
Psychology of Childhood Section 03

PSYC 102

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/17/2023

Class Days/Time: Tuesdays and Thursdays, 12:00pm – 1:15pm

Classroom: Clark Hall, Room 234

Canvas Course: <https://sjsu.instructure.com/courses/1568324>

Contact Information

Instructor: Dr. Désia Bacon

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Phone: 408-924-5640

Name Pronunciation: Day-sha Bay-cun

Pronouns: she/her

Office Hours

In Person Office Hours (DMH, 323): Tuesdays 10:00am-11:00am and by appointment

Online Office Hours (via Zoom): Wednesdays 1:45pm-2:45pm and by appointment

I am looking forward to meeting each of you over the course of the semester and to helping you with questions about course-related material. Please visit my office hours even if you do not have a specific question – it is always helpful to introduce yourself and have a chance to talk with professors. I also keep snacks in the office, so stop by to say hi and grab a quick snack!

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

Contacting me

To help me respond to student questions and concerns as quickly and thoroughly as possible, please adhere to the following email policy:

1. Please include PSYC-102, your class meeting time, and the email topic in the subject line, i.e., "Psyc 102, 12p, exam 2"

2. Please understand that I will do my best to reply to your communications (via email or Canvas message) within 24 hours Monday through Friday; however, I cannot guarantee a response on the weekend. That means that if you email me on Friday at 3 PM, you may not get a response until Monday. Please make note of deadlines and plan accordingly.

Conflicts and special testing conditions

Any student with a conflict between an academic requirement in this course and any religious observance will be given an alternative means of meeting the academic requirement, with two qualifications: (1) students must make requests to the instructor in writing by September 15, 2023; (2) reasonable limits will be set on the total number of days claimed by any one student.

Child Care

Parenting should not restrict your access to class. If there is an emergency that causes an immediate change to your childcare plans for that day, you are invited to bring your child to class, granted that the child does not prove a disruption to the others in the room. Please be prepared to step out with your child if your child begins to become a distraction.

Tips for success

1. I encourage you to attend and participate in every class. A classroom is a community of learners, and attendance and engagement will allow you to better understand the readings, explore different perspectives, thoughtfully formulate questions and answers, and get the most out of what each community member has to offer.
2. You do not need to complete the assigned readings before each lecture. It may be helpful to for you to attend lecture first to gain a general framework on a topic, and then follow-up what you learned in lecture by reading the more detailed coverage in the text. The ideal strategy is to skim the reading before class, attend class, and then read the text carefully soon after lecture.
3. Please use your best judgement when speaking in class. I encourage your questions and comments but try to monitor yourself if you find that you are commenting very frequently; given the size of the class, we must work together to make sure that everyone who wants to speak gets a turn. You are always welcome to write down your questions for us to discuss during office hours!
4. Do your best to manage your time by getting started on your short paper assignments and your research project early. Deadlines can sometimes sneak up on us, but by beginning early, you will be able to complete the assignment in smaller increments that are less overwhelming. Starting earlier will also give you plenty of time to reach out to me about any questions related to the rubric or your selection of content for the assignment prompt.
5. Electronics usage during the quiz and exams is prohibited and is considered to be academic misconduct. Sometimes emergencies occur (family emergency, blood sugar alert, etc.), so please raise your hand and I will make sure you can take care of what you need to and try to limit it interfering with your exam time and course success.
6. Group study is encouraged and highly effective for this course.
7. If you find a mistake on an exam or can convince me that there is a mistake on an exam question (with proper documentation from the text or a scientific article), you will receive double credit for that item.

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:

1. identify and summarize major theories in the area of child development
2. interpret commonly-used research designs in developmental psychology
3. critique conclusions drawn from research studies
4. perform their own small-scale study with a child
5. link research on child development to policy and practice

This course addresses all five of the Psychology Department's Program Learning Outcomes (PLO). The relationship between each of the Program Learning Outcomes and the course are explained below.

PLO 1 – Knowledge Base of Psychology: You will develop an understanding of the roots of human culture by studying both the universals and individual differences observed in child development across cultures, and will learn new ways to think about the interplay between culture and the natural world through the course theme of nature vs. nurture.

PLO 2 – Research Methods in Psychology: During this course you will engage in assignments that help you to develop a better understanding of how research with children requires additional design considerations, how research with children is conducted, and how data can be interpreted to better inform our understanding of development across cultures.

