

# Psychology of Childhood

## PSYC 102

Spring 2026 Section 02 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/16/2026

### Contact Information

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Instructor: Dr. Désia Bacon

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- Office: Dudley Moorhead Hall, Room 323
- Phone: 408-924-5640

Name Pronunciation: Day-sha Bay-cun

Pronouns: she/her

Office Hours (beginning January 22nd)

In-person Office Hours (DMH, 323): Tuesdays 2:00p - 3:00p and Thursdays 7:30a - 8:30a, and by appointment. Also available via Zoom upon request.

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 when in DMH to say hi and grab a quick snack

### Course Information

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Class Days/Time: Tuesdays and Thursdays, 10:30 AM to 11:45 AM

Classroom: Clark Building, Room 117

Canvas Course: <https://sjsu.instructure.com/courses/1622523/>  
[\(https://sjsu.instructure.com/courses/1622523/\)](https://sjsu.instructure.com/courses/1622523/)

### Course Description and Requisites

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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

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### Contacting me

Your best contact method, outside of class, is going to be via Canvas message. Professors get a lot of emails, but Canvas is special because only our course enrolled students can access us that way - which means you! Please, if you really want me to see something, message me on Canvas. You'll get the quickest response!

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 message/email topic in the subject line, e.g., "Psyc 102, 10:30, Exam 1"
2. Please understand that I will do my best to reply to your communications (via Canvas message or email) within 24 business hours [Monday through Friday, 8 AM to 5 PM]; however, I cannot guarantee a response on the weekend or on a holiday. That means that if you message or email me on Friday at 3 PM, you may not get a response until Monday or Tuesday. Please make note of deadlines and plan accordingly.

### Class Citizenship

- I expect you to be attentive in class, participate in discussions and assigned pairs/groups, and limit other distractions.
- Please place cell phones on silent during class unless there is an emergent reason (e.g., you need to have calls from your childcare provider ring through). If you must make or answer a call, please excuse yourself from class.
- Please do not browse the web during class, as it is distracting to both you and peers.
- Most importantly, please be respectful of your classmates' opinions; we are all learning and growing together, and we are here to critique ideas, not each other.
- Attendance is expected for each class in order to help you get the most out of the course. If you do not attend classes, you will miss lectures and discussions that will help you better understand the material that will be necessary to help you demonstrate your knowledge of course materials on your class assignments and projects, as well as activities that will impact your course grade.
- Please use your best judgement when posting on Canvas and interacting in the classroom. I encourage your questions, comments, and sharing, but try to monitor yourself. We want to cultivate a community where we treat others with fairness and respect.

We are all beholden to the SJSU expectations for treating one and other with respect and dignity. Please make sure you maintain being collegial and kind, and reach out to me with any concerns, and I will do my best to ensure we maintain a safe and effective learning environment. If you experience distressing interactions in the course, whether in person or online, or receive a distressing message from someone else in the course, that is the one time you are allowed to take a screenshot of that message or content and reach out to the appropriate resource, whether that is me or the appropriate authority dependent on the messaging. Let's keep this a safe and conducive learning environment!

## Recording of Class Lectures

Common courtesy and professional behavior dictates that you notify someone when you are recording them, and university policy dictates needing permission to do so for course materials. You may not make photographic, audio, or video recordings of this class, including from the lectures I give and any content I post for you and the content others post. The materials in this class can be used for your private study purposes only. They should not be posted online in any format outside of our course Canvas. Course material developed by the instructor is the intellectual property of the instructor. You may not publicly share or upload instructor-generated material for this course such as lectures, exam questions, classroom activities, or discussion material. You may not share other students' discussion material outside of the classroom or Canvas environment.

## 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 the semester Add deadline; (2) reasonable limits will be set on the total number of days claimed by any one student.

If you have to miss a class for any excused reason (e.g., university-sponsored athletics, unforeseeable medical event), please let me know ahead of time, or when is reasonably possible (e.g., if you have a religious observance, tell me at the beginning of the semester; however, I do not need you to email me from the Emergency Room, but once you are back home, safe, and getting better is fine!).

