

San José State University
Department of Psychology

Psyc 102, Psychology of Childhood, Section 02, Fall 2022

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Office Hours:	Tuesday and Thursday 12:00-1:00pm and by appointment
Class Days/Time:	Tuesday and Thursday, 9:00-10:15am
Classroom:	Dudley Morehead Hall (DMH) 166
Prerequisite:	Psyc 001 General Psychology

Course Description

From SJSU Course Catalog: This course covers the psychological development of children from conception to middle childhood emphasizing normative (typical) development in the context of cognitive, socioemotional, biological, and cultural processes.

Class Overview

In this class, we will discuss key milestones during prenatal, infant, and child development. We will consider how development unfolds across social, emotional, physical, and cognitive domains and examine the ways in which children's socio-cultural contexts shape their well-being and outcomes.

Course Format and Technology Requirements

This class meets in person at the designated days and times noted on the Course Calendar (see below and our Canvas course page for more information). Office hours are available virtually (via Zoom) and in person (see first page of this syllabus). Class time will be used to discuss and promote critical thinking regarding key issues related to infant and child development. Class time is designed to be interactive – you will get the most out of our meetings by coming to class having completed our assigned readings and sharing your thinking!

Each student must have **stable internet connection that can sustain video** to be able to access our course content. **Regular access to Canvas and Zoom (embedded in Canvas) is required for this course.** I will post teaching materials on our Canvas course page, and you will work through course Modules each week to supplement our class meetings and build your understanding of key concepts.

Course Learning Outcomes (CLO)

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 on children's development.

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirements, the following are expected:

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. *Psyc 102 meets this PLO.*

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. *Psyc 102 meets this PLO.*

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. *Psyc 102 meets this PLO.*

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues. *Psyc 102 meets this PLO.*

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society. *Psyc 102 meets this PLO.*

Canvas

Course materials including the syllabus, assignment instructions, activity prompts, discussions, and course announcements are provided on [Canvas Learning Management System](#). Students are responsible for regularly checking Canvas to learn of course updates, submit assignments, and review feedback. *For help with using Canvas see [Canvas Student Resources page](#).*

Required Materials/Resources

Textbook and Readings

Santrock, J.W. (2019). *Children*, 14th edition. New York: McGraw-Hill. ISBN 978-1-260-07393-5

Note: The textbook is available at the University (Spartan) Bookstore. The publisher of this textbook has a supplementary learning resource called Connect. Any assignments provided in Connect are for your information only – they are NOT required and will NOT be included in your course grade.

You may use Connect for your personal study if you wish, but I will NOT require anything from Connect. If you want to use Connect, you can access/register for our PSYC 102 course at:

<https://connect.mheducation.com/class/m-alvarez-spring-2022-sections-01-and-02>

General information from McGraw-Hill about student registration resources are available at:
<https://www.mheducation.com/highered/support/connect/first-day-of-class/standalone.html>

Assignments

This course includes several assignments that will help you think critically about the issues discussed in our text. A brief description of each assignment is provided below. More information and instructions for each assignment (including grading rubrics) are on Canvas. Assignment due dates are listed in the course schedule and on Canvas.

[University Policy S16-9](#) *“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.”*

Assignment Submission Policy

Assignments must be submitted online via the Canvas course website (see assignment prompts on Canvas for detailed instructions). **Please type each assignment in Times New Roman 12pt font, double spaced, and include your full name at the top of each assignment.** Uploaded files must be saved as MS Word (.doc or .docx) or Adobe (.pdf) format.

Assignments Overview

- **Exams**

Comprehensive evaluation of knowledge gained from our course textbook and readings through a series of multiple choice questions.

- **Discussion Posts**

You may earn up to 30 points through Canvas discussion posts related to course content that are designed to support your understanding of material and success in the course. You will also be asked to reply to a fellow classmate's post for the majority of discussions.