PLO 3 – Critical Thinking Skills in Psychology: A key goal of this course is to enhance your critical thinking skills by encouraging you to question how conclusions are drawn and to improve your understanding of how data can provide insight into important societal issues related to children's development.

PLO 4 – Application of Psychology: More than any other Psychology course other than Intro, Psychology of Childhood requires you to synthesize all the fields of psychology together, from neurons to neighborhoods, with attention to other themes from myriad disciplines (e.g., zoology, philosophy, genetics, linguistics, economics, literature, public policy, art, pediatrics, music) to understand how all aspects of our society impact development.

PLO 5 – Values in Psychology: We will consider child development through multiple lenses, including such issues as social justice, poverty, and disabilities, with the goal of giving you new ways to think about both your own and our society's responsibilities towards our most vulnerable members: children.

Course Materials

Textbook

For this course we will be using *How Children Develop, 6th Ed.* (Siegler, Saffran, Eisenberg, & Gershoff, 2020; ISBN: 9781319184568). You may use whatever format of the course textbook you prefer, and because we do not need the access code, a used copy is perfectly acceptable (and more affordable!).

When getting your copy of *How Children Develop, 6th Ed.* (Siegler, Saffran, Eisenberg, & Gershoff, 2020; ISBN: 9781319184568), please select either the hardcover, loose-leaf, or electronic version of the textbook, noting that you **do not** need the electronic access code for LaunchPad. Most of the textbook versions include LaunchPad, which is an optional online site with quizzes and LearningCurve review activities, as well as an e-book version of the textbook. You are free to purchase and use LaunchPad, but you do not need it for the course. Again, you **do not** need the electronic access code, and will be able to purchase a used version of the book to access all the necessary content for this course. The library is acquiring a few copies that you can check out for a couple hours at a time.

A copy of the 5th Ed. (Siegler, Saffran, Eisenberg, Deloache, and Gershoff, 2017; ISBN: 9781319014230) will work for this course as well, though some of the information will not be as complete or as up to date. The page numbers and chapters may not directly align with what is listed in the syllabus or what is referenced in class, but the basis of the material is suitable! If you go this route, I recommend studying with a classmate that has the updated material to make sure you have not missed something between the editions. You can also check out the 6th Ed. textbook from the library to compare.

Other Readings

Additional materials will be posted on the course Canvas page. This additional material may either be part of a project, an extra credit

opportunity, or may provide more optional information or context for material discussed in the text or during class meetings. All additional materials and readings will be mentioned in class, and accessible on the course Canvas page.

Other technology requirements / equipment / material

In this course, you will need access to the textbook and regular access to a computer with internet access and a word processor to complete assignments and access the Canvas page for the course.

Please come prepared to class with whatever materials you need to be successful. Notetaking is recommended, and you are welcome to bring a computer, tablet, or paper and a writing utensil to do so. If you have questions about other notetaking methods, please let me know and we can discuss what may work for you.

University Resources for Students

Library Liaison

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 resources for student use are available in:

- [Associated Students Print & Technology Center](https://www.sjsu.edu/as/departments/print-technology-center/index.php) [Links to an external site. \(https://www.sjsu.edu/as/departments/print-technology-center/index.php\)](https://www.sjsu.edu/as/departments/print-technology-center/index.php) in the Student Union (East Wing 2nd floor Suite 2600)
- [The Spaces and Technology](https://library.sjsu.edu/services/services) [Links to an external site. \(https://library.sjsu.edu/services/services\)](https://library.sjsu.edu/services/services) page at the MLK Library.
- [Student Computing Services](https://library.sjsu.edu/student-computing-services/student-computing-services-center) [Links to an external site. \(https://library.sjsu.edu/student-computing-services/student-computing-services-center\)](https://library.sjsu.edu/student-computing-services/student-computing-services-center)
- [Computers at the Martin Luther King Library](https://www.sjpl.org/sjaccess) [Links to an external site. \(https://www.sjpl.org/sjaccess\)](https://www.sjpl.org/sjaccess) for the public at large
- Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from [Collaboration & Academic Technology Services](https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/) [Links to an external site. \(https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/\)](https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/) located in IRC Building. 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.

