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PSYX 230.50C: Developmental Psychology

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**The University of Montana, Missoula College
PSYX 230, Section 50C, CRN 72665, 3 CR, Fall 2018
DEVELOPMENTAL PSYCHOLOGY: LIFESPAN
ONLINE COURSE SYLLABUS**

I. CONTACT INFORMATION

- **Professor:** Ms. Eve Lahti, M.A.
- **Office:** MC 427
- **Phone:** 243-7824—can leave message with Administrative Assistant Su Mollenhoff
- **Office Hours:**
 - Wed: 12:00-2:00pm
 - Thurs: 2:00pm-3:00pm
 - By appointment
- **Email:** eve1.lahti@umontana.edu **BEST way to reach me*
 - Please email from your **student account only** (i.e., umconnect). I will NOT respond otherwise.
 - **In the subject line of every email**, please indicate the current course, section, and your purpose. **Ex: Psyx 230, Sect 50C, Exam 1 question.**
 - If you do NOT follow the above format, there may be a delay in my response. However, my commitment is to respond to emails within 24 hours (no later than 36) when received Mon– Fri.
Please expect delays on weekends or holidays.

II. PREREQUISITE:

Introductory Psychology, Psyx 100S, or equivalent transfer introductory psychology course is a requirement for all students wishing to take this course. You must have completed an introductory psychology with a C- or better grade in order to be admitted to the class. Concurrent enrollment (i.e. both at the same time) with this course and Introductory Psychology will not satisfy the prerequisite requirement.

III. COURSE DESCRIPTION:

Human development is an incredibly complex process that grows out of the interaction between a changing person and a changing world throughout the lifespan. This course will introduce you to major theories of human development and show you how they guide researchers and others to analyze “real life” issues that developing persons face across the lifespan, from infancy through death. This course will strive to help you to appreciate that the best advice about such matters as enriching environments for infants, raising children, working with troubled adolescents and elder care is based on research reports rather than on armchair speculation. This course will provide opportunities to explore current scientific knowledge and theories, including both classic and contemporary research concerned with understanding developmental processes. One of the goals of this class will be to teach you to examine your own personal insights based on personal experiences and observations of others using the knowledge and techniques learned throughout the semester. It is important to remember that critical thinking and mastery of the course content as presented in the text, exercises, and assigned projects is crucial to your success in this class.

IV. LEARNING OUTCOMES:

At the end of the semester, students will:

- 1). Describe development throughout the lifespan, including biosocial, cognitive, and psychosocial, as an ongoing set of processes, involving both continuity and change, by giving examples from the literature.
- 2). Analyze different developmental events across the lifespan from observations using the perspectives of the major theories of development: cognitive, learning, humanistic, and psychoanalytic, and recognize those theories when used by others to analyze events.
- 3). Explain how research contributes to the understanding of development. Evaluate and use research findings to investigate a topic of interest.

- 4). Recall important developmental concepts and be able to recognize and apply these concepts in various situations. Emphasis is on application rather than memorization of concepts and theories, therefore critical thinking is stressed.

V. REQUIRED MATERIALS

1. Text and Supplement (REVEL):

- The text you need is **Berk, L. E. (2018). *Exploring Lifespan Development* (4th ed.). Boston, MA: Pearson.**
- You also need access to the text’s supplement, “**REVEL.**”
 - Our publisher, Pearson, developed REVEL to provide audio and visual versions of the text, chapter objectives, study plans, practice tests, videos, simulations, and many other study materials!
- To purchase access to REVEL, which includes the online text:
 1. **Visit this link**, which is unique to our Psyx 230 section: <https://console.pearson.com/enrollment/7jhccx>
 2. Sign in with your Pearson Account. You can either: sign in with an existing Pearson username and password OR create a new Pearson account if this is your first Pearson digital product.
 3. Choose your course under 'My Courses' and choose an access option: redeem an access code IF you got one from your school's bookstore or purchase access online. **There is a 14-day free trial if you are waiting for financial aid.**
 4. What you should know:
 - Bookmark <https://console.pearson.com> to easily access your **TEXTBOOK & materials.**
 - Pearson recommends using the latest version of Chrome, Firefox, or Safari with this digital product.
 - Contact your instructor if you lose the invite link.
 - **Do NOT lose your password!**

2. You also need access to Moodle:

- This course is managed (i.e. gradebook, Exams) through Moodle. To access Moodle, go to <http://umonline.umt.edu/> and click the “Moodle NetID Login” button.
- It is recommended that you use the internet browser, **Firefox**, to run Moodle.
- Given that the majority of your grading criteria (Exams & Papers) are to be submitted in an online format, **it is expected that you have consistent access to a computer and reliable internet access.**
- Technical difficulties will NOT be an acceptable excuse for late work.

