

San José State University
College of Social Sciences/Psychology Department
PSYC 190-07: The Parent-Child Relationship

Spring 2015

Contact Information

Instructor: Shinchieh CJ Duh

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- **Please begin the email subject line with “Psyc 190”**
- **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.

Office Hours: Mondays & Wednesdays 1:30-2:30pm or by appointment

Class Days/Time: Mondays & Wednesdays 10:30-11:45 am

Classroom: DMH 347

Prerequisites: PSYC 100W and Senior Standing
Pre/corequisite: Psyc 18 or Psyc 120

Class Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas. You are responsible for regularly checking with the messaging system through MySJSU to learn any updates.

Course Description

SJSU Course Catalog Description: “Integrative survey of current viewpoints and issues in psychology, how they developed and likely future directions of psychology. Prerequisite: PSYC 100W and senior standing. Pre/Corequisite: PSYC 120 or PSYC 018.”

In this course, we will cover major concepts, issues, theory and research that addresses important topics related to the parent-child relationship in the early years.

Course Goals and Learning Objectives

Course Learning Outcomes (CLO)

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

CLO1: identify and discuss how multiple contexts such as the family structure, socioeconomic status, neighborhood, and culture contribute to the early parent-child relationship

CLO2: discuss how the parent and the child characteristics interact to influence child development

CLO3: discuss how parenting beliefs and practices are related to children's developmental outcomes

These competencies will be developed and demonstrated through course reading, in-class writing and discussion, research activities, and research report (oral and written).

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.

Required Readings

Available through the combination of reading reserves and web resources. The readings may draw from scientific journals, edited chapters, and popular readings, and will be selected based on your interests and my suggestion. The reading list will be finalized as the semester progresses.

Course Requirements, Assignments, and Grading Policy

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

NOTE that University policy F69-24 states that, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

(1) INTRODUCTION ESSAY = 5%

Self-examination of biases is an important but often overlooked aspect of research. To help you started, please write a short essay (2~3 pages) addressing **all** of the following: (a) your major area(s) of study and the motivation behind your choice of major, (b) your college experience as it relates to the knowledge gained in your major field and to your career outlook, and (c) your experience and/or opinion of parent-child relationship and how it has affected your major life outcomes. This assignment will also help identify potential discussion topics for our class.

(2) TOPIC PRESENTER = 25%

It is important to think flexibly and critically about the different reading materials and viewpoints. Independently or with a partner, you will chair a weekly topic by presenting the week's readings, plus one additional relevant research article of your choice, and introducing major issues and questions for discussion. You will be in charge of the class time for the week, and I strongly advise you to meet with me well in advance to develop a meeting agenda and/or review your presentation.

If you anticipate missing a class, you can still complete the requirement by swapping with someone else in advance. Please also let me know once you know you will miss a class.

(3) DISCUSSION ESSAYS = 30%

The heart of the class is the readings and class discussion. To facilitate this process, you will post your discussion points on 3 separate topics to Canvas, by Friday of the previous week. The responses should be written as well-developed essays and should be approximately 500 words. Try to address all the readings together and relate to the overall topic being covered. To prevent unfortunate losses of work, type up and save your response on your computer before copying and pasting it to Canvas.

The goal of this assignment is threefold: (1) to encourage you to reflect upon the articles in an integrative and evaluative way, (2) to help you process your ideas so that you can express them effectively in our meeting, and (3) to provide your colleagues (your classmates and I) feedback so that the discussion will better address your interests.

9~10pts	A response that is original or especially insightful—one that integrates the readings and ties them to a central theme not previously discussed.
8~9pts	An integrative response that presents a variation of the themes already discussed—one that may be tangential to the main issues or an under-developed response that shows great potential.
7~8pts	A reasonable response that is focused narrowly or lacks originality.
<7pt	Let's hope it doesn't come to this!

(4) PARENT INTERVIEW = 40% (oral report = 10%; written report = 30%)

We will develop interview questions, and you will each choose a recent parent (with a child under 5 years of age) to interview. The interview data will serve as the basis for your case study on parenting. You will give a short oral report (~5 minutes) and receive feedback from the class, before submitting the written report (8~9 pages). The paper should be in APA format, double-spaced.

***IN-CLASS WRITING = up to 3%**

To encourage continuous engagement with the material, you can complete optional in-class writings answering a writing prompt of the day (each approximately 250 words in length). Each satisfactory submission of in-class writing will earn you one percent boost to your grade.

Grade scale

A+ = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

Calculating your class grade

Introduction Essay:	_____ pts / 5 pts
Topic Presenter:	_____ pts / 25 pts
Discussion Essay 1:	_____ pts / 10 pts
Discussion Essay 2:	_____ pts / 10 pts
Discussion Essay 3:	_____ pts / 10 pts
Interview Oral Report:	_____ pts / 10 pts
Interview Written Report:	_____ pts / 30 pts
In-Class Writing (1 pt each):	_____ pts / max. 3 pts
TOTAL SCORE:	_____ pts / 100 pts

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

Make-up policy

A make-up or extension on a 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 Exam/Quiz/Due date; include your full name and telephone number (with area code) in your email. Appropriate written documentation (e.g., a physician's note) is required for a make-up to receive the full make-up credit. 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 written documentation will result in partial credit (i.e., points will be deducted). If you have questions about this policy, please see me.

Classroom Protocol

You are expected to arrive on time for all class meetings and be responsible for all class content regardless of whether you are present. In the event you cannot attend the full class, please make a conscious effort to enter/exit the room with minimal disruption. **Important Note:** On the days when an assignment is due or exam is given, you may not be allowed to complete the activity if you are late.

The use of electronic devices (e.g., laptop, tablet, cell phone) is restricted to note-taking or other instructional activities explicitly permitted by the instructor. Unauthorized uses of electronic devices are disruptive to the class, and you may lose the privilege to use them in the future or be asked to leave the class. Please mute all electronic devices before the beginning of class.

Student participation is an essential part of this course, and to facilitate open discussion you are asked to be respectful of others' views.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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](http://www.sjsu.edu/studentconduct/) 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 Integrity 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

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](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on



Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. 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 or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

PSYC 190 (The Parent-Child Relationship) Spring 2015

Course Schedule

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

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines	Present.	Discuss.
1	1/26 1/28	Introduction Due: Film suggestion		
2	2/2 2/4	<u>Due: Introduction essay</u> Theories of Parenting		
3	2/9 2/11	Parenting film		
4	2/16 2/18	#1: Sociocultural Contexts of Parenting		
5	2/23 2/25	#2: The Parent Attributes		
6	3/2 3/4	<i>No class meeting; Parent interview</i> <i>No class meeting; Parent Interview</i>		
7	3/9 3/11	#3: The Child Attributes		
8	3/16 3/18	#4: Attachment		
9	3/23 3/25	Spring Recess Spring Recess		
10	3/30 4/1	#5: Parenting and Prosocial Development		

12	4/6 4/8	#6: Parenting and Gender Development		
12	4/13 4/15	#7: Parenting and Academic Development		
13	4/20 4/22	<u>Parent interview oral report</u> <u>Parent interview oral report</u>		
14	4/27 4/29	<u>Due: Parent interview written report</u> #8: TBD		
15	5/4 5/6	#9: TBD		
16	5/11 5/13	#10: TBD		
<u>Finals</u>		<u>May 19 (Tuesday), 9:45am~12:00pm</u>		