

Psychology of Childhood Section 01

PSYC 102

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/29/2025

Contact Information

Class time and location: Wednesdays 1:30-4:15pm in DMH 353

Instructor Name: Shinchieh (CJ) Duh

Instructor Email: cj.duh@sjsu.edu

Instructor Office: Dudley Moorhead Hall (DMH) 324

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

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:

Wednesdays 12-1pm, or by appointment, in DMH 324.

Mondays 3-4pm, 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 materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking Canvas to learn any updates.

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

- Be ready: You are expected to be ready to participate at class start-time for all class meetings and be responsible for all class content regardless of whether you are in attendance.
 - **Important Note:** On the days when an assignment is due, you may be unable to complete the assignment if you are late.
- Practice respect: A positive classroom climate has direct impacts on all participants' emotional wellbeing and learning outcomes. Respect is a mindset that manifests in at least the following ways.
 - Student participation is an essential part of this course, and to facilitate open discussion you are asked to be respectful of others' views.
 - In the event you cannot attend the full class, please make a conscious effort to enter/exit class meeting with minimal disruption.
- Stay focused: The use of electronic devices (e.g., laptop, tablet, cell phone) is restricted to note-taking and other instructional activities explicitly permitted.

Recording of Classes

According to [University Policy S12-7](#), which can be found at <http://www.sjsu.edu/senate/docs/S12-7.pdf>, "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval." I ask that you do not publicly share or upload any materials for this course such as recorded lectures, test questions, lecture notes, homework questions, or any other class activities. The S12-7 policy is in place to protect the intellectual property and privacy of the instructors

and students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law.

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> However, I will NOT require anything from Connect, nor will I interact with you through Connect.

- Other Readings
 - During the semester 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 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 in this course, you will need the following throughout the semester.

- an electronic device (laptop, desktop, or tablet) equipped with working speakers to listen to lecture videos.
 - *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

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>, 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 description and grade distribution of course assignments are as followed.

(1) Quizzes and Exams = 50%

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 we cover during lectures.

You will complete 2 quizzes for a total of 10% of the course grade (each is worth 5%). Quiz 1 focuses on the first topic, Theories and methods in developmental psychology. Quiz 2 focuses on the second topic, Prenatal development and birth. The remaining 8 topics will be covered by 4 exams for a total of 40% of the course grade (each is worth 10%). Each exam covers two topics.

It is my hope that you can use the outcomes of the quizzes as an early assessment to inform your subsequent learning in the course. If you feel that the results do not align with your efforts, don't hesitate to contact me. In addition, SJSU offers [free tutoring service](#), which can be found at <http://PeerConnections.sjsu.edu>. Peer Connections is open to all but strongly encouraged for those scoring B- or lower on the quizzes.

All tests (quizzes and exams) are timed and completed during the designated times. **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 = 15%

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?!

In groups of 5 (approximately), you will give a short presentation on the historical vs. current social contexts of child development. Specifically, this project will offer you the opportunity to critically assess and compare the mass-media commentaries on parenting at two different times: over 10 years ago vs. within the recent two years. You will complete multiple assignments designed to prepare you for the final presentation: a discovery summary (individual grade, 5%), a worksheet to organize your presentation content (ungraded), a plan for designing the presentation (ungraded), a written script to orally present your project in under 3 minutes (group grade, 1%), and the slides (or poster) as a **PDF or JPG file** (group grade, 8%). At the project showcase, you will provide evaluation ratings and feedback to other groups' presentations (individual grade, 1%).

Connection to CLOs: Each group 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). I will give out more information as the semester progresses.

(3) Homework Assignments = 25%

You are required to complete several homework assignments (see course schedule below), each consisting of 10 questions (multiple-choice or True/False). You are encouraged to work with others on these assignments, but you will submit your responses individually to receive individual grades. The homework assignments will be available to you about one week prior to the due date. You are welcomed to start the assignment anytime once it is available and take as long 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 classmates and you instructor on the homework assignments.

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) In-Class Activities = 10%

To promote attendance, interaction, and learning, you are required to complete 5 in-class activities—some of which may be hybrids (e.g., prepare a response at home for in-class discussion). You will complete the assignments individually or collaboratively. These activities are graded on a complete/incomplete basis, but you should keep up with the course materials to ensure that you can contribute to group discussions and to attain the desirable score.

Connection to CLOs: The associated CLOs vary by activity.

Note. Activities may be given at any time during the class, and to receive credit you must complete the activities with the class and demonstrate your participation via Canvas during this time. You CANNOT complete any of the in-class activities outside of class, so there will be 2~3 additional opportunities for you to complete the in-class activity requirement; if you complete more than 5 activities, only the top 5 scores are used for calculating your course grade.

✓ Grading Information

The quizzes and exams are completed individually and scored by the number of accurate responses on your submission. The “Parenting Fact-Checking” project includes both individual and group submissions, and the specific rubrics are posted on Canvas; mainly, your grade depends on how carefully you address specific requirements of the assignment. Homework assignments are graded individually by the number of correct responses; however, you are encouraged to work with others before submitting your own responses. In-class activities are graded on a complete/incomplete basis by your timely submission; in other words, you cannot complete them outside of the assigned time.

Where submission is by groups, all group members share the same grade; where submission is by individuals, the grade will be based on individual work.

Activities that occurred during class cannot be made up. For all other assignments, a late submission will receive a 10% deduction if submitted past the deadline but before the end of day (11:59pm). Thereafter, an additional 10% daily deduction applies.

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 Test/Due date. Appropriate documentation (e.g., a physician’s note) is required for a make-up to receive the full consideration. 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 documentation will result in partial credit (i.e., points will be deducted). If you have questions about this policy, please see me.

