San José State University  
College of Social Sciences/Psychology Department  
PSYC 204 (Advanced Child Psychology) Section 01  
Fall 2013

Instructor:  
Dr. Mildred Alvarez

Office Location:  
DMH 323

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(408) 924-5640

Email:  
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• Please write PSY 204 on the subject line of your email
• Please note that I do not regularly check email on evenings or weekends. While I try to check email regularly during the day, please allow 1 business day for a response.

Office Hours:  
Tuesday 12:15-1:15, Wednesday 12:00-1:00 or by appointment

Class Days/Time:  
Wednesdays 9:00-11:45am

Classroom:  
DMH 308

Prerequisites:  
PSYC 102 (or an equivalent undergraduate course in developmental (child) psychology)

Faculty Web Page
Copies of the course materials such as the syllabus or other handouts can be found on my faculty web page at http://www.sjsu.edu/people/mildred.alvarez/courses/. Once at the website, select Psych 204: Advanced Child Psychology. I will announce in class when specific handouts are available on this website.

Course Description

SJSU Course Catalog Description: “An intensive examination of significant developments in child psychology with emphasis on current theories. Prerequisite: Psyc 102 (or equivalent).”

Specific Course Description: The overall goal of this course is to provide a graduate-level seminar of the field of developmental psychology so that students will acquire a broad understanding of the major theoretical and research issues in the field. Several
broad areas of human development will be examined in the course, including cognitive, social-emotional, and social cognitive aspects of psychological development. Students will work to develop a deep understanding in at least one specific, narrow area of developmental psychology.

**Course Goals and Learning Objectives**

**Course Learning Outcomes (CLOs)**

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 the strengths and weaknesses of the various research methods used to investigate development.

* **CLO3**: describe major points of theoretical disagreement and controversy within developmental psychology.

* **CLO4**: describe current empirical knowledge about specific developmental phenomena within such areas as cognition, language, social, and personality development; appreciate the role of certain factors (e.g., culture, ethnicity, socioeconomic status, and gender) on the process of development in the areas of empirical study.

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

*Course Learning Outcomes will be met through participation in class activities (weekly reading forms, class discussions), essays, a term paper, and final exam.*

**Program Learning Outcomes (PLOs)**

**MA Program Goals and Program Learning Outcomes (PLOs):**

1. **KNOWLEDGE BASE**
   Students completing the MA in Psychology program will understand the major theoretical perspectives and research methods across areas of experimental psychology, i.e., Developmental, Social, Cognitive, and Physiological.

2. **RESEARCH SKILLS**
   Graduates of our program will possess an advanced level of competence in research methods, statistical techniques, and technical writing skills.

3. **CAREER ENHANCEMENT**
   Students completing the MA in Psychology program will achieve career enhancement through placement in a doctoral program or acceptance of a position requiring a master’s in psychology in the public or private sector.

**Required Texts/Readings**

**Textbook**

• This textbook will provide us with a thorough foundation of the field of developmental psychology from which our additional readings will build greater depth on selected topics. The Textbook is available at the University Bookstore.

Other Readings

• On most weeks, we will have required 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

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.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

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

Evaluation and Percentage of Grade from Course Requirements:

(1) **ESSAYS:** Two short essays (3-4 double-spaced pages each) will be required. For each essay, a question will be distributed in class one week before the essay is due. Essay due dates are indicated on the course schedule. Essays will be based on class readings and lectures/discussions. These two essays will constitute 30% of the course grade (each essay is 15% of the course grade).

(2) **ONE-PAGE-REPORT OF TERM (REVIEW) PAPER PLAN:**

• You must obtain prior approval of the paper topic. Your One-Page-Report will be returned to you with my comments and indicating whether your paper topic and plan is approved or whether we need to discuss your plan further. The One-Page-Report due date is indicated on the course schedule.

• You will receive a separate handout with more information about the literature review paper assignment and the development of a statement of a research question/problem.

• The One-page-report of the planned content of the review paper will be required a few weeks before the paper is due. The one-page report will provide information about four things and will be organized using the following capitalized headings: (a) the specific, narrow TOPIC your paper will focus on, (b) the RESEARCH QUESTION/PROBLEM your paper will address, (c) a SHORT
OUTLINE of the planned content sections of your paper; the short outline portion can be in bullet points and should inform about the specific issues you will review, and (d) list of CLASS READINGS related to your topic. The one-page report with parts (a)-(d) will constitute 5% of the course grade.

