Seminar in Developmental Psychology

PSYC 204

Fall 2025   Section 01   In Person   3 Unit(s)   08/20/2025 to 12/08/2025   Modified 08/21/2025

👤 Contact Information

Class Times and Location:	Tuesday and Thursday, 3:00-4:15pm in Hugh Gillis Hall (HGH) 221
Instructor Name:	Shinchieh (CJ) Duh
Instructor Email:	cj.duh@sjsu.edu • Please begin the email subject line with "Psyc 204" • 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.
Instructor Office:	Dudley Moorhead Hall (DMH) 324
Instructor Telephone:	(408) 924-6039 (voicemail only; emails preferred)

Instructor Office Hours:	Thursday 1:20-2:50pm, or by appointment, in DMH 324
	I am also available via Zoom by appointment, at 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.
Prerequisites:	PSYC 102 (Psychology of Childhood) or equivalent

🕐 Course Information

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Leaning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking Canvas to learn any updates.

🖥 Course Description and Requisites

An examination of significant theories, perspectives, and research in developmental psychology.

Prerequisite: PSYC 102 (or equivalent).

Letter Graded

✳ Classroom Protocols

- 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.
- 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 class meeting with minimal disruption.
- 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](), which can be found at [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.

If there is evidence of you submitting the materials (user IDs are unique), you will be disciplined **Office of Student Conduct and Ethical Development**

⬛ Program Information

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the MA in Research and Experimental Psychology degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the degree are:

1. Advanced Knowledge Base in Research and Experimental Psychology. Students completing the Research and Experimental Psychology MA program will be able to demonstrate advanced knowledge of the major theoretical perspectives and research methods across areas of experimental psychology (e.g., Developmental, Social, Cognitive, and Physiological).
2. Research Skills and Scholarship. Graduates of our program will possess an advanced level of competence in research methods, statistical techniques, and technical writing skills. Students completing the Research and Experimental Psychology MA program are required to complete a thesis. The thesis will demonstrate:
   2.1 creative problem-solving in the design and implementation of empirical research.
   2.2 project management skills in the implementation of empirical research.
   2.3 advanced competency in the statistical analysis and interpretation of empirical research findings.
   2.4 communication (oral and written) of research findings at a professional level.
3. Career Enhancement. Students completing the Research and Experimental Psychology MA program will achieve career enhancement through placement in a doctoral program or acceptance of a position requiring a master's in psychology in the public or private sector.

📊 Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

CLO1. describe the major claims of dominant theoretical positions within developmental psychology.

CLO2. describe major points of theoretical disagreement and controversy within developmental psychology.

CLO3. describe the strengths and weaknesses of various research methods used to investigate development.

CLO4. describe current empirical knowledge about specific developmental phenomena within such areas as cognition, language, social, and personality development; appreciate the role of various factors (e.g., culture, ethnicity, socioeconomic status, and gender) on the process of development.

CLO5. demonstrate deep understanding of the theoretical and empirical issues within a specific, narrow area of current research in developmental psychology.

📘 Course Materials

Textbook

- Miller, P. (2016). *Theories of Developmental Psychology* (6th edition). Worth Publishers. ISBN: 978-1-4292-7898-0. The textbook is available at the University Bookstore.
- Please make sure you purchase the correct edition because there are significant changes between the current edition and the previous.

Other Readings

- There will be additional readings beyond the textbook. These readings include book chapters and journal articles and will be discussed on the first day of class.

Technology Requirements

This is a **technology-intensive** course. You will access all course materials and submit all assignments through our Canvas site, whether you are doing so on your own time or in our class meetings. Email or Canvas messaging will be the primary mode of communication with your instructor and your classmates.

To ensure your success in this course, you will need the following throughout the semester.

- an electronic device (laptop, desktop, or tablet) equipped with working speakers.
  - *Note: SJSU has a free equipment loan program available for students.*

- reliable Internet connection that will sustain video streaming—contact me as soon as possible if you anticipate any issues.
  - *See Learn Anywhere website for current Wi-Fi options on campus.*

Any student that needs accommodations or assistive technology due to a disability should work with the Accessible Education Center (AEC), and the instructor.

☰ Course Requirements and Assignments

The description and grade distribution of course assignments are as followed.

