

Course Syllabus

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.

The development of the child from conception to adolescence.

Course Attributes: UD-B: Physical Life Science

Student Learning Outcomes ("SLOs") & Course Attributes ("CA")

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

- SLO I: Identify major developmental milestones for children from conception up to adolescence in the areas of physical, cognitive, psychosocial, and emotional development; differentiate characteristics of typical and atypical development at various stages
- SLO II: Evaluate 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
- SLO III: Compare and contrast classic and contemporary theoretical frameworks for studying human development
- SLO IV: Explore ways in which cultural, social systematic, economic, political, historical contexts affect children's development and diversity in human behavior
- SLO V: 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 their implications for social justice and the well-being of children
- SLO VI: 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

Course Attributes | Student Learning Outcomes for Upper Division Physical and/or Life Science

After completion of an upper-division general education course in physical and/or life sciences, students will be able to:

- CA I: Apply scientific methods of inquiry and analysis (such as hypothesis testing, systematic and reproducible observations, and the analysis of measurable data) to the physical universe, including either living or nonliving systems;
- CA II: Articulate how scientific theories and practices come to be accepted, contested, changed, or abandoned by the scientific community;

- CA III: Evaluate the quality of scientific information and claims on the basis of their source and the methods used to generate the information or claims;
 - CA IV: Construct coherent and sound arguments with support from multiple sources, including library resources and proper citations, to support or contest a scientific theory; and
 - CA V: Analyze the connection of scientific research, discoveries and applications to personal, social or ethical issues in the modern world.
-

Instructor Contact

- **Name:** J Yow
- **Email:** Through [Canvas Inbox](#)
- **Office Hours:** Mondays from 10am - 12pm and by appointment via [Zoom](#); sign up on [Calendly](#)

Please contact me via Canvas Inbox! I'll respond to messages within 24-48 hours, Monday through Friday!

Course Modality and General Expectations

This course will be delivered entirely online through Canvas—SFSU's learning management system. To access Canvas, you will need your SFSU username, password, and any two-factor authentication methods that SFSU requires. Course weeks run from Sunday to Saturday. New material will always be posted on Sunday, and all assignments for the week will be due the following Saturday by 11:59pm. This gives students seven (7) days every week to turn in all assignments; other than the deadline of Saturday at 11:59pm, you can plan your work around your own schedule.

In Canvas, you will access online lessons, course materials, and resources. Activities will consist of online assignments, discussion forums, and announcements. All student work is submitted/posted online in Canvas.

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

Important Copyright Note: In order to maintain both my intellectual property and maintain a safe space in which students can express themselves in reflections and discussions, students may not post any course materials to any third-party sites (such as Chegg) or post any recordings, screenshots, audio, or chat transcripts in any setting outside the class, and violations of this are subject to student disciplinary action.

Required Course Materials

Required Text

Berger, K. S. (2022). Invitation to the Life Span, 5th edition. Worth Publishers : Macmillan Learning, Macmillan Higher Education Company.

Teaching Philosophy and Classroom Equity

I understand and appreciate that we represent a rich variety of backgrounds and perspectives. I'm committed to providing an atmosphere for learning that fosters respect and welcomes diversity.

While working together to build our classroom community, I ask all students to:

- Share their unique experiences, values, and beliefs
- Be open to the views of others
- Honor the uniqueness of other students
- Appreciate the opportunity that we have to learn from each other in this class
- Value each other's opinions and communicate in a respectful manner
- Keep confidential discussions that the community has of a personal (or professional) nature
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course, across campus, and our society at large

Grading Policy

Our normal weekly schedule allows seven (7) days for work to be turned in, does not change, and the full class schedule has been posted (at the bottom of this syllabus!) so everyone knows what to expect! This is to provide everyone with a systematic and reliable schedule; although what is due each week may vary, our due dates will always be the same. **It is important to the development (pun intended!) of our knowledge in this course that we stay on schedule** because, just like in human development, **each week our content builds on the foundation that came before**. Every week we will be building our Evolving Profile, sometimes with our own entry, sometimes in discussion with peers, and sometimes, both. Because this class is fast-paced and cumulative, **it is imperative to everyone's learning and success that assignments and discussions are completed on time** (as we often rely on others' feedback and we are moving forward every week!). However, if you have an emergency, illness, or other hardship that presents a challenge with getting something in on time, please message me via Canvas Inbox and I'll see what I can do to help!

Each grading category will include direct and/or out-of-class student workload designation.