(3) TERM (REVIEW) PAPER & ORAL PRESENTATION: A research-oriented literature review paper will be required (8-10 double-spaced pages). You will follow APA style guidelines for how to write a research literature review article (paper). Near the end of the semester, you will be required to give a short oral presentation of your review paper. Oral presentations should last about 15-20 minutes followed by about 5-10 minutes for questions. The Review Paper due date and Oral presentation dates are indicated on the course schedule. The paper (25%) and oral presentation (5%) will be 30% of the course grade.

(4) FINAL EXAM: A final exam will be required. The final exam will consist of a mixture of short answer (4-5 sentences) questions and fill-in-the-blank items. The exam will be open notes/readings. The date and time of the final exam is indicated on the course schedule. The final exam will constitute 10% of the course grade.

(5) CLASS PARTICIPATION & SHARED LEADERSHIP: Class meetings will be a combination of informal lecture and discussion. You should complete assigned readings before the date on which they are scheduled so that you can participate in good discussions.

- Each Wednesday (starting week 3 through and including week 12), you will be required to turn in a completed “Assigned Reading Note Form” for each assigned reading (book chapter, journal article). An “Assigned Reading Note Form” will be posted on the course website and you will use it for these weekly assignments. Your comments must be typed and limited to the space provided on the form (do not change the formatting or space provided to answer specific questions on the form). Completed forms will be collected and accepted in class only – please do NOT email or leave copies of forms in my mailbox.

- Your answers to the main questions on the form (numbers 3 and 4) should be thoughtful and specific. In your response to question 4, be sure to provide the reader with context to understand your reaction to the reading. A reaction is meant to raise a critical thought or comment on specific aspects of the reading.

- SHARED LEADERSHIP: Students will take turns leading class discussion. The students taking the lead will start with a 5-10 minute oral presentation with the goal of summarizing key issues from the readings for the week. Following the short presentation, the lead students will guide us into discussion of the readings and invite members of the class to provide their views and contribute to the discussion. Finally, before the end of class, lead students will close with a 5-10 minute oral summary of key points that emerged from class discussion and provide concluding thoughts.

(a) Weekly “Assigned Reading Note Forms” (one per reading), (b) class participation, and (c) shared leadership responsibilities will be considered for the remaining 25% of the course grade.
Grading Policy

Points and Grade Scale: The maximum number of points for each course requirement is 50. Failure to do a course requirement will result in a score of 0 points for that missing requirement.

49-50 = A+  43-44 = B+  38-39 = C+  33-34 = D+  0-29 = F
47-48 = A   41-42 = B   36-37 = C   31-32 = D
45-46 = A-   40 = B-   35 = C-   30 = D-

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.

EXAMPLE:

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points Earned</th>
<th>Multiplied by Percent of Course Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1</td>
<td>39</td>
<td>x .15</td>
<td>5.85</td>
</tr>
<tr>
<td>Essay 2</td>
<td>40</td>
<td>x .15</td>
<td>6.00</td>
</tr>
<tr>
<td>One-Page Report</td>
<td>50</td>
<td>x .05</td>
<td>2.50</td>
</tr>
<tr>
<td>Review Paper</td>
<td>42</td>
<td>x .25</td>
<td>10.50</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>45</td>
<td>x .05</td>
<td>2.25</td>
</tr>
<tr>
<td>Final Exam</td>
<td>43</td>
<td>x .10</td>
<td>4.30</td>
</tr>
<tr>
<td>Participation/Leading</td>
<td>45</td>
<td>x .25</td>
<td>11.25</td>
</tr>
</tbody>
</table>

TOTAL: 42.65 or (rounding up) = 43 = B+

Sum all the scores to obtain a total score. To interpret your total score, use the grade scale shown on the previous page.

Make-up Policy: A make-up or extension on a course requirement will be given only under extraordinary and well-documented circumstances – appropriate written documentation will be required. 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).

Classroom Protocol

1. Be on time for your classes.
2. Do not use your cell phone in class (this includes texting). If you have an emergency and must use your cell phone, please step outside the classroom.
3. The use of a laptop is permitted so long as it is limited to class use such as note-taking.
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/latdrops/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/.

