Psychology of Childhood

PSYC 102

Winter 2026   Section 80   Fully Online   3 Unit(s)   12/22/2025 to 01/16/2026   Modified 12/21/2025

👤 Contact Information

Instructor Name: Shinchieh (CJ) Duh

Instructor Telephone: (408) 924-6039 (voicemail only; emails preferred)

Instructor Email: cj.duh@sjsu.edu

Note: For emails, please begin the email subject line with "Psyc 102." For all communication, 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.

Instructor Office Hours: Thursdays 2-3pm, or by appointment, at https://sjsu.zoom.us/j/814811888 (Zoom meeting ID: 814 811 888).

Note: 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.

🕐 Course Information

The purpose of this course is to provide a survey of the field of developmental psychology by examining human development from the prenatal period to middle childhood. The lectures will mix chronological descriptions with a general topical approach: Sometimes we will focus on the issues and events for one age group, and other times we will examine a topic by considering its relevance for different age groups. The required text and lectures will be the main source of information. The readings and lectures will sometimes coincide, but there will also be unique information from each source for which you are responsible. The class will emphasize the typical course of development but will also include some information on atypical developmental processes.

🖥 Course Description and Requisites

Psychological development of children from conception to middle childhood emphasizing normative (typical) development in the context of cognitive, socioemotional, biological, and cultural processes.

Prerequisite: PSYC 001.

Letter Graded

✳ Classroom Protocols

Class Environment

In the effort to create an environment conducive to sharing one's thoughts, I require the following etiquette when engaging in online discussions:

- Be polite and respectful to the other people in the class.
- Do not use profanity in posts.

Respect for the rights and opinions of others is required. The free and open exchange of ideas is the cornerstone of higher education, but we must always remain respectful of others, even if we disagree strongly with them. Disagreement is acceptable, but discourteousness is not. Behavior that creates a threatening or harassing environment will not be tolerated. Severe and pervasive disruptions of course activities are a violation of the Student Code of Conduct will be reported to the Office of Student Conduct and Ethical Development.

If we all show each other courtesy and respect, we can maintain a pleasant classroom climate - thank you.

📑 Program Information

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the Psychology BA degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the Psychology BA degree are:

1. Knowledge Base of Psychology. Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. 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.
3. Critical Thinking Skills. 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.

4. Applications of Psychology. Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
Values in Psychology. Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

📊 Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

- **CLO 1**: Recognize normative (i.e., "average" or "typical") and individual aspects of development.
- **CLO 2**: Identify and describe psychological theories and concepts of cognitive, social, and emotional development.
- **CLO 3**: Discuss 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.

📘 Course Materials

- **Textbook**
  - Santrock, J. W., Lansford, J. E., & Deater-Deckard, K. (2022). Children (15th edition). McGraw-Hill Education. You are welcomed to choose the format (print vs. eBook) you prefer. The contents are the same as long as you get the correct edition of the book.
    - ISBN [print]: 978-1-260-72679-4
  - If you would like to utilize Connect, the publisher's supplemental learning resources website, you can access our Course on Connect's website, at [https://connect.mheducation.com/class/duh-psyc102-santrock-15 (https://connect.mheducation.com/class/duh-%20psyc102-santrock-15)](https://connect.mheducation.com/class/duh-%20psyc102-santrock-15) However, I will NOT require anything from Connect, nor will I interact with you through Connect.
- **Other Readings**
  - During the course you will be required to make use of readings you locate in the library or through the library's website.
  - For assistance with using the library resources, you can reach the library liaison for Psychology students, Christa Bailey, via email at christa.bailey@sjsu.edu
  - You will also utilize public sources on the Internet.

This is a **technology-intensive** course. You will access all course materials and submit all assignments through our Canvas site, whether you are doing so on your own time or in our class meetings. Email or Canvas messaging will be the primary mode of communication with your instructor and your classmates.

To ensure your success, you will need the following throughout the course.

- an electronic device (laptop, desktop, or tablet) equipped with working speakers to listen to lecture videos as well as a working microphone for audio-recording your final presentation.
  - *Note: SJSU has a free equipment loan program available for students.*

- reliable Internet connection that will sustain video streaming—contact me as soon as possible if you anticipate any issues.
  - *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

Course Hours

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.

*Important Note: For shorter course terms, the weekly time commitment is much higher. More specifically, for our 3-unit winter course that only has 13 instructional days (12/22~12/23; 1/2; 1/5~1/9; 1/12~1/16), in each day we are covering the content that typically spans over one week or more! Stated another way, the expectation for each instructional day entails more than 10 hours of work. This is calculated as: 45 hours per unit, multiplied by 3 units, and divided by 13 days. It is critical that you budget time wisely.

