

Current Issues Capstone

PSYC 190

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

Contact Information

Class time and location:

Monday and Wednesday, 3:00-4:15pm in HGH 231

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 190." 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

This course explores how parent-child relationships are shaped by culture, context, individual differences, and lived experience. You will learn how to read and evaluate research, connect it to real families and real-world questions, and communicate your ideas through discussion, presentations, and writing.

Course Description and Requisites

Integrative survey of current issues in psychology, how they developed and likely future directions. Completion of the research methods requirement prior to enrollment in this course is recommended.

Prerequisite: PSYC 100W and senior standing.

Co/Prerequisite: PSYC 118 or PSYC 120

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:

1. Explain major theories, concepts, and empirical findings on parent-child relationships.
2. Analyze how sociocultural contexts, parent characteristics, child characteristics, and relationship history interact to shape the outcomes of parents and children.
3. Critically evaluate research on parent-child relationships, including methods, measures, findings, and limitations.

4. Apply course theories and evidence to interpret real-world parent-child relationship cases.
5. Integrate and communicate psychological evidence in clear written, oral, and discussion-based forms using disciplinary conventions.

Course Materials

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.

- ***It is expected that you complete the readings before class so that you can participate in a meaningful manner, including contributing to discussions and completing other in-class activities.***

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.

Technology Equipment

This is a technology-intensive course. You will access almost 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).
 - *Note: SJSU has a free equipment loan program available for students.*
- reliable Internet connection.
 - *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

(1) INTRODUCTORY REFLECTION = 5%
(CLO 2, 4, 5)

Self-examination of assumptions is an important but often overlooked aspect of research. To help you get started, please write a short reflection (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 shapes your knowledge, skills, and career outlook;

- (c) your experience, observation, and/or opinion of parent-child relationships and how it has affected your major life outcomes; and
- (d) one question about parent-child relationships that you would like research to help you answer.

(2) TOPIC LEADER = 25%

(CLO 1, 2, 3, 5)

It is important to think flexibly and critically about the different reading materials and viewpoints. Independently or with other(s), you will chair a weekly topic by presenting the week's readings, plus any additional relevant material to articulate and enrich the presentation, and introducing major issues and questions for discussion. You will be in charge of the class time for the duration of the topic, 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 = 15%

(Relevant to all CLOs)

The heart of the class is the readings and class discussion. To facilitate this process, you will complete discussion essays on 3 separate topics, outside of your topic. Discussion essays need to be submitted to Canvas by Friday of the previous week, before we begin the topic in class. Each essay should be well-developed and be approximately 500 words, addressing all of the readings and relating them to the topic. See the assignment page on Canvas for the grading rubric and sample essays. To prevent unfortunate losses of work, always type up and save copies of your essays on your computer before submitting them.

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.

Essay 1—Topic 1 or 2: Write for an early topic so that you will receive feedback from me. This helps bring everyone up to speed regarding what is expected for this class.

Essay 2—the topic AFTER your topic: To ensure that all presenters receive some discussion ideas for their topic, you will submit a discussion essay for the topic following your presentation. For example, if you're presenting Topic #2, you will submit an essay for Topic #3; if you're presenting the final topic, you will submit an essay for Topic #1.

Essay 3—self-selected topic: Write an essay for any topic other than the previous two.

Special submission instruction: Each essay needs to be posted to (1) the respective assignment pages, and (2) the respective discussion threads. I apologize for the extra step. Currently, Canvas can't run plagiarism check on discussion posts, nor make assignment submissions viewable to classmates, so you need to

submit to two separate places.

(4) PARENT INTERVIEW PROJECT = 30%

(Relevant to all CLOs.)

To apply theory to the real world (and vice versa), you will each conduct a semi-structured interview with a parent who has at least one child under 5 years of age. A list of interview questions will be provided, and you are free to adapt it based on your interest. The interview data will serve as the basis for your case study on the parent-child relationship. You will give a short oral report (~5 minutes) to present the outline of your written report, so that to receive some feedback from the class before submitting the written report (8~9 pages).

The paper should be in APA format, double-spaced. You will demonstrate your mastery of the course material by producing a case study analyzing the multiple contexts of the parent-child relationship, the individual attributes that contribute to the relationship, and two other major parent-child relationship topics (covered in class or elsewhere). In discussing your findings, you will need to critically review and integrate at least 5 class readings plus at least 3 additional scholarly sources. The paper will be written based on research findings, rather than common sense and intuitions. There will be multiple checkpoint assignments to help you reflect and refine along the way.

(5) IN-CLASS ACTIVITIES = 15%

(Relevant to all CLOs; specific emphasis varies by weekly topic.)

To encourage class interaction and continuous engagement with the material, you will complete 10~15 in-class activities related to the topic of the week (three lowest scores dropped). These are impromptu activities that you will complete during class individually or collaboratively. These activities may be given at any time during the class and are graded on a satisfactory/unsatisfactory basis. To receive credit, you must complete the activities with the class and demonstrate your participation via Canvas, paper, action, and/or speech during this time. You CANNOT make up for any missed activities, so the three activities with the lowest scores will be dropped.

If you receive "unsatisfactory" on more than three activities, you will see a noticeable negative impact to your final grade. Moreover, because the activities are tied to the weekly topics, it is important that you complete the assigned readings before class to ensure that you can contribute to the activity and attain the desirable score.

(6) FINAL EVALUATION - ROUND TABLE DISCUSSION = 10%

(Relevant to all CLOs)

Round table is a type of academic discussion, in which participants engage in conversations about predetermined topics. At the round table, we will review and discuss the course in its entirety; the round table thus facilitates synthesis of course content. Furthermore, the round table offers an opportunity for us to practice articulating academic and technical knowledge in a conversational setting. To facilitate discussion and ensure everyone is ready to contribute, we will develop the meeting plan together.

