PSYCHOLOGY OF CHILDHOOD

PSYC 102

Fall 2024 SJSU

Dr. Robin Schulte, Psy.D.

Class Time: MW 1:30-2:45

Office hour: Mondays/Wednesdays 9:30-10:30 Rm 230

Email contact: 4.0 hours lecture robin.schulte@sjsu.edu

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 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 7th ed. by Spencer A. Rathus

Free PDF of an earlier version, which will work as well (see Canvas homepage).

Participation Expectation:

Please check e-mail daily and the schedule below for information regarding assignments. The expectation is for you to read the chapter/chapters prior to attending the lecture

Final Course Grade:

Exam 1	50	points possible
Exam 2	50	points possible
Exam 3	50	points possible
Paper	100	points possible
Topic	5	points possible
Outline	5	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

TOTAL POINTS POSSIBLE FOR THE COURSE = 210

EXAMS AND PAPER FURTHER EXPLAINED:

Examinations

Exams: consist of 50 multiple-choice questions-worth 1 point each.
There is 1 bonus question.

Paper: Due Dec 9

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 **all** of the following theories:

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 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.   As a reminder, AI cannot be used to complete your Paper.

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 3 page minimum papers 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, typos, grammar, content, and citations of references.

Papers will be graded by the following criteria:
Timeliness-5
Grammar-5
Editing-5
Citations-5

Works Cited Page-5
At least 3 pages
Why you chose the topic 5
Content-65

My recommendation for success in this class:

1. Read each assigned text chapter/chapters.

2. Attend Class

3. Take Notes

4. Study "Review Sheet" and Complete Practice Test

5. Take Exam

Approximate Weekly Schedule-Subject to Change

Week	Date	Topic	Text Assignments to Read for Next Class
1	8/21	First Day-Review of Syllabus and Introduction	Chp. 1
2	8/26	History, Theories, and Methods	Chp. 2
	8/28	Heredity and Conception	
3	9/2	Veteran's Day	
	9/4		Chp 3

4	9/9 10/7 10/9 9/11	Prenatal Development	
5	9/16 9/18	Birth and the Newborn Baby: In the New World	Chp 4
6	9/23 9/25	Review Sheet/Practice Test **Exam 1**	Chp. 5
7	9/30 10/2	Infancy: Physical Development	Chp. 6 & 7
8	10/7 10/9	Infancy: Cognitive Development (6.1, 6.5) Infancy: Social and Emotional Development (7.1, 7.2, 7.4, 7.5, 7.6)	Chp. 8
9	10/14 10/16	Early Childhood Physical Development	Chp. 9 & 10
10	10/21 10/23	Early Childhood: Cognitive Development 9.1, 9.2, 9.3 Early Childhood: Social and Emotional Development 10.1, 10.2	

11	10/28	Review Sheet/Practice Test	
	10/30	**Exam 2**	Chp. 11
12	11/4	Middle Childhood: Physical Development	
	11/6		
13	11/11	Veteran's Day	
	11/13	Paper Work Day-Topic Due	Chp. 12
14	11/18	Middle Childhood: Cognitive Development	
	11/20		
15	11/25	Paper Work Day-Outline Due	
	11/27	*Thanksgiving Holiday!*	Chp. 13
16	12/2	Middle Childhood: Social and Emotional Development	
	12/4	Review Sheet/Practice Test	
17	12/9	**Paper Due**	
	12/11	**Extra Credit Due**	
	12/13	**Final** 12:15-2:30 PM	

The above dates are subject to change. Please attend regularly and keep yourself informed of any changes.

"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, please let me know. 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.

Librarian: Psychology

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

Student Technology Resources

Computer labs and other technological resources for students can be found in various places on campus such as:

- Student Computing Services (MLK Jr. Library)

- Associated Students Print and Technology Center

ACCESS Success Center

The Academic Counseling Center for Excellence in Social Sciences (ACCESS) Success Center "provides general education advising for undergraduate students majoring or intending to major in any of the departments in The College of Social Sciences."

SJSU Peer Connections

Peer Connections website "offers free mentoring, tutoring, and supplemental instruction services for students at SJSU. Peer Educators are students just like you; they understand the triumphs and challenges of being a student at San José State University."

SJSU Writing Center

The SJSU Writing Center "offers a variety of resources to help students become better writers, and all of our services are free for SJSU students."

SJSU Counseling and Psychological Services

[SJSU Counseling and Psychological Services](#) invites "all students to come into Counseling and Psychological Services, located at the Student Wellness Center, room 300B, for any support needed."