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).

Exams

There will be three midterm exams and one final exam. All the exams will include multiple choice, short answer, 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 50 points.

Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>50-49</td>
</tr>
<tr>
<td>A</td>
<td>48-46</td>
</tr>
<tr>
<td>A-</td>
<td>45-44</td>
</tr>
<tr>
<td>B+</td>
<td>43-42</td>
</tr>
<tr>
<td>B</td>
<td>41-40</td>
</tr>
<tr>
<td>B-</td>
<td>39</td>
</tr>
<tr>
<td>C+</td>
<td>38</td>
</tr>
<tr>
<td>C</td>
<td>37-36</td>
</tr>
<tr>
<td>C-</td>
<td>35</td>
</tr>
<tr>
<td>D+</td>
<td>34-33</td>
</tr>
<tr>
<td>D</td>
<td>32-30</td>
</tr>
<tr>
<td>D-</td>
<td>29-0</td>
</tr>
</tbody>
</table>

Calculating Your Class Grade

Exam 1: Your score _____ x .10 = ______
Exam 2: Your score _____ x .15 = ______
Exam 1: Your score _____ x .15 = ______
Exam 1: Your score _____ x .20 = _____
PAPER: Your score_______ x .20 = _____
ACTIVITIES: Summed _____ x .20 = _____
+ ________________
Your course grade ___________________

Make-up Policy
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 leaving me a voicemail or email message including your name and telephone number as soon as possible and no later than two (2) days after the scheduled Exam date. APPROPRIATE WRITTEN DOCUMENTATION (e.g., a physician’s note) WILL BE 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.

Late Policy
The paper must be submitted within the first 20 minutes of class on the due date. Two percentage points will be deducted every day the paper is late for the first 5 business days. One percentage point will be deducted for all the days following the first five business days until the paper is submitted.

NOTE: If you wish to discuss your grade on an exam or the paper, you must contact me no later than one week after the exam or paper is returned.

NOTE: that University policy F69-24, “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.”

Classroom Protocol

Participation
• A portion of each class is dedicated to class discussion or activities.
• Be prepared to participate (i.e., complete the required readings prior to class beginning).

Attendance
• Students are expected to attend class unless compelling circumstances arise.
• You are responsible for getting any missed notes from another student, as the instructor will not be providing class notes to students.

Arrival Times
• Students are expected to arrive and settle by the beginning of lecture and to wait for class to be dismissed before gathering their materials in preparation for leaving. In the event that you need to leave early, notify the instructor by the start of class, and sit somewhere where your departure will be minimally disruptive.

Behavior & Safety
• In order to facilitate open discussions during class, be respectful of others thoughts and opinions.

Electronics
• There will be no use of cell phones or headphones.
• Laptops or tablet use is restricted to note taking. Those using electronic devices to take notes must sit in desks along the outermost columns of the classroom.
• If electronic devices are used for anything other than note taking or research relevant to a current classroom discussion, the privilege to use such electronics will be revoked and you may be asked to leave the class.

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.

• “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.”
  o The instructor’s process for granting permission is required, whether in writing or orally and whether for the whole semester or on a class by class basis.
  o 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.”

University Policies
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/.

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 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 at http://www.sjsu.edu/counseling.
# Psyc 102 / Child Psychology, Fall 2013, Course Schedule

The schedule is subject to change with fair notice.

## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/22</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Technology articles (choose 1 of the 3)</td>
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<tr>
<td></td>
<td></td>
<td><em>Beginnings</em></td>
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<tr>
<td></td>
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<td>Chapter 1: The Nature of Development</td>
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<tr>
<td>2</td>
<td>8/27</td>
<td>Chapter 1: The Nature of Development</td>
</tr>
<tr>
<td></td>
<td>8/29</td>
<td>Chapter 2: The Contexts of Development</td>
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<tr>
<td>3</td>
<td>9/3</td>
<td>Chapter 2: The Contexts of Development</td>
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<tr>
<td></td>
<td>9/5</td>
<td>Chapter 3: Heredity and Prenatal Development</td>
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<tr>
<td>4</td>
<td>9/10</td>
<td>Chapter 3: Heredity and Prenatal Development</td>
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<tr>
<td></td>
<td>9/12</td>
<td><em>Infancy</em></td>
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<tr>
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<td>Chapter 4: First Adaptations</td>
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<tr>
<td>5</td>
<td>9/17</td>
<td>Exam 1</td>
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<tr>
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<td>9/19</td>
<td>Chapter 5: Infant Cognitive Development</td>
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<td>6</td>
<td>9/24</td>
<td>Chapter 5: Infant Cognitive Development</td>
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<tr>
<td></td>
<td>9/26</td>
<td>Chapter 6: Infant Social and Emotional Development</td>
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<td>10/1</td>
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<td></td>
<td>10/3</td>
<td><em>Toddlerhood</em></td>
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<tr>
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<td>Chapter 7: Toddler Language and Thinking</td>
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<tr>
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<td>10/8</td>
<td>Chapter 7: Toddler Language and Thinking</td>
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<td>10/10</td>
<td>Chapter 8: Toddler Social and Emotional Development</td>
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<td>9</td>
<td>10/15</td>
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<td>10/17</td>
<td>Exam 2</td>
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<tr>
<td>10</td>
<td>10/22</td>
<td><em>Early Childhood</em></td>
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<tr>
<td></td>
<td>10/24</td>
<td>Chapter 9: Cognitive Development in Early Childhood</td>
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<td></td>
<td>Chapter 9: Cognitive Development in Early Childhood (EC)</td>
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<td>11</td>
<td>10/29</td>
<td>Chapter 10: Social and Emotional Development on EC</td>
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<td>12</td>
<td>11/5</td>
<td><em>Middle Childhood</em></td>
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<td>11/7</td>
<td>Chapter 11: Cognitive Development in Middle Childhood</td>
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<td>13</td>
<td>11/12</td>
<td>Chapter 12: Social and Emotional Development in MC</td>
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<td>Chapter 12: Social and Emotional Development in MC</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
</tr>
<tr>
<td>------</td>
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<td>----------------------------------------</td>
</tr>
</tbody>
</table>
| 14   | 11/19  | Exam 3  
*Adolescence*  
Chapter 13: Physical and Cognitive Development |
|      | 11/21  |                                        |
| 15   | 11/26  | Paper Due  
Chapter 14: Social and Emotional Development  
***Campus Closed*** |
|      | 11/28  |                                        |
| 16   | 12/3   | *Disorders and Resiliency*  
Chapter 15: Developmental Psychopathology  
Conclusion |
|      | 12/5   |                                        |
| Final Exam | Friday, Dec. 13 | DMH 165  
12:15pm – 2:30pm |