Course and Contact Information

Instructor: Shinchieh CJ Duh
Office Hours: Tuesdays 2-4pm, or by appointment
Office Location: Zoom meeting name: DUH Virtual Office
              Zoom meeting ID: 814 811 888
              Or, click on the link: https://sjsu.zoom.us/j/814811888
              • There is no password to the meeting. You’ll start
                by entering a virtual waiting room. If no other
                students are “in line” ahead of you, I’ll admit
                you to the meeting right away. However, if I’m
                currently chatting with another student, you’ll
                need to remain in the waiting room until I’m
                done, after which I’ll “admit” you to the
                meeting.
Telephone: (408) 924-6039 (voicemail only; emails preferred)
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.
Class Days/Time: Thursdays 4:00-6:45pm
Class Location: DMH 308
Prerequisites: PSYC 102 (Psychology of Childhood) 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 Canvas 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.

Program Learning Outcomes (PLO)

PLO1. Advanced Knowledge Base in Research and Experimental Psychology
Students completing the MA in Psychology program will be able to demonstrate advanced knowledge of the major theoretical perspectives and research methods across areas of experimental psychology (i.e., Developmental, Social, Cognitive, and Physiological).

PLO2. Research Skills and Scholarship
Graduates of our program will possess an advanced level of competence in research methods, statistical techniques, and technical writing skills. Students completing the MA in Psychology program are required to complete a thesis. The thesis will demonstrate:

   a) creative problem-solving in the design, implementation of empirical research.
   b) project management skills in the implementation of empirical research.
   c) advanced competency in the statistical analysis and interpretation of empirical research findings.
   d) communication (oral and written) of research findings at a professional level.

PLO3. 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
- 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.

Technology Requirements
- In the rare case that we have to hold class meetings using Zoom, you will need:
  - an electronic device (laptop, desktop or tablet) equipped with working microphone and speakers.
    - *Note: SJSU has a free equipment loan program available for students.*
  - reliable Internet connection—contact me as soon as possible if you anticipate any issues.
    - *Note. See Learn Anywhere website for current Wi-Fi options on campus.*
- Any student that needs accommodations or assistive technology due to a disability should work with the Accessible Education Center (AEC), and the instructor.

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](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 further 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 two participation scores will be dropped.***
2. Topic Discussant (20%). Each student will choose a topic and will lead the class into discussion for the duration of an entire class meeting. 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 be between 25-35% of class duration 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 be too eager and join in with my thoughts and information). I will be grading you based on your summary and presentation of the readings, as well as your thoroughness and thoughtfulness in handling discussions. 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 (who has read all the materials). 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 the class 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 weekly topic (i.e., for Chapter 1), plus 4 additional reflections for the weekly topics that you are NOT leading, due before each topic begins. *(CLO1~5)*

A written reflection should be about 500 words (1 single-spaced page), concisely addressing two elements:

(a) summary (no more than half the length): highlight the main ideas presented in the readings in an integrative manner
(b) discussion: well-developed question(s) that would stimulate good discussion of the readings (e.g., potential contradictions? practical implications? diversity issues?)

***Written reflections are due Mondays at noon via Canvas. You are required to complete 5 written reflections (outside of your Discussant topic). If you so choose, you can complete one additional written reflection, and the highest 5 scores will be counted.***

4. Developmental Psychologist Spotlight Talk (15%). In order to become more familiar with major developmental psychologists related to your interest, each student will select and give a 10-15 minute presentation on one of the oral histories with developmental psychologists on the Society for Research in Child Development (SRCD) website at https://www.srcd.org/about-us/who-we-are/oral-history-project (or another approved developmental psychologist). *(CLO1~5)*
Your spotlight talk should address questions such as: Why is this person important? How did he/she change the field? What was the person’s background (that may have played a role in shaping their research career)? 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.

***About 4 weeks prior to spotlight talks. 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 (if applicable).

5a. Final Project - Literature Review Paper (20%). The purpose of this short paper is to give you practice on initiating a research project with a developmental focus. The paper should be 6~8 pages long (double-spaced). 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)

***About 4 weeks prior to the paper due date, we will meet to discuss your project. Please come to the meeting with the topic and a list of five potential references for your literature review (APA-formatted). Annotate the references in terms of how they relate to your topic (maximum 1-2 sentences for each article: e.g., “the observational protocol is often used to study my topic”). Such an annotated list will help you organize and write your review because you need to be selective about your discussions due to the page limit.