If you have to miss a few classes, please make an appointment with me (Dr. Bacon) so that we can discuss your progress in the course and your reasons for not attending class.

Make-up assignments will be discussed on a case-by-case basis and formatting is at the discretion of the instructor, and may not be in the same format of the original assignment. Make up assignments may not be made available if there is not an excused absence.

## Child Care

Parenting or kinship care 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/sibling to class, provided that the child does not prove a disruption to the others in the room and the child is not sick. Please be prepared to step out with your child/sibling if they begin to become a distraction. Please also note that this does not include when a child is sick - please do not bring a sick child to class, just as I ask that you do not come to class sick. If you know in advance that a child is coming, please let me know and I would be happy to bring a few children's books from my office for them to read.

## Tips for success

1. I encourage you to attend and participate in every class, as well as the Canvas community! 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. On Canvas, there are discussion boards where you can request slides from me, notes from classmates, ask questions, and can share things from the news, YouTube, TikTok, etc. that you find relevant to the course content. Active 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. Please skim the assigned readings before the class lecture on the topic and be sure to fully read them after the first class on the topic [related to the specified pages]. It may be helpful for you to attend the lecture first to gain a general framework on a topic, and then follow-up what you learned in lecture by fully 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 and complete your pre-discussion questions.
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, or chat with me before and after class!
4. Do your best to manage your time by getting started on your 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. Please be mindful of my 24 hour Monday through Friday response policy, and plan accordingly.
5. Group study is encouraged for this course. You could even try using a shared Google doc with a couple classmates for note taking - you never know what one of you may miss that someone else may write down!
6. Electronics usage during the exams is prohibited and is considered to be academic misconduct (unless otherwise directed). 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.

Approach the course material with an open mind and bring your unique perspective. We all are coming in with different levels of knowledge, familiarity, and experience with the topics we will be discussing. Some of the topics we will be discussing are culturally relevant practices that we are connected to differently, and we should be mindful of that in the way we speak about them. These experiences are things you bring with you into the course, and thus into our learning community. I encourage you to bring your open mind to learning about other people's perspectives and experiences, just as I encourage you to share how your experiences and perspective impact how you perceive the material.

## Course AI Policy

Generative artificial intelligence (AI) tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT for text and DALL·E for images, as well as things like Grammarly for rewriting portions of text. This policy governs all such tools, including those released during our semester together. You may use generative AI tools on assignments in this course when I explicitly permit you to do so. Otherwise, you should refrain from using such tools. When using AI tools for specified assignments, you are to (1) properly cite the tool you used, following the pattern for computer software given in the specified style guide (APA 7) and (2) provide a screenshot of the input you provided to the AI tool as well as the specific output provided by the AI tool with your assignment submission. You are responsible for any use of the AI generated content, and any plagiarism that may arise due to the use of these AI tools. Additionally, please include a brief description of how you used the tool (approximately 3-5 sentences in length). This description is not included in the page limits of the assignment, and should be included in the Appendix of the assignment, after your References. If you choose to use generative AI tools, please remember that they are typically trained on limited datasets that may be out of date. If you are reading this thoroughly, send me a picture on Canvas message of your pet, your favorite stuffed animal, or something that brings you joy (and is appropriate) for one extra credit point by 1/30. Additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations. Finally, keep in mind that the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content. It is your responsibility—not the tool's—to assure the quality, integrity, and accuracy of work you submit in any college course. As specified elsewhere in the syllabus, this course will require electronic submission of essays, papers, or other written projects through the originality assessment service TurnItIn. TurnItIn will also attempt to detect AI-generated text. You are responsible for any work you submit in this course, and any work submitted that includes any plagiarism or non-cited AI tool use is in direct violation of this course policy and of the SJSU Academic Integrity Policy. In addition, you must be wary of unintentional plagiarism or fabrication of data. Please act with integrity, for the sake of both your personal character and your academic record.