- **Group Presentation & Peer Review** (XX points)

[University policy S17-1](#) 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.” The culminating activity for this course will be a group presentation showcasing an intervention or education program that you devise to addresses a critical issue in infant or child development. Students will work in groups of 4-5 and include a slide deck (e.g., Power Point) along with their oral presentation. More information about the requirements of this presentation will be presented on Canvas and in class. Students will also be required to provide feedback on classmates’ presentation content.

Extra Credit

Up to 3 points of (optional) extra credit will be offered in this course. More information about these opportunities will be provided in class and on Canvas. Extra credit will NOT be offered to individual students or upon request.

Grading Information

All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. See [University Policy F13-1](#) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details. Questions and concerns regarding grades should be raised no more than two weeks after the grades for that particular assignment or exam are released. No grades changes will be made after the last day of classes.

Grading rubrics for each assignment are included with the assignment prompt and are accessible via Canvas. A calculation of the total points earned divided by the number of possible points in the class will be used to determine your final grade in the course. Letter grades will be assigned as follows:

Grade	Percentage
A plus	>100%
A	100-94%
A minus	93-90%
B plus	89-87%
B	86-84%
B minus	83-80%
C plus	79-77%
C	76-74%
C minus	73-70%
D plus	69-67%
D	66-64%
D minus	63-60
F	59-00

Late Policies and Make-Up Assignments

Assignments

Assignments will be considered late if they are not submitted through Canvas by the submission deadline (*usually 11:59pm on the due date*). It is the student's responsibility to ensure that assignments are uploaded correctly. Late assignments are subject to a penalty of 10% per day, including weekends and holidays, beginning the day the assignment is due. **Assignments will not be accepted after the last day of classes.**

I understand that life happens, and unforeseen circumstances may occur. If you experience something that prevents you from submitting an assignment on time, please notify me before the assignment is due via email and we will work together to support your success in our course.

Exams (

If you are not present in class on the day an exam is given, you will receive 0 points for that exam. If extenuating circumstances prevent you from being present or on-time for an exam, you must let me know as soon as possible so we can make arrangements for a make-up exam. Please be prepared to show documentation regarding your extenuating circumstances.

Class Structure and Classroom Protocol

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

- Be polite and respectful to fellow students in our class
- Do not use profanity in class or 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.

<http://www.sjsu.edu/studentconduct/docs/Student%20Conduct%20Code%202013.pdf>

If we all show courtesy and respect toward one another, we can maintain an enriching and pleasant classroom climate for all – thank you.

Correspondence

Please email me (sylvia.branca@sjsu.edu) if you have any questions about the course or course content. Include your name and the course title in all correspondence. I will make every attempt to respond within 24 hours during weekdays. I will not respond to emails on the weekend unless it is an urgent situation. Feel free to meet with me during my office hours when you have questions or need help. I have scheduled office hours (see page 1 of this document) and am also happy to talk with you in an individual appointment.

Peer Connections

SJSU Counseling Services

As students, you must all navigate our changing circumstances and the many demands on your time, resources, and interpersonal relationships. SJSU Counseling Services is available to help. 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 (virtual appointments available¹) or learn more information, visit the Counseling Services website at <http://www.sjsu.edu/counseling> or call (408) 924-5910.

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>.

University Policies

Per [University Policy S16-9](#), 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 [Syllabus Information web page](#), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Course Requirements At-A-Glance

Assignment [% of grade]	Point Value
Exams – 3 @ 50 pts. each [50%] Multiple choice questions assessing knowledge of textbook, readings, and lecture content.	150 points
Class Activities – 7 @ 10 pts. each (dropping lowest) [20%] Discussion post and reply to classmate demonstrating critical thinking around course concepts and relating developmental science to real-world scenarios. Post and reply submitted on Canvas.	60 points
Group Presentation: Topic Selection [3%] Identify an appropriate topic addressing a critical issue in child development.	10 points
Group Presentation: Content – 20 pts. for Group Presentation; 40 pts. for Individual Contribution [20%] Present a critical issue in child development (utilizing empirical research) and propose a program/policy to addresses the issue.	60 points
Group Presentation: Critical Reflection/Peer Review – 5 pts. each (review 4 groups) [7%] Provide substantive feedback on classmate’s group presentation content.	20 points
Total Points	300

Psyc 102 – Psychology of Childhood Course Schedule (Fall 2022)

Note: Schedule is subject to change with fair notice – if changed, I will announce it via Canvas messaging.