1. **Class Participation (10%).** The heart of the class is the readings and discussions. Students are expected to attend all classes, read all assigned materials <u>before class</u>, contribute to the discussion, and complete all in-class activities during the allotted time. The course format is primarily class discussion of the readings, with mini-lectures to contextualize the readings or provide further coverage of a few selected topics. (*CLO1~5*)

   <u>***If you miss a class or arrive too late, you will not earn the participation points and cannot make up the lost points later. For this reason, your lowest 3 participation scores will be dropped.</u>

2. **Topic Discussant (20%).** Singly or jointly, students will choose a topic and will lead the class into discussion for the duration of the entire weekly topic. The purpose is to give students a chance to look at the relevant literature, explore their own interests a bit, and broaden the perspectives of class members. (*CLO1~5*)

   The discussant is expected to provide brief summaries of the readings, introduce major issues to be discussed, and engage the class in discussion (partly guided by the written reflections, see next section). Individuals will vary in presentation style, but the summary portion should be between 25-35% of class duration via a multimedia format (e.g., PowerPoint presentations). The discussant will address fellow students' written reflections in open discussion format (I apologize, in advance, that I sometimes may be too eager and join in with my thoughts and information). I will be grading you based on your summary and presentation of the readings, as well as your thoroughness and thoughtfulness in handling discussions. Other visual aids and activities are welcome but not necessary.

   Note: Additional research and/or discussion with me is often <u>expected</u> to present a lecture that is informative for <u>your audience</u> (who has read all the materials). If there is something (e.g., theory, methodology, statistical analysis) that is central to the reading, you will need to go beyond the given

materials to gain some conceptual understanding of it, enough so that to give a coherent and meaningful presentation. Don't stress: I'm happy to help!

***If you anticipate missing the class in which you are the discussant, you may still complete the requirement by swapping with someone else in advance. In such a case, be sure to plan early and keep me posted!*

3. **Written Reflections (15%).** To facilitate discussion, you will submit a written reflection for either of the first two topics (i.e., Chapter 1, context of development), plus 2 additional reflections for the weekly topics that you are NOT leading, due before each topic begins. *(CLO1~5)*

A written reflection should be about 500 words (1 single-spaced page), concisely addressing <u>two</u> elements:

(a) summary (<u>no more than half the length</u>): highlight the main ideas presented in the readings in an **integrative** manner

(b) discussion: well-developed question(s) that would stimulate good discussion of the readings (e.g., potential contradictions? practical implications? diversity issues?)

***Written reflections are due at the end of Sundays via Canvas. You are required to complete 3 written reflections (outside of your Discussant topic). If you so choose, you can complete one additional written reflection, and the highest 3 scores will be counted.*

4. **Developmental Psychologist Spotlight Talk (15%).** In order to become more familiar with major developmental psychologists related to your interest, each student will select and give a 10-minute presentation on one of the oral histories with developmental psychologists on the [Society for Research in Child Development (SRCD) website](https://www.srcd.org/about-us/who-we-are/oral-history-project) at https://www.srcd.org/about-us/who-we-are/oral-history-project (or another approved developmental psychologist). *(CLO1~5)*

Your spotlight talk should address questions such as: Why is this person important? How did he/she change the field? What was the person's background (that may have played a role in shaping their research career)? What challenges did the person encounter in his/her career? What theory is the

person most associated with? What were the person's main observations about development or about the discipline of developmental psychology? What did you find most surprising in the interview (if you are using the SRCD Oral History Project) or from what you have read about the person?

As part of this presentation, you will review an empirical article that is written by this person or based on this person's work. An empirical article that discusses the details of the measures, tests or paradigms developed by this person will be especially welcomed.

***<u>*About 4 weeks prior to spotlight talks.*</u> Submit a one-page proposal (~250 words) for your spotlight project, identifying the name of the person you have chosen and the accompanying article you will present (please use APA-style citation). Briefly, explain why you have selected this person, what the article tells us about the person's research, and how it relates to your possible thesis topic (if applicable)*.

5. **5a. Final Project - Literature Review Paper (20%).** The purpose of this short paper is to give you practice on initiating a research project with a developmental focus. The paper should be 6~8 pages long (double-spaced). The paper will offer a summary and critique (strengths and weaknesses) of at least 5 articles that are very relevant to your chosen topic. For each article, explain how the article is relevant to your topic (e.g., theoretical framing, possible method, relevant results). *(CLO1~5)*

   ***<u>*About 4 weeks prior to the paper due date*</u>, we will meet to discuss your project. Please come to the meeting with the topic and a list of five potential references for your literature review (APA-formatted). Annotate the references in terms of how they relate to your topic (1-2 sentences for each article: e.g., "the observational protocol is often used to study my topic"). Such an annotated list will help you organize and write your review because you need to be selective about your discussions due to the page limit.