I am not grading you on your grammar, your spelling, or your ability to "sound smart" - but rather your ability to understand and synthesize information. Therefore, if you use generative AI tools to complete assignments in this course in ways that I have not explicitly authorized, your grade on the assignment will

be a zero, and I will report the violation to the Office of Student Conduct and Ethical Development (SCED). For repeated violations, your grade on the assignment will be a zero, you may be given a deduction of an entire letter grade in the course, and each violation will be reported to SCED. Depending on the specific circumstances, the Office of Student Conduct and Ethical Development (SCED) will determine the ultimate outcome of the academic integrity violation and whether further investigation is necessary.

## Program Information

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**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)

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### 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 PLOs. The relationship between each of the PLOs 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 and 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

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### 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 has 2 copies of the 6th edition textbook that you can check out for 2 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 as the 6th edition. You are still responsible for the same information that is in the 6th edition. You can also check out the 6th Ed. textbook from the library to compare and/or study with a classmate with the 6th edition.

Big note: Previous semesters have had issues getting the textbook from the on campus bookstore. Please do not hesitate to tell me if that is happening to you this semester - I don't know unless I am told! You are more than welcome to get a used version of the textbook, 5th or 6th edition - a used edition will save you money, and is sufficient for the course!

I have a copy of both the 6th and 5th edition textbooks in my office, and you are welcome to come by and review them, and especially check page numbers if you are using a digital version since the pages are different! However, I do not loan out my versions since I need them for meeting with you all!

## Other Readings

Additional materials will be posted on the course Canvas page. This additional material may either be part of an in class assignment, project, an extra credit opportunity, or may provide more optional information or context for material discussed in the text or during lecture. All additional materials and readings will be 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/tablet with internet access and a word processor to complete assignments and assignments on the Canvas page for the course.

Additionally, you will occasionally need to bring an electronic device with wi-fi access to class to complete web-based activities in groups. Only 1 group member will be required to have one of these devices, and a tablet or cell phone will be fine for these tasks, though a laptop or tablet is recommended.

Please be prepared each class with something to write with and paper to turn in assignments like your daily questions and activities.

Please come prepared to class with whatever materials you personally need to be successful. Note taking 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 note taking 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 Perez Bailey

[christa.bailey@sjsu.edu](mailto: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-shop/index.php>) in the Student Union (East Wing 2nd floor Suite 2600) where you can go for printing (not necessarily free)
- Student Computing Services (<https://library.sjsu.edu/student-computing-services>) where SJSU students can borrow laptops, iPads, hotspots, and more for free with a current Tower Card. Located on the 1st floor of the King Library at the [Circulation Desk](#). All SCS equipment loans (except semester-long laptops and tablets) are done *in person* and are on a *first-come, first-served* basis.
- Computers at the Martin Luther King Library (<https://www.sjpl.org/sjaccess>) for the public at large (which still includes you!) where you can borrow a Chromebook, iPad, or laptop, get tech support, and take free tech courses. You can also get your SJPL library card free while you're there!
- Additional computer labs may be available in your department/college
- A wide variety of audio-visual equipment is available for free student checkout with your Tower Card from Collaboration & Academic Technology Services (<https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/>) located in the 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/>) website to make an appointment, or to use the many resources available online.

This is an amazing resource to help you with grammar, APA style writing, writing personal statements for scholarships or graduate school applications, writing professional emails, and everything in between.

Please utilize this resource!

## Other Resources

I have created a Mental Health and Basic Needs Resources page in the Additional Resources module with information for local [Bay Area], state, and national resources for mental health and basic needs. The page has resources ranging from warmlines and crisis hotlines to campus affinity group resources to local clinics to free guided meditations in multiple languages and beyond.

## Course Requirements and Assignments

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"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-class daily activity questions:** There will be daily activity questions in class that you will be expected to submit for a grade. These questions or activities may be based on a video you will be responding to, related to the textbook chapter assigned, a reflection question posed by the instructor, or some other aspect of the course material. These activities will be due at the time they are assigned in class. The activity question may occur at any time during the class period; therefore, coming late to class and missing the activity will result in you having missed the opportunity to complete the activity. There will be a total of 26 daily question activities.