Course Format

This is a fully online, asynchronous course. We do not have any meetings as a class, and you will progress through the course via the course modules in Canvas. Students need to have a reliable internet connection and a computer to access the course material, which will include video-streaming.

There will be 5 course modules to coincide with the 5 exam timepoints that divide the course about equally. In each module, you will find the links to everything you need for completing the corresponding assignments, including materials such as topical lecture handouts, videos, additional resources, tests, and other assignments. The curated content is designed to support your learning in the course, to help you think deeply and critically about the developmental process, and to build a sense of community among us.

Because this course is self-paced, it will require you to manage your time carefully and self-motivate appropriately. Scheduling time each week (with specific time windows across multiple days) to complete course assignments will help support your success in the course!

Although this course is self-directed, please know that I am here to support your learning via electronic messaging and individual meetings. You can meet with me during Zoom office hours and by appointment.

Assignments

The description and grade distribution of course assignments are as followed.

(1) Exams = 100 points

This course consists of 10 topics (see course schedule for the breakdown of topics), and the scope of tests includes assigned readings, lectures, and information from other sources (e.g., videos) that is covered during the lectures. You will complete a total of 5 exams. Each exam is worth 20 points and covers 2 topics.

The exams are timed and completed on the designated days. You can have your book and notes open during the test, but you are not allowed to work with others. If there is evidence for test collaboration or other forms of dishonesty (e.g., by response patterns and/or IP addresses), you will receive zero points on the test and be reported to the Office of Student Conduct and Ethical Development. Furthermore, because they are open-book and open-notes, the questions will focus on conceptual understanding and application. In other words, searching for definitions and keywords during the test will not be very helpful. The tests are NOT cumulative, but key concepts often build on one another and together contribute to your learning success.

Connection to CLOs: You will be expected to demonstrate that you can identify normative development at different ages across the bio-psycho-social domains (CLO 1); the theoretical and empirical evidence that support or dispel common beliefs (CLO 2); and the various biological and sociocultural contexts that contribute to developmental diversity (CLO 3). A conceptual understanding and the ability to apply knowledge will be critical; there will be relatively few questions that you can answer correctly based on rote memorization.

(2) "Parenting Fact-Checking" Project = 30 points

We live in a time when information is disseminated quickly and widely, but some of the popular news and commentaries may be contestable or even fallacious. How can we evaluate the worthiness of information? Imagine being a parent, in the role of shaping a child's life, how do we know which advice to follow?!

At the end of the course, you will give a short presentation evaluating two popular opinions on a topic of child development. Specifically, this project will offer you the opportunity to critically assess and compare the mass-media commentaries on parenting. You will complete multiple assignments designed to prepare you for the final presentation: two opinion summaries (5 points each), their scientific values (4 points), a written script to orally summarize your project (1 point), and the final presentation video (narrated slides or poster; 15 points).

Connection to CLOs: You will choose a parenting topic, select two mass-media commentaries (old = 10+ years; new = within 2 years), and evaluate the commentaries based on each of the following criteria: theoretical relevance (CLO 2), empirical support (CLO 1), and practical value (CLO 3).

(3) Homework Assignments = 30 points

To help deepen your learning and prepare you for the exams, you will complete 6 homework assignments (5 points each). The first homework will be based on your study of the course syllabus so that to ensure you are ready to tackle the various course requirements. For the remaining homework assignments, they include questions focused on conceptual understanding and application (similar to those you will encounter on the exams).

All homework assignments are graded by the number of correct answers, but they are not timed. In other words, they remain open until you submit them. Thus, you can start the assignment anytime once it is available and take as much time as you want—just make sure you submit it on Canvas prior to the deadline to avoid late penalties. You are encouraged to consult with all course materials as well as your instructor while you work on the homework assignments.

Although the homework assignments are due on the same day as the related exams, I encourage you to complete the homework assignments one day (or more) before you take the related exams, so that you allow yourself some time to review materials and/or ask questions before taking the timed exam.

Connection to CLOs: These assignments will help you practice applying key concepts (CLO 2) so that you will be better prepared for the tests.

(4) Discussion Activities = 20 points

To promote interaction and learning, you are required to complete 4 discussion activities (5 points each). Each discussion activity consists of two parts: You will be POSTING your responses to the discussion prompts and also REPLYING to another student's post. The post and reply can be on different days, but they both are due on the designated deadlines. The post and reply need to be at least 150 words each and will be worth 5 points combined (2.5 each for post and reply). Posts will be graded on depth (meeting the length requirement) and whether you've expressed substantive thoughts that are tied back to our course content.