VI. ASSESSMENT OF STUDENT LEARNING GOALS & OBJECTIVES

- Your grade in this class is based on the following criteria:

1. 5 Exams (100 points each)	500
2. 4 Discussion Questions (40 points each) & Autobiography (10 points)	170
3. 2 Applied Written Assignments	300
TOTAL POSSIBLE	
	970

- This class can only be taken in traditional mode; you are not able to switch to credit/no credit. Final grades are based on the +/- system. Traditional rounding rules apply (i.e. .5 and above are rounded up and less than .5 are not rounded). The breakdown is as follows:

93-100%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	63-66%	D
80-82%	B-	60-62%	D-
77-79%	C+	< 60%	F

1. **Exams:**

- All exams are administered online through **Moodle**.
- There are **5 exams** in this course. Each exam covers several chapters.
- You have **1 chance** to take the exam; they are **not timed**.
- Exams are open book and open notes. However, it will not be sufficient to just know where to find the information or just *memorize* information. The exam questions will be **applied** and **conceptual** in nature, rather than factual recall (or rote memorization); thus, you will need to *understand* the content, too.
- You must take the exam **independently**. Taking the exam with anyone else is a violation of the Student Conduct Code. See the “Student Conduct Code” section below for more information and an explanation of sanctions for violations.
- Cell phones, iPads (and other tablets) and pagers **MUST** not be used during exams.
- **Please take careful note** of when Exams open and when they close. The days and times are in the course calendar on the syllabus.
- **NO LATE EXAMS WILL BE ACCEPTED!**
- I will **not** make **alternative arrangements** to give any exams early due to travel plans, school projects, or requirements in other courses you may be taking. Plan accordingly.

2. **Discussion Questions (DQ)**

- All discussions (DQ) are administered in **Moodle**.
- Over the course of the semester, you are required to complete **4 discussion questions** (DQ’s), worth **40 points each**. There will be 1 DQ approximately every few weeks.
- Our discussions are held in **Moodle**. The dates they are launched and the dates they are due are listed in the Course Calendar.
- You must submit your **1st direct response to the DQ prompt** by the **first due date** listed in the Course Calendar. Then, you are required to post thoughtful and substantial responses to at least **2 others** by the **2nd deadline**. (The only exception is the Autobiography. Please read those instructions carefully in Moodle.)
- The grading rubric for these DQs is as follows:

Grading Criteria For Maximum Points	Maximum Points
Met the criteria for correct responses to assigned questions (answered the questions and discussed them).	/15
Participated in the discussion- with at least two others, substantial posting that advances the discussion, and is thoughtful, referencing the course concepts and ideas.	/15
Justified ideas and responses by using appropriate examples and references from texts, Web sites, and personal experience.	/10
APA format, grammar, mechanics, readability, overall college level writing	
TOTAL POINTS	/40

3. Applied Written Assignments:

- You have **2 written assignments** worth **300 points total**.
 - The first paper is worth 100 points, and the 2nd is a high stakes assignment worth 200 points.
 - Proper use of APA Format is expected in all writing assignments.
- **Writing Rubric and Other Writing Resources to improve scientific college level writing are currently available in Moodle.**
- **Instructions will be available in Moodle on the dates specified in the Course Calendar below.**

VII. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS.

- **Missoula College students:** Call (406) 243-2243 for an appointment.
- **Mountain campus students:** Contact DSS at (406) 243-2243 or via email, [DSS](#).

I will work with you and DSS to provide reasonable modifications. “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. In addition, **the student must provide DSS documentation before the assignment is due** so reasonable accommodations can be made. For more information, please consult [DSS](#).

VIII. LATE and MAKE-UP WORK POLICY:

- **LATE or MAKE-UP WORK WILL NOT BE ACCEPTED. HOWEVER,** according to the UM’s [Academic Policies and Procedures](#), under “Class Attendance/Absence Policy,” I **MAY** excuse **brief** and **occasional** absences for the following reasons:
 1. an illness or injury
 2. a family emergency
 3. religious observance
 4. participation in a university sponsored activity
 5. military service
- If you miss an assignment, exam or participation points due to one of these exceptions, **valid documentation MUST be provided** in order to make it up.
 - Please consult me on what “valid documentation” entails.
 - You have **48 hours after the missed assignment’s due date** to **notify me** so that we can arrange for you to make-up the work or turn it in late.
 - Please be aware, **I strictly enforce this policy and WILL REQUIRE documentation.**

*****IMPORTANT:** Technical issues are NOT considered valid excuses for turning work in late or failing to complete an assignment. Moodle and REVEL can be accessed from any computer with internet access. If you experience technical problems, you have the option of using a computer at the libraries or at the computer labs on the Missoula College or Mountain Campuses. You can also use a colleague’s computer, go to the public library, café, etc... **It is your responsibility to have consistent and reliable internet access so you can submit your assignments on time.** It is in your best interest to be organized, plan ahead, and do NOT procrastinate.

