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PSYX 230.51: Developmental Psychology

Gabriella Ji

University of Montana, Missoula, gabriella.ji@umontana.edu

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PSYX 230: Developmental Psychology: Lifespan

University of Montana, Missoula College

Spring 2022 (CRN 31595 & 34450)

COURSE INFORMATION

LECTURE

- PSYX230.50 is an online learning class that meets **asynchronously** through MOODLE. Lectures will be recorded and uploaded to the corresponding MOODLE pages. Students are required to watch each week's lecture recordings **before** the deadlines.

INSTRUCTOR

Gabriella Ji, M.A

- *Email:* gabriella.ji@umontana.edu
- *Office hours:* by appointment

WHAT IS THIS COURSE ABOUT?

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.

WHAT ARE THE PREREQUISITES?

Introductory Psychology, 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) and Introductory Psychology will not satisfy the prerequisite requirement.

WHAT ARE WE TRYING TO ACHIEVE?

By the end of this course, you should be able to:

- 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.
- 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.
- 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.

MATERIALS: WHAT DO YOU NEED?

REQUIRED TEXT

Berk, L. E. (2018). **Exploring Lifespan Development (4th ed.)**. Boston, MA: Pearson.

How to Access Text?

Your text is “inclusive access which means it is available immediately when you are registered and is included in your registration.”

To access, login into the Moodle course management system and select the link provided after the introduction. You will need to sign your Pearson account or create one if you do not have one following the directions when you select your Revel Link to the textbook. You will never need to login after you access it the first time.

ASSESSMENT OF LEARNING: HOW WILL WE KNOW IF WE HAVE MET OUR GOALS?

Activity	Points	% of Grade
Exams	600	60%
Midterm	250	25%
Final Exam	350	35%
Quizzes	95	9.5%
Discussion Questions + Autobiography	205	20.5%
Autobiography	5	0.5%
Discussion 1	50	5%
Discussion 2	50	5%
Discussion 3	50	5%
Discussion 4	50	5%
Applied Paper	100	10%
Total	1000	100%

EXAMS (50%)

There are 2 Exams in this course. Each exam covers several chapters and is each 25% & 35% of your grade and are administered through Moodle. You have **1 chance** to take the exam; **they are not timed**. You will have **a week to complete the exams**, but once the exam is started, you cannot break off until submission.

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. 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.

QUZZIES (9.5 %)

Quizzes will be administered through the revel course link. There is 1 quiz per chapter. Quizzes are 5 points each, and worth in total 95 points (9.5%) of your grade. All chapter quizzes must be completed by the due date listed in the course schedule. You can access chapter quizzes through the link on Moodle, which will direct you to the Pearson website.

DISCUSSION QUESTIONS (20.5 %)

Over the course of the semester, you are required to complete 4 discussion questions, worth 50 points each. You are also required to post an autobiography during the second week of the semester, which worth 5 points. 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 reponses** to the Discussion Question prompt by the **first due date**, then, you are required to post **thoughtful and substantial responses** to at least **2 others** by the **2nd due date**.

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.	15
APA format, grammar, mechanics, readability, overall college level writing	5
Total	50

APPLIED WRITTEN ASSIGNMENTS (10 %)

You have 1 written assignment worth 100 points total. Proper use of APA Format and college level writing 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.

COURSE EXPECTATIONS & GRADING SCALE

Students are expected attend all scheduled classes on time and participate in the planned events for the day. Students should inform instructor if they are ill. It will be impossible to pass this class with frequent absences.

Please respect confidentiality, as confidentiality is a necessity. Students might volunteer to share personal information during class discussions or demonstrations. This is an important part of the learning experience and the student’s right to privacy must be respected by all. Being actively involved in the class sessions and the small groups entails some level of personal self-disclosure.

Because of the nature of the vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information about others outside of the classroom is a breach of confidentiality. If you wish to share with others outside of the classroom, please reveal only your own reactions and understanding and avoid using names or identifying features of your classmates. It is expected that anyone who participates in a demonstration of either an individual session in this course will have his or her confidentiality respected. You will be asked to record practice sessions, these sessions should not be shared with anyone outside of the class.