Connection to CLOs: The associated CLOs vary by activity.

✔ Grading Information

Evaluation

The exams and homework assignments are scored by the number of accurate responses on your submission. For other assignments, including the "Parenting Fact-Checking" project assignments and discussion activities, the assignment-specific rubrics are posted on Canvas; mainly, your grade depends on how carefully you address specific requirements of the assignment.

Late Policy

Given the compressed timeline of this course, you are strongly encouraged to plan ahead and ensure timely submission of all assignments. A late submission will receive a 20% deduction if submitted past the deadline but before the end of day (11:59pm). Thereafter, an additional 20% daily deduction applies. Note that no assignments will be accepted after the course's end date (01/16/2026).

Make-Up Policy

A make-up or extension on any 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. Appropriate documentation (e.g., a physician's note) is required for a make-up to receive the full consideration. If you are unable 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 documentation will result in partial credit (i.e., points will be deducted). If you have questions about this policy, please see me.

Calculating Your Letter Grade

Your final letter grade will be based on a percentage obtained by dividing the points you have earned by the total possible points for this course. I will use the following letter grade rubric to assign your course letter grade. Work hard to obtain as many points as possible so that you do not find yourself at the cusp of a letter grade at the end of the course.

Total possible points = Exams (100 pts) + Parenting Fact-Checking Project (30 pts) + Homework Assignments (30 pts) + Discussion Activities (20 pts) = 180 pts

A plus = 99.00+%	A = 98.99-93.00%	A minus = 92.99-90.00%
B plus = 89.99-87.00%	B = 86.99-83.00%	B minus = 82.99-80.00%
C plus = 79.99-77.00%	C = 76.99-73.00%	C minus = 72.99-70.00%
D plus = 69.99-67.00%	D = 66.99-63.00%	D minus = 62.99-60.00%
F = 59.99-0%		

🏛 University Policies

Per [University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

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

You should aim to complete the assigned readings before you begin the recorded lectures on each topic. You are expected to read the assigned pages in the textbook as indicated in the course schedule below. For ease of reference, the page assignments can also be found on the Canvas Modules page, as well as on the first slide in the topical lecture handouts. The review sections throughout the book are not part of the assigned reading, but you may want to utilize them for your own learning.

Date	Class Topic and Reading	Assignments are due on **Tuesdays** and **Fridays** by 11:59pm
12/22 (MON)	Topic 1: Theories and methods for development Read: Ch 1 (pp. 9-35)	
12/23 (TUE)	Topic 2: Prenatal and birth Read: Ch 3 (pp. 72-77, pp. 85-94), Ch 4 (pp. 100-110)	*Special Tuesday with no assignments due*
1/2 (FRI)	Topic 3: Infant physical Read: Ch 5 (all pages)	• Exam 1~Theories and methods + Prenatal and birth (30 min) • HW1~Syllabus study • HW2~Theories and methods

1/5 (MON)	Topic 4: Infant cognitive Read: Ch 6 (pp. 157-171)	
1/6 (TUE)	Topic 5: Infant socioemotional Read: Ch 7 (pp. 188-196, pp. 201-206)	• Exam 2~Infant physical + Infant cognitive (30 min) • HW3~Infant physical • DISC1~Theory IRL • PROJ1~First opinion summary
1/7 (WED)	Topic 6: Language Read: Ch 6 (pp. 172-181), Ch 9 (pp. 262-263)	
1/8 (THU)	Topic 7: EC cognitive Read: Ch 9 (pp. 245-260)	
1/9 (FRI)	Topic 8: EC socioemotional Read: Ch 10 (pp. 277-287, pp. 303-309)	• Exam 3~Infant • socioemotional + Language (30 min) • HW4~Infant socioemotional • DISC2~Infancy research • PROJ2~Second opinion summary
1/12 (MON)	Topic 9: MC cognitive Read: Ch 12 (pp. 343-352, pp. 358-364)	
1/13 (TUE)	Topic 10: MC socioemotional Read: Ch 13 (pp. 381-385, pp. 393-406), Ch 10 (pp. 288-291, pp. 296-299)	• Exam 4~EC cognitive + EC socioemotional (30 min) • HW5~EC socioemotional • DISC3~Preschooler caricature • PROJ3~Scientific values

1/14 (WED)	Project work	
1/15 (THU)	Project work	
1/16 (FRI)	Wrapping up	• Exam 5~MC cognitive + MC socioemotional (30 min) • HW6~MC socioemotional • DISC4~Reflection • PROJ4~Oral summary • PROJ5~Final presentation