Week	Dates	What We Examine	What You Will Read	Assignments Due
1	8/22-8/28	Welcome to Our Class Community! Course Overview & Strategies for Your Success	Course Syllabus Course Canvas Site	Read our Course Syllabus and review our Canvas Page Class Activity #1: Introduce Yourself (due Aug 25!)
2	8/29-9/4	Introduction (Developmental Science and Research Methods)	Ch. 1	
3	9/5-9/11	Biological Beginnings and Prenatal Development	Ch. 2 and Ch. 3	Class Activity #2: Genes and Our Environment
4	9/12-9/18	Prenatal Development (cont.) and Birth	Ch. 3 and Ch. 4	
5	9/19-9/25	Exam 1 – Tues Sep 20 Physical Development in Infancy	Ch. 1-4 Ch. 5	
6	9/26-10/2	Cognitive Development in Infancy	Ch. 6	Class Activity #3: Caring for an Infant
7	10/3-10/9	Socioemotional Development in Infancy	Ch. 7	
8	10/10-10/16	Physical and Cognitive Development in Early Childhood	Ch. 8 and Ch. 9	Class Activity #3: Mid Semester Reflection
9	10/17-10/23	Exam 2 – Tues Nov 8 Child Development: Application and Real World Issues - Group Presentation Guidelines	Ch. 5-9	
10	10/24-10/30	Socioemotional Development in Early Childhood	Ch. 10	Class Activity #5: The Power of One Group Presentation Topic

Course Schedule, cont.

Week	When We Meet	What We Investigate	For You to Read	Assignments & Activities Due
11	10/31-11/6	Physical Development in Middle and Late Childhood In-Class Presentation Prep, Part 1	Ch. 11	Class Activity #6: Childhood Obesity
12	11/7-11/13	Cognitive Development in Middle and Late Childhood	Ch. 12	
13	11/14-11/20	Socioemotional Development in Middle and Late Childhood	Ch. 13	Class Activity #7: Restorative Justice
14	11/21-11/27	In-Class Presentation Prep, Part 2 <i>*Campus Closed Nov 24*</i>		
15	11/28-12/4	Exam 3 – Tues Nov 29 Presentations: Round 1	Ch. 10-13	<u>ALL students</u> upload presentation content to Canvas by Wed, Nov. 30 ATTENDANCE REQUIRED
16	12/5 and 12/6	Presentations: Round 2 <i>*Last Day of SJSU Classes – Dec 6th*</i>		ATTENDANCE REQUIRED
FINAL MEETING Wednesday, Dec 14th 7:15-9:30am Presentations: Round 3 & Course Reflection and Wrap-Up Last Day to Submit Critical Reflection and Peer Review Wed, Dec 14				

“Treat a child as though they already are the person they are capable of becoming.”

– Haim Ginott

“The greatest weapon against stress is our ability to choose one thought over another.”

– William James

Elements of Your Success

*** Work Productively**

Keep a calendar, plan out weekly assignments, write things down, study in small segments, take breaks when needed.

*** Reach Out for Support**

Ask for help when stuck, drop by office hours to chat, utilize SJSU resources, talk with those who care about you.

*** Be Kind to Yourself**

Celebrate small (and big) achievements, practice self-care, be your biggest fan, remember to breathe!

You can do it...and let me know how I can help!! 😊 ~ Dr. Branca