**Weekly Quizzes:** The quizzes will occur weekly via Canvas, opening after Tuesday's class meeting, due the following Tuesday by 10:00 AM Pacific (Canvas will have the accurate time, always, in the event it changes). The quizzes are open notes and open book, but not open friend. I recommend studying your notes and doing your readings before completing them, so you feel more confident in knowing where to turn if you want to verify/check your initial response. The goal of the quizzes is to acclimate you to the types of questions I ask on exams and to help you become more comfortable with 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. Questions will be a mixture of formats, including short response, true/false, multiple choice, etc. There are 12 weekly quizzes total.

**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. Things that have been covered on the quizzes are also fair game for the exams. Please note that the formatting of the exams will vary. Exam 1 will be 35 questions, completed independently, including a mixture of multiple choice, true/false, and short response questions. Exam 2 will be 35 questions, completed independently, including a mixture of multiple choice, true/false, and short response questions. Exam 3 will be in an activity format, completed in a randomly assigned group.

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 quizzes and/or exams. When studying, please keep this in mind, because your lecture notes alone will not cover all the quiz and exam material. This is where studying with classmates can really be helpful and why it is important that you keep up with your readings on your own time!

### **Short Response Assignment**

This course includes a short response assignment. Your short response has a specific prompt designed to allow you some freedom in your response, while also having you integrate popular science with the information we have covered in class to give you a chance to use your burgeoning developmental scientist skills. Though not everyone will want to work with children in their career, it is important that everyone learns how to integrate scientific information into their critiques and critical evaluation of media, research, and policies designed for and/or geared towards children. We are constantly surrounded by information, and it is important that we all become critical consumers of that information!

### **ChAD Lab Observation Assignment**

Observation assignment where you will observe a child or a few children aged 2 to 5 years in the Child Development Laboratory Preschool at San José State University for at least 30 minutes to 1 hour, noting your observations. You will then submit a write-up of the things you observed, connecting them to course materials. More information on this assignment will be provided in class and on Canvas.

### **AI Group Study Guide**

In groups, you will be creating a study guide with the assistance of a generative AI tool. You then will be critiquing the AI generated study guide as a group. Don't worry, you don't need to know how to use AI for this - I'm going to teach you what you need to know and explain why it's important to be conscious consumers and users of AI tools! You will be submitting your AI-generated study guide and critique to Canvas, as well as giving feedback about your group members (separately from your group submission!). More information on this assignment will be provided in class and on Canvas.

### **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 Thursday May 14, 12:45 PM, as noted on the course schedule later in this syllabus and dictated to us by the University Assigned Final Exam Schedule.

A final submitted more than 5 minutes late, up to 24 hours late, will get an automatic 50% total value deduction on the grade. That means the highest grade you can earn will be a 17.5 out of 35. No submissions will be accepted 24 hours after the original deadline except in extreme circumstances, which are to be determined at the instructor's discretion and per university policies.

## ✓ Grading Information

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### Honor Code

(Reference: Academic Integrity Policy at: <https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf> )

In order to ensure fairness and have a single standard of representing knowledge acquired, all students participating in SJSU courses must agree to abide by the following code of conduct.

1. My work will be my own in this course, except where the assignment is to work in groups or teams.
2. I will not give any answers for individually graded assignments to anyone else, or share assignments on the internet via course tutoring websites.
3. I will not engage in any other activities that will misrepresent my own work or improve my results falsely. I will not engage in any activities that will misrepresent others' work.
4. I will not download, save, or otherwise retain materials from the course for anything but personal use.

Grades will be based on 25 daily in class questions (2 points each; 50 points total), 12 online Canvas quizzes (5 points each; 60 points total), group AI study guide (30 points), ChAD Lab observation (30 points), exams (60 points each; 180 points total), a short response assignment (15 points), and a research project (35 points), for a total of 400 points. There will be occasional extra credit opportunities.

Rubrics for the short response and the final research project will be available on the course Canvas page.

The prompt and rubric for the short response will be made available in week 4 of the course. The two options for the Research Project and the rubrics will be made available in September. The ChAD Lab observation assignment and the group AI study guide assignment will be released on Canvas after in class discussion of the assignments.