Grading Category

Grading category	% of grade	Student workload designation
Reading Quizzes	20	Direct
Discussions: Posts and Responses	30	Direct & Out-of-Class
Personal Reflections	15	Out-of-Class
Evolving Profile Project	35	Direct & Out-of-Class
TOTAL	100	

This course uses a "weighted" grade evaluation. What this means is that each component of learning has a different influence on the final grade. As noted above, the weekly Reading Quizzes will contribute 20%, Discussions (posts and responses to peers) will contribute 30%, Personal Reflections will contribute 15%, and the Evolving Profile project will contribute 35% to your total score.

Visit the "Grades" link in Canvas to keep track of your grades. The minimum number of percentage points to earn each grade is as follows:

Grade Range

A: 93%	A-: 90%	
B+: 87%	B: 83%	B-: 80%
C+: 77%	C: 73%	C-: 70%
D+: 67%	D: 63%	D-: 60%
F: below 60%		

One note on final grades: Unless there's been a computational error, all grades are final. I don't round up scores, nor do I offer any extra credit after the third exam. I won't respond to any emails requesting a grade change for any reason aside from a mathematical error.

University Policies & Student Resources

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](#)

Counseling & Psychological Services (CAPS)

- Phone: (415) 338-2208
- [CAPS Website](#)

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 Website](#).

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 vpasem@sfsu.edu or calling (415) 338-2032.
- To disclose any such violence confidentially, contact:
 - The SAFE Place: (415) 338-2208
 - Counseling and Psychological Services Center: (415) 338-2208; <http://psyservs.sfsu.edu/>

For more information on your rights and available resources: <http://titleix.sfsu.edu>.

Course Calendar

Course Calendar

Week	Module Learning Outcomes (MLOs)	To-Do List	Student Workload
Chapter 1 The Beginnings: The Science of Human Development	1. Identify the key concepts and terminology related to the science of human development (e.g., life-span perspective, the scientific method, nature vs. nurture) (SLO V) 2. Explain how the life-span perspective is multi-directional, multi-contextual, multi-cultural, and plastic (SLO II, IV) 3. Compare and contrast the main theoretical perspectives regarding human development: psychoanalytic, behaviorism, cognitive, and evolutionary (SLO III) Course Attributes: I, III, V	 Read Chapter 1  Review course materials and watch supplemental videos  Chapter 1 Reading Quiz  Welcome Discussion: Let's Build a Community Together!  Evolving Profile: The Beginning  Self-Reflection: The Study of Human Development	Direct • 3 hours Out-of-Class • 14 hours
Chapter 2 The Beginnings: From Conception to Birth	1. Describe the stages of prenatal development: germinal, embryo, and fetus (SLO I) 2. Analyze potential problems and solutions related to chromosomal and genetic abnormalities (SLOs I & IV) 3. Identify teratogens and how they can affect fetal development; consider ways exposure to these can be minimized (SLOs I & IV)	 Read Chapter 2  Review course materials and watch supplemental videos  Chapter 2 Reading Quiz  Evolving Profile Discussion: Nature and Nurture from (Before) Day 1  Self-Reflection: Development Before Birth	Direct • 3 hours Out-of-Class • 12 hours

	4. Evaluate the influence of both genes and the environment on prenatal development (SLO II) Course Attributes: I, III, V		
Chapter 3 The First Two Years: Body and Mind	1. Outline the key physical growth patterns and motor skill development in infancy, considering cultural variations in caregiving practices and potential genetic influences. (SLO I, IV) 2. Explain the processes of brain development and synaptic pruning during the first two years, highlighting the role of early experiences and genetic factors in shaping neural pathways. (SLO II) 3. Summarize Piaget's theory of sensorimotor intelligence, illustrating how infants learn and adapt to their environment through sensory and motor experiences, while also considering the role of innate reflexes and temperamental differences. (SLO III) Course Attributes: I, III, V	 Read Chapter 3  Review course materials and watch supplemental videos  Chapter 3 Reading Quiz  Evolving Profile Entry: Personal and Alternate Realities  Discussion: Personal and Alternate Realities  Self-Reflection: Experience Expectant vs. Experience Dependent	Direct • 3 hours Out-of-Class • 12 hours
Chapter 4 The First Two Years: The Social World	1. Describe the development of early emotions and temperament in infants, acknowledging cultural variations in emotional expression and regulation and the role of genetic factors in shaping temperamental traits. (SLO I, IV) 2. Analyze the formation of attachment relationships and their impact on later development, considering the influence of caregiver sensitivity and responsiveness and the infant's genetically influenced temperament. (SLO II) 3. Compare and contrast different theoretical perspectives on social development in infancy, emphasizing the role of cultural context and social interaction, as well as the influence of innate predispositions. (SLO III, IV) Course Attributes: I, III, IV	 Read Chapter 4  Review course materials and watch supplemental videos  Chapter 4 Reading Quiz  Discussion: Early Social, Emotional, and Attachment Development  Self-Reflection: Our Caregivers, Our World	Direct • 3 hours Out-of-Class • 10 hours