5. **5b. Final Project - Video Collection (20%).** Imagine you will be giving a guest lecture on your literature review topic in an <u>introductory psychology</u> classroom. Identify 3 key concepts or issues you will need to address as part of the lecture, and for each of them find an illustrative and engaging short video (<3 minutes). Create a resource document: provide the title of the guest lecture, a brief description of the topic (maximum of 50 words), introduce the concepts/issues and their relevance to the topic (maximum of 200 words), cite the videos, and explain why the videos are appropriate (maximum of 100 words for each video). Remember to take into consideration your intended audience when selecting the videos and writing the resource document. *(CLO1~5)*

About 4 weeks prior to video showcase, we will meet to discuss your project. You should come to the meeting with some idea of what the 3 concepts/issues will be.

✔ Grading Information

Written and oral assignments will be graded in terms of analysis and delivery: namely, your insight and expression. Make sure that you present a thoughtful analysis of the topic (through, for example, comparison, contrast, critique). Your writing and speech should be explicit, organized, and free of editorial errors.

Assignments are due on the specified dates and times (see course schedule). A late submission will receive a 10% deduction if submitted past the deadline but before the end of day. Thereafter, a 10% daily deduction applies.

A make-up or extension on a 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; include your full name and telephone number (with area code) in your email. Appropriate written documentation (e.g., a physician's note) is required for a make-up to receive the full make-up credit. If you are not able 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 written documentation will result in partial credit (i.e., points will be deducted). If you have questions about this policy, please see me.

Important Note. In-class assignments must be completed in person during class and cannot be submitted later or made up. For example, if you miss a class or arrive too late, you will lose the participation points. If you anticipate missing a class in which you are the main presenter, you may still complete the requirement by swapping with someone else in advance. Please also notify me as soon as possible.

Grade scale

In calculating your course grade, you will need to take into account the scores you have earned on each course requirement in terms of its percentage weight of the course grade (see Summary of Course Requirements above). Then, use the grade scale below to convert your weighted score into a letter grade.

A+ = 99.00% or higher	A = 98.99-93.00%	A- = 92.99-90.00%
B+ = 89.99-87.00%	B = 86.99-83.00%	B- = 82.99-80.00%
C+ = 79.99-77.00%	C = 76.99-73.00%	C- = 72.99-70.00%
D+ = 69.99-67.00%	D = 66.99-63.00%	D- = 62.99-60.00%
F = below 60.00% Unsatisfactory		

🏛 University Policies

Per University Policy 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) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

The schedule is subject to change with fair notice; changes will be announced in class and via electronic communication. It is your responsibility to stay informed of the course schedule and announcements.

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

Zoom meeting name: DUH Psyc 204

Zoom meeting ID: 842 9911 4106

Zoom meeting password: 204

Alternatively, you can use the password-embedded link:

https://sjsu.zoom.us/j/84299114106?pwd=dlyaE7pfAgI5UWeADNFjsQfgWIBLz5.1
(https://sjsu.zoom.us/j/84299114106?pwd=dlyaE7pfAgI5UWeADNFjsQfgWIBLz5.1)

Course Schedule

Weekly topics that are available for signup are indicated as "Discussant(s): "

Dates & Discussants	Topics and Readings	Assignments Due Sunday at 11:59pm (unless otherwise noted)
8/21	Course introductions	
8/26 & 8/28	Major concepts and issues in developmental science · Textbook: **Chapter 1**	Reflection 1: 8/25 (special extension to Monday)

Dates & Discussants	Topics and Readings	Assignments Due Sunday at 11:59pm (unless otherwise noted)
9/2 & 9/4	Context of development · Blair, C. & Raver, C.C. (2012). Child development in the context of adversity: Experiential canalization of brain and behavior. *American Psychologist, 67,* 309-318. · Chen, X., (2012). Human development in the context of social change: Introduction. *Child Development Perspectives, 6,* 321-325. · Henrich, J., et al. (2010). The weirdest people in the world? *Behavioral and Brain Science, 33,* 61-85. Read pages 61-78 (through the end of contrast 4); Review/skim the rest of this article · Miller, J. G. & Kinsbourne, M. (2012). Culture and neuroscience in developmental psychology: Contributions and challenges. *Child Development Perspectives, 6,* 35-41. · Zelazo, P.D. & Paus, T. (2010). Developmental social neuroscience: An introduction. *Social Neuroscience, 5,* 417-421.	Reflection 2: 8/31
9/9 & 9/11	Assignment Workshops	
9/16 & 9/18 Discussant(s):	Piaget's constructivist approach to development Textbook: **Chapter 2 (through p. 79)**	Reflection 3: 9/14

