

Psychology of Childhood

PSYC 102

Fall 2026 Section 02 In Person 3 Unit(s) 08/19/2026 to 12/07/2026 Modified 08/19/2026

Contact Information

Class time and location:

Section 01: Monday and Wednesday, 12:00-1:15pm in DMH 164

Section 02: Monday and Wednesday, 1:30-2:45pm in DMH 164

Note: You are unable to complete in-class activities if you attend the other section.

Instructor:

Name: Shinchieh (CJ) Duh

Email: cj.duh@sjsu.edu

Office: Dudley Moorhead Hall (DMH) 315

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.

Office Hours:

Mondays 4:30-5:30pm, or by appointment, in DMH 315.

Wednesdays 10:30-11:30am, or by appointment, via Zoom.

Virtual office hours are held via Zoom, at <https://sjsu.zoom.us/j/814811888> (<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](http://sjsu.instructure.com) 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

Class Environment

1. 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.

2. 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 the class meeting with minimal disruption.

3. 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](http://www.sjsu.edu/senate/docs/S12-7.pdf) (<http://www.sjsu.edu/senate/docs/S12-7.pdf>), which can be found at <http://www.sjsu.edu/senate/docs/S12-7.pdf> (<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.

AI Policy

Any writing, media, or other submission not explicitly identified as involving AI-generated content or AI-assisted work will be assumed to be original to the student. If you use AI in any way, you must clearly disclose how it was used. Undisclosed AI-generated or AI-assisted work may be treated as plagiarism and academic dishonesty, may receive zero points, and may be referred to the Office of Student Conduct and Ethical Development.

In this course, AI may be used only for limited support functions unless I explicitly approve otherwise. AI may not generate substantive content, analysis, interpretation, organization, or first drafts for work submitted for credit. If AI is used for minor support, that use must be disclosed. As a rule of thumb, if the AI is doing thinking or writing that this assignment is meant to assess you doing, then the use is not permitted.

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: Describe typical patterns of child development from the prenatal period through middle childhood across biological, cognitive, and socioemotional domains.
- CLO 2: Apply major developmental theories and concepts to interpret children's behavior, experiences, and developmental change.
- CLO 3: Interpret findings from developmental research, including what was studied, what was found, and what conclusions can reasonably be drawn.
- CLO 4: Evaluate how individual and contextual factors shape child development.
- CLO 5: Evaluate claims about child development using scientific evidence and reasoning.
- CLO 6: Apply developmental psychology concepts and evidence to real-world examples and contemporary issues.

Course Materials

Textbook

- Santrock, J. W., Lansford, J. E., & Deater-Deckard, K. (2022). Children (15th edition). McGraw-Hill Education. You are welcome 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> (<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, Lauren DeCelle, via email at lauren.decelle@sjsu.edu.
- You will also utilize public sources on the Internet.

Technology Equipment

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.
 - *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 who 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> (<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 of course assignments is as follows.

(1) Quizzes and Exams

This course consists of 10 topics, and the quizzes and exams cover assigned readings, lectures, and other assigned instructional materials such as supplemental videos.

You will complete 2 quizzes. 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, with each exam covering 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 \(http://peerconnections.sjsu.edu\)](http://peerconnections.sjsu.edu), which can be found at [http://PeerConnections.sjsu.edu \(http://PeerConnections.sjsu.edu\)](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 must be 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 academic dishonesty (for example, unusual response patterns

and/or IP address matches), you will receive a score of zero on the test and be reported to the office of Student Conduct and Ethical Development. Because the tests are open-book and open-notes, **questions emphasize conceptual understanding and application rather than simple recall**. Searching for definitions or keywords during the test is therefore unlikely to be helpful. The tests are NOT cumulative, although key concepts build across the course and support your learning.

***Connection to CLOs:** You will be expected to demonstrate that you can recognize patterns of development across childhood (CLO 1), use course ideas to make sense of children's behavior and developmental change (CLO 2), interpret research evidence and draw reasonable conclusions from it (CLO 3), consider how personal, family, and broader social influences shape development (CLO 4), judge whether claims about children are well supported by evidence (CLO 5), and apply what you have learned to real-life and contemporary issues (CLO 6).*

(2) "Parenting Fact-Checking" Project

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 public 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 topic discovery, a claim check, an evidence map, a content worksheet, a design plan, a presentation script, and the slides (or poster). At the project showcase, you will present your project and also provide evaluation ratings and feedback to other groups' presentations.