Writing Center

The SJSU Writing Center offers a variety of free resources to help students become better writers. The center offers writing resources, workshops, and one-on-one and small-group tutoring sessions. Services support writing for students in all disciplines and at all levels. The SJSU Writing Center has two in-person locations, Clark Hall, Suite 126 and MLK Library, 2nd floor. Workshops and tutoring are also available through online platforms.

Visit the [Writing Center](https://www.sjsu.edu/writingcenter/) [Links to an external site. \(https://www.sjsu.edu/writingcenter/\)](https://www.sjsu.edu/writingcenter/) website to make an appointment, or to use the many resources available online.

☰ 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.”

In this course, you will complete a quiz, three exams, write two short papers, and complete a research project. Additionally, extra credit opportunities may be available throughout the semester.

Quiz and Exams

The quiz will occur early in the course and happen in class. The quiz is noted as a quiz because it is shorter, and will cover less information, than the exams. The goal of the quiz is to acclimate you to the types of questions I will ask on exams and the format of the questions that you will see on the exams. This will also give you the opportunity to see how you may want to pace yourself for the exams and might inform how you would like to prepare for the exams.

There will be three exams in the course. Each exam will cover information from in class lectures and assigned readings from the textbook up to the point of the exam.

Due to time constraints, not everything covered in the textbook will be discussed in lecture – though everything covered in the textbook may appear on the quiz exams. When studying, please keep this in mind, because your lecture notes alone will not cover all the quiz and exam material.

Short Papers

This course includes writing two short papers. Each paper has a prompt designed to allow you some freedom in your exact writing piece, while also having you integrate popular science with the information we have covered in class. Though not everyone will want to study child development as a career, it is important that everyone learns how to integrate scientific information into their critiques and critical evaluation of media and policies designed for and/or geared towards children.

Research Project

One of the most interesting parts of studying child psychological development is the variation in methodologies geared towards children, and how different methodologies relate to the different theoretical perspectives of child development. For the research project, you will have two options of project type – one in which you interact with a child in your life to do a small-scale experiment (including obtaining consent from their parent or legal guardian!) or one in which you watch a video and do an analysis of the presented experiment(s) and interactions. Both research project options include a write up.

Final Examination or Evaluation

“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 final exam/evaluation for this course is your Research Project. As noted above, for the research project, you will have two options of project type – one in which you interact with a child in your life to do a small-scale experiment (including obtaining consent from their parent or legal guardian!) or one in which you watch a video and do an analysis of the presented experiment(s) and interactions. Both research project options include a write up. The Research Project is due by the end of our university assigned final exam time slot (due on Friday 12/8, submitted on Canvas by 12:00pm (noon) PST), as noted on the course schedule later in this syllabus. **No extensions are permitted.** Guidelines for the Research Project will be distributed in September.

✓ Grading Information

Grades will be based on an in-class quiz (25 points), three in-class exams (60 points each), two short papers (15 points each), and a research project (35 points), for a total of 270 points. There will be occasional extra credit opportunities.

Rubrics for the two short papers and the research project will be available on the course Canvas page. The prompt and rubric for short paper #1 will be made available in week 4 of the course. The prompt and rubric for short paper #2 will be made available in week 10 of the course. The two options for the Research Project and the rubrics will be made available in September.

Make-up exams

The only acceptable reason for missing an exam are illness, family emergencies, or an excused absence due to a University-sponsored activity (i.e., athletics). **Make-up exams will be in essay format.** If you will be absent due to a previously discussed religious observance or University athletics event, we will work out a plan for you to take your exam in a way that accommodates your schedule.

Late work policy

An assignment is considered "late" anytime it is submitted after the assigned deadline. Submitting your short paper #1 or short paper #2 late (i.e., after 11:59PM but within 24 hours of the scheduled deadline) will result in an automatic deduction of 1/5 of the total value of the assignment (for example, 3 points will be deducted if an assignment is worth 15 points – if you would have earned an on time 15 out of 15, you will earn 12 out of 15). Each additional day your assignment is late (i.e., past 24 hours after the deadline, or more specifically, past 11:59PM the next day) will result in an additional 1/5th of the total value deduction. I have a 5-minute grace period for the initial submission deadline, since sometimes logging into your oneSJSU account and navigating to the submission page takes a couple minutes. That being said, any submission 5-minutes or more after the deadline is late (e.g., if your assignment is due at 11:59 PM, a 12:03 AM submission will be accepted without penalty, but a 12:05 AM submission will be considered late).