### **Make-up for in-class activities**

The only acceptable reason for missing an in-class activity is illness or an excused absence due to a University-sponsored activity (i.e., athletics). Make-up activities are formatted at the discretion of the instructor. Absences due to any other reason will be evaluated for make-up opportunities on a case-by-case basis, so please contact the instructor. If you will be absent due to a previously discussed religious observance or previously discussed University-sponsored event, we will work out a plan for you to do the activity in a way that accommodates both of our schedules.

### **Late work policy**

Please plan ahead and know that the due date is not the do date! An assignment is considered "late" anytime it is submitted after the assigned deadline. 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 1:00 PM, a 1:04 PM submission will be accepted without penalty, but a 1:06 PM submission will be considered late).

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!

### **Emergency Button**

All students will be granted one "Emergency Button" to use at some point in the semester where they can, no questions asked, receive an extension of 48-hours on any individually-submitted outside of class assignment (excluding the Final Exam, quizzes, in-class activities, or any extra credit opportunities). Once you use your Emergency Button, I will record that on the assignment and give you the extension. You must request to use your Emergency Button before the assignment deadline.

# 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. Please do not ask me to round your grade, as I do not make any exceptions in an effort to maintain fairness to all students across the course, and I appreciate your understanding.

Remember that your grade is out of a total of 400 points, so you can calculate your final grade at any time by dividing the total points you have earned by 400.

Letter Grade	Points	Percent
A+	388 plus	97 or higher
A	372 to 387	93 to 96.9
A-	360 to 371	90 to 92.9
B+	348 to 359	87 to 89.9
B	332 to 347	83 to 86.9
B-	320 to 331	80 to 82.9
C+	308 to 319	77 to 79.9
C	292 to 307	73 to 76.9
C-	280 to 291	70 to 72.9
D+	268 to 279	67 to 69.9
D	252 to 267	63 to 66.9
D-	240 to 251	60 to 62.9

F	0 to 239	<60
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## University Policies

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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

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The dates and readings are subject to change. Please check in on Canvas to read course announcements regularly to keep yourself informed of any changes.

*Note: All assignments are due by 10:00 AM (unless otherwise specified) in the Pacific Time Zone. Daily questions (done in-class) are not included in the Assignments due section of the schedule but will be done daily in class every day we do not have an exam or CHAD observation.*

This table contains the course schedule by class meeting date. It includes the semester week and class date meeting schedules with the topics, readings, and assignment deadlines. The page numbers and chapters may not directly align with the 5th edition textbook or what is referenced in class, but the basis of the material is suitable! If you go this route, make sure you speak with Dr. Bacon to stop by office hours to check page numbers,

Semester Week/Day	Date	Topics	Reading	Assignments due
1 - R	1/22	Overview and course logistics	Syllabus	

<b>Semester Week/Day</b>	<b>Date</b>	<b>Topics</b>	<b>Reading</b>	<b>Assignments due</b>
2 - T	1/27	What is development?	Chapter 1	
2 - R	1/29	Research methods for developmental psychology	Chapter 1	2pt Extra Credit Syllabus Quiz on Canvas
3 - T	2/3	Biological foundations	Chapter 2  Chapter 3  Chapter 5 (176-184)	Week 2 Review Quiz on Canvas
3 - R	2/5	Biological foundations	Chapter 2  Chapter 3  Chapter 5 (176-184)	
4 - T	2/10	Biological foundations	Chapter 2  Chapter 3  Chapter 5 (176-184)	Week 3 Review Quiz on Canvas

<b>Semester</b> <b>Week/Day</b>	<b>Date</b>	<b>Topics</b>	<b>Reading</b>	<b>Assignments</b> <b>due</b>
4 - R	2/12	Infant sensation, perception, learning	Chapter 5 (159-176)  Chapter 5 (184-192)  Chapter 6 (203-210)  Chapter 7 (238-239)	
5 - T	2/17	Infant sensation, perception, learning	Chapter 5 (159-176)  Chapter 5 (184-192)  Chapter 6 (203-210)  Chapter 7 (238-239)	Week 4 Review Quiz on Canvas