Dates & Discussants	Topics and Readings	Assignments Due Sunday at 11:59pm (unless otherwise noted)
9/23 & 9/25 Discussant(s):	Piaget's legacy and the modern twists · Textbook: **Rest of Chapter 2** · DeLoache, J. S., Miller, K. F., & Rosengren, K. S. (1997). The credible shrinking room: Very young children's performance with symbolic and nonsymbolic relations. *Psychological Science, 8*, 308-313. · Fletcher, J. M., & Vaughn, S. (2009). Response to intervention: Preventing and remediating academic difficulties. *Child Development Perspectives, 3,* 30-37. · Hamlin, J. K., Hallinan, E. V., & Woodward, A. L. (2008). Do as I do: 7-month-old infants selectively reproduce others' goals. *Developmental Science, 11*(4), 487-494. · Kabha L., & Berger, A. (2020). The sequence of acquisition for theory of mind concepts: The combined effect of both cultural and environmental factors. *Cognitive Development, 54.* · Smith, L.B., & Thelen, E. (2003). Development as a dynamic system. *Trends in Cognitive Sciences, 7,* 343-348.	Reflection 4: 9/21 Spotlight Proposal: 9/21

Dates & Discussants	Topics and Readings	Assignments Due Sunday at 11:59pm (unless otherwise noted)
9/30 & 10/2 Discussant(s):	Psychoanalytic theories · Textbook: **Chapter 3** · Arnett, J. J. (2007). Emerging adulthood: What is it, and what is it good for? *Child Development Perspectives, 1,* 68-73. · Taylor, Z. E., Eisenberg, N., VanSchyndel, S. K., Eggum-Wilkens, N. D., & Spinrad, T. L. (2014). Children's negative emotions and ego-resiliency: Longitudinal relations with social competence. *Emotions, 14,* 397-406. [Read quickly: focus on the big picture and the design more than the statistics and details.]	Reflection 5: 9/28
10/7 & 10/9 Discussant(s):	Vygotsky and the sociocultural approach · Textbook: **Chapter 4** · Pena, E. D. (2007). Lost in translation: Methodological considerations in cross-cultural research. *Child Development, 78,* 1255-1264. · Rhodes, M., Leslie, S.-J., & Tworek, C. M. (2012). Cultural transmission of social essentialism. *PNAS Proceedings of the National Academy of Sciences of the United States of America, 109*(34), 13526–13531.	Reflection 6: 10/5
10/14 & 10/16 Discussant(s):	Biological approaches · Textbook: **Chapter 5** · Reiss, D. (2005). The interplay between genotypes and family relationships. *Current Directions in Psychological Science, 14,* 139-143.	Reflection 7: 10/12

Dates & Discussants	Topics and Readings	Assignments Due Sunday at 11:59pm (unless otherwise noted)
10/23 (10/21: no class)	**Spotlight Talks & Checking in**	Spotlight Talks <u>during class</u>
10/28 & 10/30	**Spotlight Talks & Checking in**	Spotlight Talks <u>during class</u>
11/4 & 11/6 Discussant(s):	<u>Social learning theory</u> · Textbook: **Chapter 6** · Martin, C. D., Underwood, A., & Molinaro, N. (2019). I'm doing better on my own: Social inhibition in vocabulary learning in adults. *Frontiers in Psychology, 10*, Article 1350. · Ng, F. F., Pomerantz, E. M., & Lam, S. (2007). European American and Chinese parents' responses to children's success and failure: Implications for children's responses. *Developmental Psychology, 43*, 1239-1255. Sauer, J. D., Drummond, A., & Nova, N. (2015). Violent video games: The effects of narrative context and reward structure on in-game and postgame aggression. *Journal of Experimental Psychology: Applied, 21*(3), 205–214.	Reflection 8: 11/2 Spotlight Files: 11/2
11/13 (11/11: no class)	Checking in	

Dates & Discussants	Topics and Readings	Assignments Due Sunday at 11:59pm (unless otherwise noted)
11/18 & 11/20 Discussant(s):	<u>Information-processing theory</u> · Textbook: **Chapter 7** · Geary, D. C. Hoard, M. K., Byrd-Craven, J., Nugent, L., & Numtee, C. (2007). Cognitive mechanisms underlying achievement deficits in children with mathematical learning disability. *Child Development, 78,* 1343-1359. · Siegler, R. S. (2007). Cognitive variability. *Developmental Science, 10,* 104-109.	Reflection 9: 11/16
11/25 (Zoom) 11/27 (no class)	Checking in	Lit. review: 11/23

12/2 & 12/4
 	
Discussant(s):
	Further Theories
	
	· Gibson's ecological theory of perceptual development.
	
	o Textbook: **Chapter 8**
	
	    • Theories today
	       o Textbook: **Chapter 9**
		Reflection 10: 11/30

12/16	3:15-5:15pm: Video Collection Showcase	Video Collection: 12/15 (<u>special date!</u>)