A Research Project submitted up to 24 hours late will get an automatic 50% total value deduction on the grade (can earn a max of 17.5 out of 35 points). **No submissions will be accepted 24 hours after the original deadline.**

Any **extra credit opportunities will receive no extension of the deadline.** If the extra credit is not submitted on time, it will not be eligible to be considered for extra credit. If you would still like feedback on your submission, I will provide it!

Breakdown

Grade breakdown table

Below is a table with a grade breakdown. The points are listed as whole numbers. Due to the extra credit opportunities offered throughout the semester, I do not round grades at the end of the semester.

Grade	Points	Percentage
A plus	259 to 270	96 to 100%
A	251 to 258	93 to 95%
A minus	243 to 250	90 to 92%
B plus	232 to 242	86 to 89%
B	224 to 231	83 to 85%
B minus	216 to 223	80 to 82%
C plus	205 to 215	76 to 79%
C	197 to 204	73 to 75%
C minus	189 to 196	70 to 72%
D plus	178 to 188	66 to 69%
D	170 to 177	63 to 65%
D minus	162 to 169	60 to 62%
F	0 to 161	to 59%

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

Note: Course Schedule contains 6th edition textbook page numbers

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

Semester Week/Day	Date	Topics, Assignments, Deadlines	Required readings
1 - T	8/22	Overview and course logistics	Syllabus
1 - R	8/24	What is development?	Chapter 1
2 - T	8/29	Research methods for developmental psychology	Chapter 1
2 - R	8/31	Biological foundations	Chapter 2 Chapter 3 Chapter 5 (176-184)
3 - T	9/5	Biological foundations	Chapter 2 Chapter 3 Chapter 5 (176-184)
3 - R	9/7	Biological foundations	Chapter 2 Chapter 3 Chapter 5 (176-184)
4 - T	9/12	Quiz in class	

4 - R	9/14	Infant sensation, perception, learning	Chapter 5 (159-176) Chapter 5 (184-192) Chapter 6 (203-210) Chapter 7 (238-239)
5 - T	9/19	Infant sensation, perception, learning	Chapter 5 (159-176) Chapter 5 (184-192) Chapter 6 (203-210) Chapter 7 (238-239)
5 - R	9/21	Infant sensation, perception, learning	Chapter 5 (159-176) Chapter 5 (184-192) Chapter 6 (203-210) Chapter 7 (238-239)
6 - T	9/26	Exam 1 in class	
6 - R	9/28	Cognitive development	Chapter 4 Chapter 7
7 - T	10/3	Cognitive development	Chapter 4 Chapter 7
7 - R	10/5	Cognitive development	Chapter 4 Chapter 7
8 - T	10/10	Cognitive development	Chapter 4 Chapter 7
8 - R	10/12	Language development	Chapter 6
9 - T	10/17	Language development	Chapter 6
9 - R	10/19	Language development	Chapter 6
10 - Monday	10/23	Short essay #1 due by 11:59pm PST	
10 - T	10/24	Emotional development	Chapter 10 Chapter 11 (391-401) Chapter 12 (433-437) Chapter 14 (502-522)

10 - R	10/26	Emotional development	Chapter 10 Chapter 11 (391-401) Chapter 12 (433-437) Chapter 14 (502-522)
11 - T	10/31	Emotional development	Chapter 10 Chapter 11 (391-401) Chapter 12 (433-437) Chapter 14 (502-522)
11 - R	11/2	Material catch-up and exam 2 review	None
12 - T	11/7	Exam 2 in class	
12 - R	11/9	Gender development	Chapter 15
13 - T	11/14	Social development	Chapter 9 (322-348) Chapter 11 (401-413) Chapter 13 (474-480)
13 - R	11/16	Social development	Chapter 9 (322-348) Chapter 11 (401-413) Chapter 13 (474-480)
14 - T	11/21	Atypical development	None
14 - R	11/23	No Class - University closed	
15 - T	11/28	Atypical development	None
15 - R	11/30	Concluding issues	Chapter 16
16 - Monday	12/4	Short essay #2 due by 11:59pm PST	
16 - T	12/5	Exam 3 in class	
16 - R	12/7	University Study Day	
Final Exam – Friday	12/8	Research Project due on Canvas by 12:00pm (noon) PST	