

Course Syllabus

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PSY 330 Child Development

Prerequisites: restricted to upper-division standing; GE Areas A1, A2, A3, and B4 all with grades of C- or better; PSY 200 or equivalent; or permission of the instructor

GE Category: UD-B: Physical Life Science; Social Justice

Course Learning Outcomes ("COs")

We will study the developmental changes that take place between conception and adolescence. We will cover several aspects of these changes: the major milestones of physical, cognitive, social and emotional development (***what changes?***), theories of development such as ones proposed by Piaget and Vygotsky (***why does it change?***), approaches to developmental research (***how do we know?***), and implications to studying child development (***what can we do with these information?***). We will learn specific content knowledge related to child development as well as build the analytical and reasoning skills to critically evaluate developmental research. We will explore the views of human development as they pertain to our own life as well as the lives of people we know.

When a student has completed this course, they will be able to....

- CO 1. Identify major developmental milestones for children from conception through adolescence in the areas of physical, cognitive, psychosocial, and emotional development; differentiate characteristics of typical and atypical development at various stages
- CO 2. Understand the importance of the early years of childhood and the dynamic relations between maturational processes and social/environmental factors on varying areas of human development
- CO 3. Compare and contrast classic and contemporary theoretical frameworks for studying human development
- CO 4. Understand how cultural, social systematic, economic, political, historical contexts affect children's development and diversity in human behavior
- CO 5. Analyze scientific methods applied in studying child development (e.g., hypothesis testing, research designs, and data analyses) and identify potential ethical issues as well as its implications for social justice and the well-being of children
- CO 6. Critically evaluate scientific information and claims from a variety of sources to construct coherent and well-reasoned arguments to address current challenges and concerns related to child development

Instructor Contact

- Name: Jae H. Paik, Ph.D.
- Email: jaepaik@sfsu.edu
- Phone: 415-405-5077
- Office Hours: Thursdays from 4-5pm [Zoom Office Hours Link](#)[Links to an external site.](#)

Best way to contact me is through Canvas mail. I should respond within 24 hours during the weekdays.

Course Modality and General Expectations

This is an entirely online course. This course will be delivered entirely online through the learning management system, Canvas. You will use your SFSU username and password to log in to the Canvas course.

In Canvas, you will access online lessons, course materials, and resources. At designated times throughout the semester, we will participate in a blend of self-paced and group-paced activities using Canvas, Zoom web-conferencing and other internet-based technologies. Activities will consist of online assignments, discussion forums, quizzes, and announcements. All student work is submitted/posted online in Canvas.

This is a 3 unit course and will require approximately 15-17 hours per week in order to read course materials, watch course lectures, and participate in course assessment activities.

Required Course Materials

This is a zero cost course materials class. We will be using Chapters from OER textbooks, which will be posted on Canvas.

Grading Policy

- **Getting to Know One Another.**

This will be the first assignment for the course! A student is to post a short bio about themselves with a photo (or avatar or bitmoji). In order to receive the full credit, a student will need to read at least 5 of their postings and provide welcoming comments. It is also a way for me to get to know you better! Part 1-Individual Posting is due 10 pm on Wednesday after the course begins on Week 1 and Part 2-Comments to Peers are due 10 pm on Sunday, Week 1. 20 points x 2 parts = 40 points

- ***Discussions.***

The heart of the class is how we process and share our course materials. All students are expected to have read all assigned materials for that week and contribute to the class discussion. For this assignment, a student will read the prompt, post an individual response to the prompt (200 words minimum due 10 pm on Wednesdays), and then comment on two classmates' postings (100 words minimum each due 10 pm on Sundays). A student must post an individual response first before they can make comments to their peers' postings. 20 points x 5 Weekly Discussions = 100 points total.

- ***Quizzes.***

Weekly Quizzes will assess students' understanding of the course materials posted on Canvas for that week, thus NOT cumulative. Weekly Quiz will be open from 5am on Friday until 10pm on Saturday. Once started, students will have an hour to finish the quiz. So, be sure to have allocate enough time to take the quiz on Friday or Saturday. If student is unable to take the quiz for religious observances or any other university approved excuse, they will need to make arrangement with me at least a week ahead of time. If student is sick, they will need a doctor's notes and they **must** contact me no later than 10 pm on Sundays. 20 points x 5 Weekly Quizzes = 100 points total.

- ***Social-Emotional Learning (SEL) Project.***

I value how students creatively link what we are learning in class to other resourceful information that they gather on their own. Throughout this course, we will be discussing a contemporary issue that is gaining a lot of attention - impact and implementation of school-based social-emotional learning (SEL) on children's development. We will explore this important issue together throughout the course. This three-part SEL project together will provide more of an in-depth analyses of how SEL can be integrated to promote holistic approach to child development. 30 points x 3 SEL Assignments (due 10pm on Sundays, weeks 2, 4, & 5) = 90 points total.