Calculating Your Class Grade

Quiz 1:	Your percentage score _____	x .05 =	_____
Quiz 2:	Your percentage score _____	x .05 =	_____
Exam 1:	Your percentage score _____	x .10 =	_____
Exam 2:	Your percentage score _____	x .10 =	_____
Exam 3:	Your percentage score _____	x .10 =	_____
Exam 4:	Your percentage score _____	x .10 =	_____
Poster Project:	Your percentage score _____	x .15 =	_____
Homework:	Your percentage score _____	x .25 =	_____
In-Class (top 5 scores):	Your percentage score _____	x .10 =	_____
TOTAL SCORE:			_____

Use the grade scale below to convert your TOTAL SCORE into a letter grade

A plus = 99.0+%	A = 98.9-93.0%	A minus = 92.9-90.0%
B plus = 89.9-87.0%	B = 86.9-83.0%	B minus = 82.9-80.0%

C plus = 79.9-77.0%	C = 76.9-73.0%	C minus = 72.9-70.0%
D plus = 69.9-67.0%	D = 66.9-63.0%	D minus = 62.9-60.0%
F = 59.9-0%		

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 in class and/or via electronic communication. It is your responsibility to stay informed of the course schedule and announcements.

You should aim to complete the assigned readings before we begin lectures on each topic. The review sections throughout the book are not part of the assigned reading, but you may want to utilize them for your own learning.

Develop a plan for success! The assignments (homework or quiz/exam) are typically due 3 days BEFORE class so that we can discuss the results in class. This means we have 4 calendar days (including the weekend) between when we conclude a topic and when the assignments are due. Develop a plan (e.g., designated weekly times) to stay on track and avoid cramming.

Meeting Date	Class Topic and Reading	Assignments due at SUN 11:59pm BEFORE class (unless otherwise noted)

1/29 (W)	<p>Introduction</p> <p>Topic 1—Theories and methods for development</p> <p><i>Optional Read: Ch 1 (pp. 9-35)</i></p>	
2/5 (W)	<p>Topic 1—Theories and methods for development (cont'd)</p>	
2/12 (W)	<p><u>Groups form</u>, Parenting Fact-Checking Project Overview</p> <p>Topic 2—Prenatal and birth</p> <p><i>Read: Ch 3 (pp. 72-77, pp. 85-94), Ch 4 (pp. 100-110)</i></p>	<p>HW~Theories and methods</p> <p>*due end of 2/9</p>
2/19 (W)	<p>Topic 2—Prenatal and birth (cont'd)</p>	<p><u>Quiz 1~Theories and methods (15 min)</u></p> <p>*due end of 2/16</p>
2/26 (W)	<p>Groups check in for Topic Discovery</p> <p>Topic 3—Infant physical</p> <p><i>Read: Ch 5 (all pages)</i></p>	<p><u>Quiz 2~Prenatal and birth (15 min)</u></p> <p>*due end of 2/23</p>

3/5 (W)	<p>Topic 4—Infant cognitive</p> <p><i>Reading: Ch 6 (pp. 157-171)</i></p>	<p>HW~Infant physical</p> <p>Project~Topic discovery</p> <p>*due end of 3/2</p>
3/12 (W)	<p><u>Groups meet</u> to discuss topic discoveries</p> <p>Topic 5—Infant socioemotional</p> <p><i>Read: Ch 7 (pp. 188-196, pp. 201-206)</i></p>	<p><u>Exam 1~Infant physical + Infant cognitive (30 min).</u></p> <p>*due end of 3/9</p>
3/19 (W)	No meeting	
3/26 (W)	<p><u>Groups meet</u> for content worksheet</p> <p>Topic 6—Language</p> <p><i>Read: Ch 6 (pp. 172-181), Ch 9 (pp. 262-263)</i></p>	<p>HW~Infant socioemotional</p> <p>*due end of 3/23</p>
3/31-4/4	Spring recess	
4/9 (W)	<p>Topic 7—EC cognitive</p> <p><i>Reading: Ch 9 (pp. 245-260)</i></p>	<p><u>Exam 2~Infant socioemotional + Language (30 min).</u></p> <p>*due end of 4/6</p>

4/16 (W)	<p><u>Groups meet</u> for design plan</p> <p>Topic 8—EC socioemotional</p> <p><i>Reading: Ch 10 (pp. 277-287, pp. 303-309)</i></p>	<p>HW~EC cognitive</p> <p>Project~Content worksheet</p> <p>*due end of 4/13</p>
4/23 (W)	<p>No meeting. Watch pre-recorded lecture on Topic 9—MC cognitive</p> <p><i>Reading: Ch 12 (pp. 343-352, pp. 358-364)</i></p> <p><u>*Attend SPARC (4/23)!</u></p>	<p><u>Exam 3~EC cognitive + EC socioemotional (30 min).</u></p> <p>*due end of 4/20</p>
4/30 (W)	<p>Project Showcase Overview</p> <p>Topic 10—MC socioemotional</p> <p><i>Read: Ch 13 (pp. 381-385, pp. 393-406), Ch 10 (pp. 288-291, pp. 296-299)</i></p>	<p>HW~MC cognitive</p> <p>Project~Design plan</p> <p>*due end of 4/27</p>
5/7 (W)	<p><u>Groups meet</u> to work on project: final presentation and oral summary</p>	<p><u>Exam 4~MC cognitive + MC socioemotional (30 min).</u></p> <p>*due end of 5/4</p>

FINAL	<u>MONDAY, May 19, 1:00-3:00pm</u> <u>Parenting Fact-Checking Project Showcase</u>	due 5/18 (SUN): Project~Oral summary Project~Final presentations due 5/19 (MON): Project~Review other presentations (after class meeting)
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