IX. DROP POLICY

According to UM’s [Academic Policies and Procedures](#), beginning the **46th instructional day** of the semester through the last regular class day before Finals Week, students may drop courses only by petition that requires approval from the instructor, advisor, and dean. Note that not all petitions are approved and documented justification is required. Some examples of documented circumstances that may merit approval are accident or illness, family emergency, or other circumstances beyond the student’s control. Instructors and advisors have the right to indicate that they do not recommend the drop. A WP or WF will appear on the transcript. A \$10 fee

applies. For more information on important dates, see [Important Dates and Deadlines](#).

X. INCOMPLETE POLICY

A grade of Incomplete (I) is a rarity, but may be given when, *in the opinion of the instructor*, there is a reasonable probability that students can complete the course without retaking it and **only** under exceptional circumstances. The incomplete is not an option to be exercised at the discretion of a student. In all cases it is given at the discretion of the instructor (see UM's [Academic Policies and Procedures](#)).

XI. ACADEMIC INTEGRITY & THE STUDENT CONDUCT CODE (PLEASE READ CAREFULLY)

All students must practice academic honesty. All students need to be familiar with the Student Conduct Code. The Student Conduct Code, which can be found here, [Student Conduct Code](#), will be strictly enforced in this class. Specifically, cheating in any form will not be tolerated. You are not allowed to collaborate on any exam, assignment or discussion with anyone, including, but not exclusively, students who have previously taken this course, graduate students in psychology or related disciplines, friends, etc... Thus, all **ASSIGNMENTS** and **PAPERS must** be completed **INDEPENDENTLY**, unless otherwise stated in the instructions (e.g. group projects) or when students seek services from the Writing Center or tutoring, etc.... all **EXAMS** must also be completed **INDEPENDENTLY**, unless accommodations have been approved by your instructor. **Plagiarism or cheating** will result in FAILURE (that is, a zero or an "F") on the exam, assignment, or discussion, *at minimum*, and it will be reported to Department Chair and/or the Dean. **The instructor reserves the right to assign an "F" for the course if cheating or plagiarism occur. Additionally, you are subject to University sanctions, suspension or expulsion.**

If you do not know what plagiarism is, you can ask your professor, visit the [Writing Center](#) at the Mountain campus (Liberal Arts 144, 243-2266), the [Mansfield Library](#) (243-6866), or contact Missoula College's [Learning Center](#) (243-7826).

XII. NETIQUETTE

Online classes offer a unique element to the interactions between you, your fellow students, and me. For example, missing in this written environment is the usual non-verbal information that you may be accustomed to having in face-to-face conversations, like body language, voice tone, eye contact, appearance, etc. Everything that we would use to understand the "emotionality" of the words is simply not present either. There are also cultural differences (due to age, ethnicity, gender, religion, etc...) in what people may think would be appropriate to share in online interactions. **Do not assume that everyone has the same understanding of all words.**

Because of these differences, courses with online components have additional policies for appropriate behavior in the interchanges between students and the instructor or other students. "Netiquette" are the good manners for interactions on the internet. Here are a few policies of Netiquette that will assist you in clear communication while eliminating some of the potential for misunderstandings:

- **Be mindful of your language.**
 - **Avoid all slang, rude comments, threats, profanity, and disrespectful comments.**
 - **Avoid sarcasm or humor.** What may seem funny to us may not be so funny to others.
- **Do not use "netspeak."**
 - "Netspeak" is a style of writing that is unique to social media. This is an **educational setting**, thus, **do not use language, grammar or punctuation that is typical in a social media setting.** For example:
 - do not use emoticons to express emotions, i.e. :-). Even writing something and adding "(ha ha)" is not appropriate.
 - DO NOT TYPE IN ALL CAPS. It is often considered the same as yelling in person.
 - do not use excessive exclamation points, e.g. "I disagree!!!!!"
 - do not use acronyms, such as BRB (be right back), L8R (later), LMAO, etc...
 - **You should use language and grammar that is expected in a college level course**, including appropriate sentence structure and punctuation.
 - **Proofread and spell check** before posting responses or turning in your assignments. **I will take points away for poor grammar and spelling.**

- Please be mindful of these guidelines in your emails, as well.
- **Be respectful.**
 - Please be respectful to all members of the class, as well as to the instructor.
 - This is to be a **positive, supportive** environment so students can feel comfortable as they ask questions, make mistakes, and learn.
 - It is OK to disagree, but be **courteous**. Remember there is a difference between constructive criticism and being rude. Please do not bully, intimidate, threaten, curse or demean those you disagree with.

