



PSYCHOLOGY OF CHILDHOOD
Summer 2022 SJSU
PSYC 102-01&61

Dr. Robin Schulte, Psy.D.

Office hour: Wednesdays 1:00-1:30

Email contact:
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4.0 hours lecture

Course Description:

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

Course Web Page

Canvas

Canvas will be used to post various files.

Logging Into Canvas Login URL: <https://sjsu.instructure.com/>.

*Please note that it should NOT have the "www" at the start of the URL like many other websites.

All students and faculty must first set up their SJSUOne account before accessing Canvas.

To do so, go to <http://its.sjsu.edu/services/sjsuone/>.

The Username for Canvas then is your 9 digit SID and your PW is the one you chose when you established your SJSUOne account.

You will see the courses you are taking (assuming the instructor is using Canvas).

Further Assistance with Canvas Students should go first to <http://guides.instructure.com/m/4212> with problems and then to the University Help Desk for Canvas problems, including logging in (<http://www.sjsu.edu/helpdesk/>).

You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

Learning Outcomes :

Course Learning Outcomes (CLOs)

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

CLO1: Recognize normative (i.e., “average” or “typical”) and individual aspects of development.

This objective will be accomplished by discussion of such aspects in chapters 1-13 in the assigned textbook. The aspects will also be reflected in an interview of a child in regard to selected developmental theories.

CLO2: Identify and describe psychological theories and concepts of cognitive, social, and emotional development.

This objective will be accomplished by discussing such theories as Freud’s Psychosexual Development, Erickson’s Psychosocial Development, and Piaget’s Cognitive Development.

CLO3: Have an appreciation of 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.

This objective will be accomplished by completing a research paper which explores described topics that affect development.

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirements...

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.

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.

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.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

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

Prerequisites: PSYC 001

Required Textbook:

Childhood and Adolescence: Voyages of Development 6th ed. by Spencer A. Rathus

Participation: Since this class is online completing assignments in a timely manner will be a reflection of your participation and attendance in the class. Please keep me informed regarding your situation should something unexpected come up. It is also a student’s responsibility to make sure classes are dropped if you intend to drop the class. I am permitted to drop a student who fails to establish a committed presence in the class.

Final Course Grade:

Exam 1	50	points possible
Exam 2	50	points possible
Exam 3	50	points possible
Paper	100	points possible
Paper Topic	05	
Paper Outline	05	
Reflections	65	points possible

Your lowest test grade will be dropped. No make-ups exams will be given unless due to extenuating circumstances

*Extra Credit Opportunities will be offered throughout the quarter

TOTAL POINTS POSSIBLE FOR THE COURSE = 275

EXAMS AND PAPER FURTHER EXPLAINED:

Examinations

Exams consist of 50 multiple-choice questions-worth 1 point each. The exams are 45 minutes and are timed to encourage honesty.

Paper: Due July 1

Option 1: (worth 100 points) Interview a mother/infant, toddler, or a child, and write a paper integrating what you have learned from the major stage theorists in Developmental Psychology.

Discuss the following:

1. Psychosexual stage his/her has completed and/or is currently in according to **Freud**.
2. Psychosocial stages he/she has completed and are currently in, according to **Erikson**
3. Cognitive stage he/she has completed or is currently in, according to **Piaget**,
4. Describe his/her systems according to **Bronfenbrenner**.

How are those stages going for him/her? What is your insight into any problems or successes he/she may be having at this stage in his/her development? Write a minimum 3-5 page paper typed, double-spaced, font size of 12, and of college level. Please proofread, spell-check, and include citations in the body of your paper and a works cited page (using APA or MLA format) if applicable. Papers will be graded by the following criteria: timeliness, typos, grammar, content, and citations of references.

Option 2: (worth 100 points) Choose a topic of your choice that is related to infants, toddlers, or children that is either described in the book or approved by me. Discuss what research has been done on that topic, in particular, share the latest research being done on that topic. All papers should be a 3-5 page paper typed, double-spaced, font size of 12, and of college level. Please proofread and spell-check. Please include citations in the body of your paper and a works cited page (using APA or MLA format).

Papers will be graded by the following criteria:

- Timeliness
- Grammar
- Editing
- Content

Class Expectations

Please read text chapters BEFORE reviewing lectures which will be posted on Mondays, Wednesdays, and Fridays. Take notes, e-mail questions, and complete reflections questions (5 pts. each) with a ½ page to a 1 page reflection (reflections will be due the following Sunday by 11:59 pm).

Teacher’s recommendation for success in this class:

1. Read each assigned text chapter before reviewing lecture
2. Take good notes.
3. E-mail any questions that you would like to regarding the material.
4. Within the same 24 hour period that you took notes in class, review those notes.
5. Make FLASHCARDS: write the key term on the front, and the definition on the back.

Approximate Weekly Schedule-Subject to Change

Week	Date	Topic	Text Assignments
1	June 1	First Day-Review of Syllabus	Chp. 1
	June 3	History, Theories, and Methods	Chp. 2
2	June 6	Heredity and Conception	Chp. 3
	June 8	Prenatal Development	Chp. 4
	June 10	Birth and the Newborn Baby: In the New World	
		Review/Practice Test Exam I	Chp. 5

3	June 13	Infancy: Physical Development	Chp. 6
	June 15	Infancy: Cognitive Development (6. 1, 6.3, 6. 5, 6.6)	Chp. 7
	June 17	Infancy: Social and Emotional Development (7.1, 7.2, 7.4, 7.5, 7.6)	Chp. 8
4	June 20	Early Childhood: Physical Development	Chp. 9
	June 22	Early Childhood: Cognitive Development (9.1, 9.2, 9.3)	Chp. 10
	June 23	Early Childhood: Social and Emotional Development (10.1, 10.2)	
		Review/Practice Test	
		Exam 2	Chp. 11
5	June 27	Middle Childhood: Physical Development	Chp. 12
	June 29	Middle Childhood: Cognitive Development	Chp. 13

July 1		Middle Childhood: Social and Emotional Development <u>Review/Practice Test</u> FINAL POSTED PAPER DUE	

“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 practicum. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

Grading Information

Course Grading scale

A+ = 100%

A = 95-99%

A- = 90-94%

B+ = 86-89%

B = 83-85%

B- = 80-82%

C+ = 76-79%

C = 73-75%

C- = 70-72%

D = 60-69%

F = < 60%

University Policies/Resources

Academic integrity:

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy, located at <http://www.sjsu.edu/senate/S07-2.htm>, 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 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 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec/> to establish a record of their disability.

Student Technology Resources:

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Librarian: The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research:

Psychology Librarian: Christa Bailey christa.bailey@sjsu.edu 408-808-2422

Learning Assistance Resource Center:

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at <http://www.sjsu.edu/larc/>.

SJSU Writing Center:

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Connections:

Peer Connections is located at the Student Services Center rm. 600. Drop in Tutoring is on the 1st floor of Clark Hall in the Academic Success Center. Peer Connections is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. To contact them : peerconnections@sjsu.edu

Student Success and Wellness:

Attending to your wellness is critical to your success at SJSU. I strongly encourage you to take advantage of the workshops and programs offered through various Student Affairs Departments on campus such as Counseling Services, the SJSU Student Health Center/ Wellness & Health Promotion Dept., and Career Center. See <http://www.sjsu.edu/wellness> or <http://www.sjsu.edu/counseling/Workshops/> for workshop/events schedule and links to many other services on campus that support your wellness! You may go to <http://events.sjsu.edu> to register for any one of the workshops.