***Connection to CLOs:** Each group will choose a parenting topic, select two public 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 3, CLO 5), and practical value (CLO 4). The group will then use this analysis to draw an informed conclusion about the topic in relation to contemporary issues in child development (CLO 6).*

(3) Homework

Homework assignments are intended to help deepen your learning and prepare you for the exams. They include questions focused on conceptual understanding and application, similar to those you will encounter on the exams. All homework assignments are graded by the number of correct answers, but they are not timed. In other words, they remain open until you submit them. You may begin an assignment anytime after it becomes available and can take as much time as you need, as long as you submit it on Canvas by the deadline to avoid late penalties. You are encouraged to consult all course materials and ask me questions while working on the homework.

***Connection to CLOs:** The homework assignments provide practice for the same CLOs assessed on the quizzes and exams.*

(4) In-Class Activities

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 desired 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

Evaluation

The homework, 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 assignment-specific rubrics are posted on Canvas; mainly, your grade depends on how carefully you address specific requirements of the assignment. 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.

Late Policy

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 due date. Appropriate documentation (e.g., a physician’s note) is required for a make-up to receive the full consideration. If you are unable 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

Your final letter grade will be based on the percentage of total course points you earn. This percentage is calculated by dividing the total points you earn by the total possible points in the course. Work hard to obtain as many points as possible so that you do not find yourself at the cusp of a letter grade at the end of the course.

Total possible points: 1000

Assignment	Points Value	Percentage of Total Grade
Quizzes	50 Points	5%
Exams	400 Points	40%
Homework Assignments	250 Points	25%
In-Class Activities	100 Points	10%
Project: Topic Discovery	50 Points	5%
Project: Claim Check	30 Points	3%
Project: Evidence Map	10 Points	1%
Project: Presentation Script	10 Points	1%
Project: Final Presentation	80 Points	8%
Project: Review Other Presentations	20 Points	2%
	Total Points: 1000	

Points Earned and Corresponding Letter Grade

A+ = 990 or above

A = 930 - 989

A- = 900 - 929

B+ = 870 - 899

B = 830 - 869

B- = 800 - 829

C+ = 770 - 799

C = 730 - 769

C- = 700 - 729

D+ = 670 - 699

D = 630 - 669

D- = 600 - 629

F = 599 or below

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! Develop a plan (e.g., designated weekly times) to stay on track and avoid cramming. Assignments are typically due on **Sundays at 11:59pm**, so that we can discuss the results in class during the week. For the quizzes and exams, they will be available from Wednesday to Sunday; this means you will have 2 weekdays (plus the weekend if you wish to utilize the time) during which you need to find time to complete them. Other assignments will be available at least one week before they are due, and they remain open (progress automatically saved) until you tell Canvas to submit; feel free to start on these assignments as soon as they are available.

We will meet a few times over Zoom. Please join each Zoom meeting/class at least 5 minutes in advance, to allow time to solve any technological issues that may arise.

Zoom meeting name: DUH Psyc 102

Zoom meeting ID: 960 9735 5873

Zoom meeting password: 102

Alternatively, you can use the password-embedded link:

<https://sjsu.zoom.us/j/96097355873?pwd=KzF5amEwTDU4ZFd0VXBta3dFQ3U3QT09>
(<https://sjsu.zoom.us/j/96097355873?pwd=KzF5amEwTDU4ZFd0VXBta3dFQ3U3QT09>).