****IMPORTANT:** Any deviation from this policy will be dealt with in accordance to the Student Conduct Code. Depending on the severity of the offense, the Administration may become involved. Also, **I reserve the right to remove any inappropriate posts and deduct points accordingly.**

XIII. ONLINE PRIVACY POLICY

- **Discussing your grades in the open discussion forum is not allowed.** Grades are a confidential matter. No one has access to them except you and your instructor.
- **Email me if you have questions about your grades.** I will be happy to discuss my justification and rationale with you. Of course, errors are made sometimes. Feel free to just ask!

NOTE: Instructor reserves the right to modify syllabi and assignments as needed based on faculty, student, and/or environmental circumstances. If changes are made to the syllabus, amended copies will be dated and made available to the class.

Psyx 230, Sect. 50C, Fall Semester 2018 Course Calendar

*All times are in Mountain Standard Time

WEEK	READ	Assignments	DATE POSTED	DUE DATES
1 Mon 8/27 - Sun 9/02	• Welcome • Chp 1	1. Course Overview (Syllabus, etc) 2. Autobiography	1. Now 2. Now	1. Wed 8/29 at 11:55pm 2. Sun 9/2 at 11:55pm
2 Mon 9/03 - Sun 9/09	• Chp 2	1. DQ1: Folk Wisdom *****Mon 9/03-Labor Day: No Classes, Offices Closed***	1. Mon 9/03 at 10:00am	1. Sun 9/09 at 11:55pm 2. Sun 9/16 at 11:55pm
3 Mon 9/10 - Sun 9/16	• Chp 3	>>>>EXAM #1 (Chps 1-3)<<<<	<<FRI 9/14 at 10:00am>>	>MON 9/17 at 11:55pm<<
4 Mon 9/17 - Sun 9/23	• Chp 4	*Reminder: Applied Paper#1-Due in 3 weeks	**MON 9/17 at 10:00am	**Paper Due WED 10/10 at 11:55pm
5 Mon 9/24 - Sun 9/30	• Chp 5	1. DQ2: Importance of Nutrition	1. Mon 9/24 at 10:00am	1. Sun 9/30 at 11:55pm 2. Sun 10/07 at 11:55pm
6 Mon 10/01 - Sun 10/07	• Chp 6	>>>>EXAM #2 (Chps 4-6)<<<<	<<FRI 10/05 at 10:00am>>	>MON 10/08 at 11:55pm<
7 Mon 10/08 - Sun 10/14	• Chps 7/8	1. Applied Written Assignment #1: TV Viewing Log & PAPER Due		1. WED 10/10 at 11:55pm
8 Mon 10/15 - Sun 10/21	• Chp 9	1. DQ3: Bullying Prevention	1. Mon 10/15 at 10:00am	1. Sun 10/21 at 11:55pm 2. Sun 10/28 at 11:55pm
9 Mon 10/22 - Sun 10/28	• Chp 10	>>>>EXAM #3 (Chps 7-10)<<<<	<<FRI 10/26 at 10:00am>>	>MON 10/29 at 11:55pm<

WEEK	READ	Assignments	DATE POSTED	DUE DATES
10 Mon 10/29 - Sun 11/04	• Chps 11/12	*Reminder: Applied Paper#2: Due in 1 month	**MON 10/29 at 10:00am	**Paper Due WED 11/28 at 11:55pm
11 Mon 11/05 - Sun 11/11	• Chp 13	1. DQ4: Marital Myths *****Tues 11/06-Election Day: No Classes, Offices Closed***	1. Mon 11/05 at 10:00am	1. Sun 11/11 at 11:55pm 2. Sun 11/18 at 11:55pm
12 Mon 11/12 - Sun 11/18	• Chp 14	*****Mon 11/12-Veteran's Day: No Classes, Offices Closed*** >>>>EXAM #4 (Chps 11-14)<<<<	<<FRI 11/16 at 10:00am>>	>MON 11/19 at 11:55pm<
13 Mon 11/19 - Sun 11/25	• Chp 15	****Wed 11/21: Travel Day: No Classes**** ***Thur 11/22- Fri 11/23: Thanksgiving Break: No Classes, Offices Closed**		
14 Mon 11/26 - Sun 12/02	• Chps 16/17	1. Applied Written Assignment #2: Interview Notes & PAPER Due		1. WED 11/28 at 11:55pm
15 Mon 12/03 - Sun 12/09	• Chps 18/19		***Fri 12/07-Last Day of Classes** *12/08-12/09-Study/Reading Days*	
16 Mon 12/10 - Fri 12/14	FINALS WEEK	>>>>EXAM #5 (Chps 15-19)<<<<	<MON 12/10 at 10:00am>	THUR 12/13 at 11:55pm<