✓ Grading Information

Written assignments (introduction essay, discussion essays, parent interview—written report) are graded by the extent to which you address the prompts and articulate these ideas. Each should be a well-developed and well-edited essay that clearly addresses all the required prompts in an integrative and original manner. APA style of writing should be utilized. Assignment-specific rubrics can be found on the assignment pages on Canvas.

The topic presenter assignment is graded by the extent to which you demonstrate expertise, articulate the information, and elicit meaningful participation. You should be able to offer critical insight on the topic and offer explanations as questions arise. The information should be presented visually and vocally, in a manner that is organized, interesting, and effective. Moreover, you are required to incorporate at least one in-class activity that directly enhances participation and discussion of the topic. The detailed rubric can be found on Canvas.

The parent interview—oral report is graded by the extent to which you address the prompts and articulate the information. You should answer the prompts in a clear voice.

In-class assignments (in-class activities, round table discussion) are graded on a satisfactory/unsatisfactory basis by your timely and meaningful participation via Canvas, paper, action, and/or speech.

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.

Extra credit: There are no extra-credit opportunities.

Calculating your class grade

Introduction Essay:	Your percentage score x .05 = _____
Topic Presenter:	Your percentage score x .25 = _____

Discussion Essay 1:	Your percentage score x .05 = ____
Discussion Essay 2:	Your percentage score x .05 = ____
Discussion Essay 3:	Your percentage score x .05 = ____
Interview Oral Report:	Your percentage score x .05 = ____
Interview Written Report:	Your percentage score x .20 = ____
In-Class Activities:	Your percentage score x .15 = ____
Round Table Discussion:	Your percentage score x .10 = ____
TOTAL SCORE:	____

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

A+ = 99-100%
 A = 93-98.99%
 A- = 90-92.99%
 B+ = 87-89.99%
 B = 83-86.99%
 B- = 80-82.99%
 C+ = 77-79.99%
 C = 73-76.99%
 C- = 70-72.99%
 D+ = 67-69.99%
 D = 63-66.99%
 D- = 60-62.99%
 F = 59.99 and 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 lecture and via electronic communication. It is your responsibility to stay informed of the course schedule and announcements.

Course Schedule

Meeting Date	Class Topic and Reading	LEADERS (2~4 ppl)
8/19 (W)	Introduction	-----
8/24 (M)	Parenting Theories	-----
8/26 (W)	Parenting Theories <u>Due 8/28 (Fri): Introductory reflection</u>	-----
8/31 (M)	Lecture Planning Workshop	-----
9/2 (W)	Lecture Planning Workshop <u>Due 9/4 (Fri): Discussions for Topic #1</u>	-----
9/7 (M)	NO CLASS – Labor Day	-----
9/9 (W)	#1: Sociocultural Contexts of Parenting	
9/14 (M)	NO CLASS <u>Project Checkpoint 1: Recruitment & Planning.</u>	-----
9/16 (W)	#1: Sociocultural Contexts of Parenting <u>Due 9/18 (Fri): Discussions for Topic #2</u>	
9/21 (M)	#2: The Parent Attributes	
9/23 (W)	#2: The Parent Attributes <u>Due 9/25 (Fri): Discussions for Topic #3</u>	
9/28 (M)	#3: The Child Attributes	
9/30 (W)	#3: The Child Attributes <u>Due 10/2 (Fri): Discussions for Topic #4</u>	
10/5 (M)	#4: Attachment	
10/7 (W)	#4: Attachment <u>Project Checkpoint 2: Finalize Questions</u> <u>Due 10/9 (Fri): Discussions for Topic #5</u>	
10/12 (M)	#5: Parenting and Prosocial Development	
10/14 (W)	#5: Parenting and Prosocial Development <u>Project Checkpoint 3: Confirm Plans</u>	
10/19 (M)	NO CLASS: Parent Interview Week! Complete your parent interview during or before this week. Use the remaining time to organize your notes and identify preliminary connections to course concepts.	-----

10/21 (W)	NO CLASS: Parent Interview Week! Complete your parent interview during or before this week. Use the remaining time to organize your notes and identify preliminary connections to course concepts. <u>Due 10/23 (Fri): Discussions for Topic #6</u>	-----
10/26 (M)	#6: Parenting and Gender Development	
10/28 (W)	#6: Parenting and Gender Development <u>Project Checkpoint 4: Evidence Map</u> <u>Due 10/30 (Fri): Discussions for Topic #7</u>	
11/2 (M)	#7: Parenting and Academic Development	
11/4 (W)	#7: Parenting and Academic Development <u>Due 11/6 (Fri): Interview report outline</u>	
11/9 (M)	Interview oral reports	-----
11/11 (W)	NO CLASS – Veterans Day	
11/16 (M)	Interview oral reports	-----
11/18 (W)	<u>Project Checkpoint 5: Writing Workshop</u> <u>Due 11/20 (Fri): Discussions for Topic #8</u>	-----
11/23 (M)	#8: TBD (mini topic?)	
11/25 (W)	NO CLASS – Pre-Thanksgiving	-----
11/30 (M)	#8: TBD (or new mini topic with no Discussions?)	
12/2 (W)	Round Table Discussion planning	-----
12/7 (M)	NO CLASS – Extra Study Day for you	-----
FINAL	FRIDAY Dec 11, 3:15-5:15pm <u>Round Table Discussion</u>	-----