To figure a letter grade, I will use the following grading policy:

= 297-306 pts	A = 307-330 pts			A-
=264-273 pts	B+ = 287-296 pts			B-
231-240 pts	C+ =254-263 pts			C-
	C = 241-253 pts			

198-207 pts

D+ = 221-239 pts

D = 208-220 pts

D- =

F = 0-197 pts

There will be no unexcused make-up assignments and quizzes under any circumstances. There will be no extra credit points available in this course.

University Policies & Student Resources

There are important University policies that you should be aware of, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures; accommodations for students with disabilities and the diversity vision statement.

Academic Integrity

[SFSU's Plagiarism Policy](#)

[Plagiarism.org](#) is a good resource on plagiarism, how to prevent it, and how to cite your own work.

Disability Programs and Resource Center (DPRC)

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building, Room 110, and can be reached by telephone (voice/(415) 338-2472, video phone/(415) 335-7210) or by email (dprc@sfsu.edu).

This course has been designed with great attention to detail regarding inclusivity and accessibility. If you have any challenges interacting with any course materials please reach out to the instructor right away. It is my goal and responsibility to ensure equal access to educational materials and to remove barriers for all students.

- Phone: (415) 338-2472
- Video phone: (415) 335-7210
- [DPRC Website](#)[Links to an external site.](#)

Counseling & Psychological Services (CAPS)

- Phone: (415) 338-2208
- [CAPS Website](#)[Links to an external site.](#)

Tutoring and Academic Support Center (TASC)

- Phone: (415) 405-5516
- [TASC Website](#)
- TASC Email: tutoring@sfsu.edu

Student Health Services (SHS)

Student Health provides confidential basic health services as well as primary care, psychiatry, pharmacy, laboratory, and x-ray. We encourage health awareness and educate about preventive care, disease management and treatment choices. Our goal during each visit is that you and SHS medical staff work together to make decisions to promote your health and well-being, now and into the future. To view their services or schedule an appointment please visit the [Student Health Services WebsiteLinks to an external site.](#)

Disclosures

Student disclosures of sexual violence

- SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Title IX Coordinator by completing the report form available at <http://titleix.sfsu.edu>, e-mailing vpsaem@sfsu.edu or calling (415) 338-2032.
- To disclose any such violence confidentially, contact:
 - The SAFE Place: (415) 338-2208; [http://www.sfsu.edu/~safe_plc/Links to an external site.](http://www.sfsu.edu/~safe_plc/Links%20to%20an%20external%20site)
 - Counseling and Psychological Services Center: (415) 338-2208; [http://psysservs.sfsu.edu/Links to an external site.](http://psysservs.sfsu.edu/Links%20to%20an%20external%20site)

For more information on your rights and available resources: [http://titleix.sfsu.eduLinks to an external site.](http://titleix.sfsu.eduLinks%20to%20an%20external%20site)

Course Schedule

Tentative Course Schedule including Topic, Objectives, and Activities Due

WEEK	TOPIC & OBJECTIVES	ACTIVITIES DUE (no later than 10pm on assigned date)
Welcome Module	Welcome and Administrative Matters	
Module 1 Week 1	Introduction to Child Development, Genetics, and What is SEL?	• Wednesday: Discussion-Individual Response & Getting to Know One Another- Initial Posting • Sunday: Discussion-Comments to Peers • Friday - Saturday: Quiz #1 • Sunday: Getting to Know One Another-Comments to Peers
Module 2 Week 2	Prenatal Development, New Beginning, benefits of SEL	• Wednesday: Discussion-Individual Response • Sunday: Discussion-Comments to Peers • Friday - Saturday: Quiz #2 • Sunday: SEL Project Part 1
Module 3 Week 3	Theories of Development, Physical Development, Perception, & Sample SEL activities I	• Wednesday: Discussion-Individual Response • Sunday: Discussion-Comments to Peers • Friday-Sunday: Quiz #3
Module 4 Week 4	Language Development, Intelligence, Creativity & Sample SEL activities II	• Wednesday: Discussion-Individual Response • Sunday: Discussion-Comments to Peers • Friday - Saturday: Quiz #4 • Sunday: SEL Project Part 2
Module 5 Week 5	Social Cognition, Attachment, Emotional Development	• Wednesday: Discussion-Individual Response • Sunday: Discussion-Comments to Peers • Friday - Saturday: Quiz #5 • Sunday: SEL Project Part 3