<b>Semester Week/Day</b>	<b>Date</b>	<b>Topics</b>	<b>Reading</b>	<b>Assignments due</b>
5 - R	2/19	Infant sensation, perception, learning	Chapter 5 (159-176)  Chapter 5 (184-192)  Chapter 6 (203-210)  Chapter 7 (238-239)	
6 - T	2/24	Exam 1 in class - bring an 882 E (or equivalent) scantron, pencil, and dark colored pen (e.g., blue or black)		
6 - R	2/26	Cognitive development	Chapter 4  Chapter 7	
7 - T	3/3	Cognitive development	Chapter 4  Chapter 7	Week 6 Review Quiz on Canvas

<b>Semester Week/Day</b>	<b>Date</b>	<b>Topics</b>	<b>Reading</b>	<b>Assignments due</b>
7 - R	3/5	Cognitive development	Chapter 4  Chapter 7	
8 - T	3/10	Cognitive development	Chapter 4  Chapter 7	Week 7 Review Quiz on Canvas
8 - R	3/12	Language development	Chapter 6	
9 - T	3/17	Language development	Chapter 6	Week 8 Review Quiz on Canvas
9 - R	3/19	Language development	Chapter 6	
10 - T	3/24	Language development	Chapter 6	Week 9 Review Quiz on Canvas

<b>Semester Week/Day</b>	<b>Date</b>	<b>Topics</b>	<b>Reading</b>	<b>Assignments due</b>
10 - R	3/26	Emotional development	Chapter 10  Chapter 11 (391-401)  Chapter 12 (433-437)  Chapter 14 (502-522)	
11 - T/R	3/30 - 4/3 Spring Recess			
12 - T	4/7	Emotional development	Chapter 10  Chapter 11 (391-401)  Chapter 12 (433-437)  Chapter 14 (502-522)	Week 10 Review Quiz on Canvas

<b>Semester Week/Day</b>	<b>Date</b>	<b>Topics</b>	<b>Reading</b>	<b>Assignments due</b>
12 - R	4/9	Emotional development	Chapter 10  Chapter 11 (391-401)  Chapter 12 (433-437)  Chapter 14 (502-522)	
13 - T	4/14	Emotional development	Chapter 10  Chapter 11 (391-401)  Chapter 12 (433-437)  Chapter 14 (502-522)	Week 11 Review Quiz on Canvas
13 - R	4/16	Gender development	Chapter 15	
13 - F	4/17	AI Group Study Guide due by 11:59 pm		

<b>Semester Week/Day</b>	<b>Date</b>	<b>Topics</b>	<b>Reading</b>	<b>Assignments due</b>
14 - T	4/21	Exam 2 in class - bring an 882 E (or equivalent) scantron, pencil, and dark colored pen (e.g., blue or black)		
14 - R	4/23	Social development	Chapter 9 (322-348)  Chapter 11 (401-413)  Chapter 13 (474-480)	
15 - T	4/28	Social development	Chapter 9 (322-348)  Chapter 11 (401-413)  Chapter 13 (474-480)	Week 13 Review Quiz on Canvas

<b>Semester Week/Day</b>	<b>Date</b>	<b>Topics</b>	<b>Reading</b>	<b>Assignments due</b>
15 - R	4/30	ChAD Preschool Observation day [if you have not gone yet]; be sure to sign up on Canvas for your time slot!  No in class lecture; see Canvas for a pre-recorded lecture on Atypical development	Chapter 9 (322- 348)  Chapter 11 (401- 413)  Chapter 13 (474- 480)	
15 - F	4/31	<b>Short Response due by 11:59 pm</b>		
16 - T	5/5	Concluding Issues		Week 14 Review Quiz on Canvas
16 - R	5/7	<b>Exam 3 in Class</b>		ChAD Preschool Observation due on Canvas by 11:59 PM

<b>Semester Week/Day</b>	<b>Date</b>	<b>Topics</b>	<b>Reading</b>	<b>Assignments due</b>
18 - R	5/14	Finals - Research Project		Research Project Thursday, May 14, 12:45 PM on Canvas