Chapter 5 Early Childhood: Body and Mind	1. Compare and contrast Piaget's and Vygotsky's theories of cognitive development in early childhood, providing specific examples of how each theory explains children's learning processes. (SLO I, III) 2. Explain the development of language, memory, and problem-solving skills in early childhood, highlighting the role of caregiver interactions and cultural experiences, as well as innate predispositions for language acquisition. (SLO III, IV) 3. Evaluate the effectiveness of different early childhood education models in promoting cognitive and social development, considering cultural relevance and equity, and the individual needs of children with diverse genetic endowments. (SLO VI) Course Attributes: II, III, IV	 Read Chapter 5  Review course materials and watch supplemental videos  Chapter 5 Reading Quiz  Evolving Profile Entry: Development and Early Learning  Self-Reflection: Early Learning Influences	Direct • 3 hours Out-of-Class • 10 hours
Chapter 6 Early Childhood The Social World	1. Describe the development of self-concept, gender identity, and social understanding in early childhood, acknowledging the influence of cultural messages and stereotypes, as well as innate differences in gender identity. (SLO III, IV) 2. Analyze the influence of family dynamics and peer relationships on social development, considering cultural variations in parenting styles and social norms, and the role of genetic factors in shaping social behavior. (SLO II, IV) 3. Discuss the impact of cultural contexts on children's socialization, gender roles, and moral development, while also acknowledging the potential influence of innate predispositions and temperamental traits. (SLO IV) Course Attributes: III, IV, V	 Read Chapter 6  Review course materials and watch supplemental videos  Chapter 6 Reading Quiz  Evolving Profile Submission: Entries 1-6  Discussion: Early Childhood and Evolving Profile Thoughts and Takeaways  Self-Reflection: Evolving Profile Thoughts and Takeaways	Direct • 3 hours Out-of-Class • 14 hours
Chapters 7 & 8 Middle Childhood	1. Analyze how cultural practices, educational systems, and environmental factors interact to influence children's cognitive development, academic achievement,	 Read Chapters 7 & 8  Review course materials and watch supplemental videos	Direct • 5 hours

Body and Mind & The Social World	and learning approaches during middle childhood, considering innate abilities and learning styles. (SLO III, IV, VI) 2. Evaluate the role of environmental factors (such as nutrition, physical activity, and access to resources) alongside genetic predispositions in shaping children's physical health, cognitive abilities, academic success, self-esteem, and motivation, with a focus on resilience and social competence development. (SLO I, II, IV) 3. Examine how societal expectations, cultural norms, and family structures influence children's social relationships, peer interactions, sense of belonging, and emotional development, taking into account the role of genetically influenced personality traits and social behavior. (SLO II, IV) Course Attributes: III, IV, V	🧐 Chapter 7 Reading Quiz 🧐 Chapter 8 Reading Quiz 📖 Discussion 1: Middle Childhood: School Lessons 📖 Discussion 2: Middle Childhood: Social Learning 📖 Self-Reflection: Middle Childhood Understanding	Out-of-Class 12 hours
Course Coalescence Presentation and wrap-up	1. Define and describe the key aspects of self-concept, emotional development during Middle Childhood 2. Compare and contrast the different ways families and cultural contexts, as well as individual temperament and genetics, intersect to influence social and emotional growth in childhood 3. Evaluate the ethical implications of research findings related to social and emotional development in childhood, and consider the role of social justice when working with diverse populations 4. Argue/defend potential solutions for the developmental challenges you've identified at every stage Course Attributes: III, IV, V	📖 Review Notes/Materials 🌱 Evolving Profile Submission 🌱 Evolving Profile Presentation and Peer Reviews 📖 Self-Reflection: Childhood Development, Future Directions	Direct 3 hours Out-of-Class 14 hours