5b. Final Project - Video Collection (20%). Imagine you will be giving a guest lecture on your literature review topic in an introductory psychology classroom. Identify 3 key concepts or issues you will need to address as part of the lecture, and for each of them find an illustrative and engaging short video (<3 minutes). Create a resource document: provide the title of the guest lecture, a brief description of the topic (maximum of 50 words), introduce the concepts/issues and their relevance to the topic (maximum of 200 words), cite the videos, and explain why the videos are appropriate (maximum of 100 words for each video). Remember to take into consideration your intended audience when selecting the videos and writing the resource document. (CLO1~5)

***About 4 weeks prior to video showcase, we will meet to discuss your project. You should come to the meeting with some idea of what the 3 concepts/issues will be.
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 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 2 scores dropped): 10% of grade
- Topic discussant (1 topic): 20%
- Written reflections (5 required): 15%
- Developmental psychologist spotlight (1 presentation): 15%
- Literature review paper: 20%
- Video collection project: 20%

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>Range</th>
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<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>99.00% or higher</td>
<td>A</td>
<td>98.99-93.00%</td>
<td>A-</td>
<td>92.99-90.00%</td>
</tr>
<tr>
<td>B+</td>
<td>89.99-87.00%</td>
<td>B</td>
<td>86.99-83.00%</td>
<td>B-</td>
<td>82.99-80.00%</td>
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<tr>
<td>C+</td>
<td>79.99-77.00%</td>
<td>C</td>
<td>76.99-73.00%</td>
<td>C-</td>
<td>72.99-70.00%</td>
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<td>D+</td>
<td>69.99-67.00%</td>
<td>D</td>
<td>66.99-63.00%</td>
<td>D-</td>
<td>62.99-60.00%</td>
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<td>F</td>
<td>below 60.00%</td>
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<td>Unsatisfactory</td>
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PSYC 204: Seminar in Developmental Psychology

Fall 2021 Course Schedule

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

Course Schedule

Dates highlighted in yellow are those available for topic discussants

<table>
<thead>
<tr>
<th>Dates &amp; Discussants</th>
<th>Topics and Readings</th>
<th>Assignments Due (at noon unless otherwise noted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/19</td>
<td>Course introduction</td>
<td></td>
</tr>
<tr>
<td>8/26</td>
<td>Major concepts and issues in developmental science</td>
<td>Reflection 1: Monday at 11:59pm (special extension)</td>
</tr>
<tr>
<td></td>
<td>• Textbook: Chapter 1</td>
<td></td>
</tr>
<tr>
<td>9/2</td>
<td>Context of development</td>
<td>Reflection 2: Mon</td>
</tr>
</tbody>
</table>
|                     | • Henrich, J., et al. (2010). The weirdest people in the world? *Behavioral and Brain Science*, 33, 61-85. Read pages 61-78 (through the end of contrast 4); Review/skim the rest of this article  
<p>| 9/9                 | Assignment Workshop                                                   |                                                  |
| 9/16                | Piaget's constructivist approach to development                        | Reflection 3: Mon                                |
|                     | Textbook: Chapter 2 (through p. 79)                                   |                                                  |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>9/23</td>
<td>Piaget’s legacy and the modern twists</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Textbook: Rest of Chapter 2</strong></td>
<td></td>
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<tr>
<td>9/30</td>
<td>Psychoanalytic theories</td>
<td></td>
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<tr>
<td></td>
<td><strong>Textbook: Chapter 3</strong></td>
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<td></td>
<td>Reflection 5: Mon</td>
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<tr>
<td></td>
<td>Spotlight Prop: Mon</td>
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<tr>
<td>Dates &amp; Discussants</td>
<td>Topics and Readings</td>
<td>Assignments Due</td>
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| 10/7                | Vygotsky and the sociocultural approach  
  - Textbook: **Chapter 4**  
| 10/14               | Biological approaches  
  - Textbook: **Chapter 5**  
| 10/21               | Social learning theory  
  - Textbook: **Chapter 6**  
<p>| 10/28               | <strong>Spotlight Talks</strong> | Spotlight Talk in class |
| 11/4                | Project check-ins | |
| 11/11               | <strong>No class; Veteran’s Day</strong> | |</p>
<table>
<thead>
<tr>
<th>Dates &amp; Discussants</th>
<th>Topics and Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 11/18               | **Information-processing theory**  
• Textbook: *Chapter 7*  
| 11/25               | **No class; Thanksgiving**                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |
| 12/2                | **Topic TBD**                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reflection 10: Mon Lit. review: Mon |
| 12/9 THURS          | **2:45-5:00pm: Video Collection Showcase**                                                                                                                                                                                                                                                                                                                                                                                                                                    | Video Collection in class |