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.

In accordance with University policy, note that “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 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.” Furthermore, “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 any instructor generated material for this course such as lecture notes, test questions discussed in class, etc. without instructor consent.” According to University policy, 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. If you plan to record during class, please let me know in advance.

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 Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability. Please note that the DRC has recently been renamed and is now the Accessible Education Center (AEC).

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 204 (Advanced Child Psychology) Fall 2013
## Course Schedule

- **The following schedule is approximate.** I expect to keep to scheduled dates for class requirements. The date of the final exam will not change and will remain as scheduled. 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/discussions, and announcements.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/21</td>
<td>Course Introduction &amp; Organization</td>
</tr>
</tbody>
</table>
| 2    | 8/28 | Review of Basic Concepts: Biological, Theoretical & Methodological Issues  
  - Text: Chaps 1 & 2 (pp. 39-73) |
| 3    | 9/4  | Context of Development: Cultural & Societal Considerations  
  - Text: Chap 18 (pp. 621-645)  
  - Henrich, J., et al. (2010). The weirdest people in the world? *Behavioral and Brain Science, 33* (2-3), 61-83 (excludes commentaries). [I will provide copies of this reading] |
| 4    | 9/11 | Cognitive Development I: Perception, Piaget’s theory  
  - Text: Chaps 11 & 13 |
| 5    | 9/18 | Cognitive Development II: Information Processing, Understanding of mind  
  - Text: Chap 14 (pp. 472-476; 488-509) & Chap 15  
| 6    | 9/25 | Language Development & Learning in a Social Context  
  - Text: Chap 12 (pp. 404-420; 426-438) & Chap 16  
  **ESSAY # 1 – DUE IN CLASS**  
  *Be prepared to talk for approximately 5 minutes about your paper idea. Give the group an overview of your focus. Ask the group for advice on aspects of the paper that are as yet unresolved.* |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Due Dates</th>
</tr>
</thead>
</table>
| 7    | 10/2   | Social/Personality Development I: Understanding the self and others; social-emotional development  
      |        | • Text: Chap 6 (pp.198-215)                                                                 |
|      |        | REVIEW PAPER ONE-PAGE REPORT -- DUE IN CLASS                                                |
| 8    | 10/9   | Social/Personality Development II: Gender, Ethnicity in Development                          
      |        | • Text: Chap 6 (pp.215-228)                                                                 |
| 9    | 10/16  | Social/Personality Development III: Media & Developmental Implications                       
      |        | • Text: Chap 8                                                                              |
|      |        | • Lillard, A.S. & Peterson, J. (2011). The immediate impact of different types of television on young children’s executive function. Pediatrics, 128 (4), 1-6. [I will provide copies of this reading]
| 10   | 10/23  | Social/Personality Development IV: Prosocial/Moral & Aggressive Behaviors                    
<pre><code>  |        | • Text: Chaps 9 &amp; 10                                                                        |
</code></pre>
<p>|      |        | ESSAY # 2 – DUE IN CLASS                                                                    |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>10/30</td>
<td>Parent-Child Relations/Family</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Text: Chap 3 (pp. 95-103)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Text: Chap 4</td>
</tr>
<tr>
<td>12</td>
<td>11/6</td>
<td>Siblings, Peers &amp; Friendship Relations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Text: Chap 5</td>
</tr>
<tr>
<td>13</td>
<td>11/13</td>
<td>TERM (REVIEW) PAPER – Due at 9am (my office – DMH 323)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Presentations – Begin at 9:10am</td>
</tr>
<tr>
<td>14</td>
<td>11/20</td>
<td>Student Presentations – Begin at 9:10am</td>
</tr>
<tr>
<td>15</td>
<td>11/27</td>
<td>Student Presentations – Begin at 9:10am</td>
</tr>
<tr>
<td>16</td>
<td>12/4</td>
<td>Student Presentations – Begin at 9:10am</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conclusion</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Wednesday Dec. 11</td>
<td>FINAL EXAM</td>
</tr>
<tr>
<td></td>
<td>7:45 – 9:30am</td>
<td>DMH 308</td>
</tr>
</tbody>
</table>

Note that the Final Exam date and time are determined by the University.