Meeting Date	Class Topic and Reading	Assignments due at SUN 11:59pm (unless otherwise noted)
8/19 (W)	Introduction	
8/24 (M)	Topic 1—Theories and methods for development <i>Optional Read: Ch 1 (pp. 9-35)</i>	
8/26 (W)	Topic 1—Theories and methods for development (cont'd)	
8/31 (M)	Topic 1—Theories and methods for development (cont'd)	HW~Theories (up to IP theories) *due end of 8/30

9/2 (W)	<u>Groups form</u> ; Parenting Fact-Checking Project Overview	
9/7 (M)	<i>NO CLASS</i>	<u>Quiz 1~Theories and methods (15 min)</u> *due end of 9/6 (opens 8/31)
9/9 (W)	Topic 2—Prenatal and birth <i>Read: Ch 3 (pp. 72-77, pp. 85-94), Ch 4 (pp. 100-110)</i>	
9/14 (M)	<i>NO CLASS</i>	Project~Topic discovery *due end of 9/13
9/16 (W)	<u>Groups meet</u> to discuss discoveries; Topic 2—Prenatal and birth (cont'd)	
9/21 (M)	Topic 3—Infant physical <i>Read: Ch 5 (all pages)</i>	<u>Quiz 2~Prenatal and birth (15 min)</u> *due end of 9/20 (opens 9/16)
9/23 (W)	Topic 3—Infant physical (cont'd)	
9/28 (M)	Topic 4—Infant cognitive <i>Read: Ch 6 (pp. 157-171)</i>	HW~Infant physical *due end of 9/27
9/30 (W)	Topic 4—Infant cognitive (cont'd)	
10/5 (M)	<u>Groups meet</u> to confirm commentary pieces; Topic 5—Infant socioemotional <i>Read: Ch 7 (pp. 188-196, pp. 201-206)</i>	<u>Exam 1~Infant physical + Infant cognitive (30 min)</u> *due end of 10/4 (opens 9/30)
10/7 (W)	Topic 5—Infant socioemotional (cont'd)	
10/12 (M)	Topic 6—Language <i>Read: Ch 6 (pp. 172-181), Ch 9 (pp. 262-263)</i>	HW~Infant socioemotional Project~Claim check *due end of 10/11
10/14 (W)	Topic 6—Language (cont'd)	
10/19 (M)	<i>NO CLASS</i> Groups meet for evidence map	<u>Exam 2~Infant socioemotional + Language (30 min)</u> *due end of 10/18 (opens 10/14)
10/21 (W)	<i>NO CLASS</i> Groups meet for evidence map	
10/26 (M)	Topic 7—EC cognitive <i>Read: Ch 9 (pp. 245-260)</i>	Project~Evidence map *due end of 10/25
10/28 (W)	Topic 7—EC cognitive (cont'd)	

11/2 (M)	Topic 8— EC socioemotional <i>Read: Ch 10 (pp. 277-287, pp. 303-309)</i>	HW~EC cognitive *due end of 11/1
11/4 (W)	Topic 8—EC socioemotional (cont'd)	
11/9 (M)	<u>Groups meet</u> for content worksheet	<u>Exam 3~EC cognitive + EC socioemotional (30 min)</u> *due end of 11/8 (opens 11/4)
11/11 (W)	<i>NO CLASS</i>	
11/16 (M)	Topic 9—MC cognitive <i>Read: Ch 12 (pp. 343-352, pp. 358-364)</i>	Project~Content worksheet *due end of 11/15
11/18 (W)	Topic 9—MC cognitive (cont'd)	
11/23 (M)	<u>Groups meet</u> for design plan Topic 10—MC socioemotional <i>Read: Ch 13 (pp. 381-385, pp. 393-406), Ch 10 (pp. 288-291, pp. 296-299)</i>	HW~MC cognitive *due end of 11/22
11/25 (W)	<i>NO CLASS</i>	
11/30 (M)	Topic 10—MC socioemotional (cont'd)	Project~Design plan *due end of 11/29
12/2 (W)	<u>Groups meet</u> to work on project: final presentation and presentation script	
12/7 (M)	Zoom: Project Showcase Overview	<u>Exam 4~MC cognitive + MC socioemotional (30 min)</u> *due end of 12/6 (opens 11/30)
FINAL	<u>Zoom: Parenting Fact-Checking Project Showcase</u> <u>Section 01 (MW @12:00)</u> <u>--WEDNESDAY, Dec 9, 10:45-</u> <u>12:45pm</u> <u>Section 02 (MW @1:30)</u> <u>--MONDAY, Dec 14, 1:00-</u> <u>3:00pm</u>	Project~Presentation script *due end of day before showcase Project~Final presentation *due end of day before showcase Project~Review other presentations *due end of showcase day