You are expected to be an active learner in this course, which includes actively participating in the class discussions and group discussions. This class will involve some degree of self-exploration and interpersonal learning. You are also expected to bring questions for discussion to the class sessions and demonstrate that you are keeping up to date with your reading assignments.

Final grades are based on the following scale:

Grade	Percent	Grade	Percent
A	93-100%	C	73-76.9%
A-	90-92.9%	C-	70-72.9%
B+	87-89.9%	D+	67-69.9%
B	83-86.9%	D	63-66.9%
B-	80-82.9%	D-	60-62.9%
C+	77-79.9%	F	59.9% & less

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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

- Missoula College students: Contact ODE at 406-243-7931 or via email
- Mountain campus students: Contact ODE at 406-243-2243 or via email, DSS.

I will work with you and ODE to provide reasonable modifications. “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult ODE.

DROP AND INCOMPLETE POLICIES

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.

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)

A FINAL NOTE ON ETHICAL CONDUCT

Don't Cheat. Don't Plagiarize. It's Not Worth It.

ACADEMIC MISCONDUCT is taken seriously and is unacceptable. Please review the UM [Student Conduct Code](http://www.umt.edu/vpsa/policies/student_conduct.php) (http://www.umt.edu/vpsa/policies/student_conduct.php). "The Student Conduct Code at the University of Montana embodies and promotes honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in our academic community." **This code and procedures apply to this course.** All work for this class must reflect your own work. As specified in the Student Conduct Code, academic misconduct includes, but is not limited to:

- *Plagiarism*: representing someone else's work (words, ideas, data, materials) as your own.
- *Misconduct during an examination or academic exercise*: Copying from another student's paper/exam, giving information to another student, consulting unauthorized materials.
- *Submitting false information*: Knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation in connection with an academic exercise.

THE CONSEQUENCES are more severe than you may think...

Academic misconduct will result in a zero for that exam or assignment and the incident will be reported to the Dean of Students and the Dean of the College of Humanities and Sciences to be dealt with in accordance with UM Student Conduct Code. *It is your responsibility to know the Student Conduct Code.*

Course Schedule*

Module	Week	Readings	Assignments/ Readings	Due	Due Date (all due by 11:59pm of the date)
Module 1: background and birth	Week 1 1/17-1/21	Chap 1 History, Theory, Research	Review: Syllabus Watch: Life Before Birth	Quiz 1	Friday 1/21
	Week 2 1/24-1/28	Chap 2 Genetic & Environmental Foundations		Autobiography	1 st post by Monday 1/24 2 nd post by Sunday 1/30
	Week 3 1/31-2/4	Chap 2 Genetic & Environmental Foundations	Watch: The Secret Life of the Baby's Brain	Quiz 2	Monday 1/31
		Chap 3 Prenatal Birth & Newborn		Quiz 3	Friday 2/4
Module 2: Infancy & Toddlerhood	Week 4 2/7-2/11	Chap 4 Physical Development in Infancy & Toddlers	Watch: Watch-Reflexes	Quiz 4	Tuesday 2/8
		Chap 5 Cognitive Dev. Infancy & Toddlers	Watch: Infants & Toddlers	Quiz 5	Friday 2/11
	Week 5 2/14-2/18	Chap 6 Social Emotional Dev Infancy & Toddlers	Watch: Early Childhood- Preschool & play	Quiz 6	Tuesday 2/15
Module 3: Early & middle Childhood	Chap 7 Physical / Cognitive Dev. Early Childhood	Quiz 7		Friday 2/18	
	Week 6 2/21-2/25	Chap 8 Social / Emotional Early Childhood		Quiz 8	Tuesday 2/22
		Chap 9 Physical / Cognitive Dev Middle Child	Observe School age Cognition Moral Development Observation	Quiz 9	Friday 2/25
Module 4: Adolescence	Week 7 2/28-3/4	Chap 10 Social /Emotional Dev in Middle Childhood	Friendship watch / Games/Play Midterm opens on 2/28	Quiz 10	Tuesday 2/28
	Week 8 3/7-3/11	Chap 11 Physical / Cognitive in Adolescent	*Strongly encourage you to start working on Applied Paper Midterm closes on 3/4	Quiz 11	Friday 3/4
		Chap 12 Social / Emotional Dev. Adolescents	Watch: The Teen Brain	Quiz 12	Friday 3/11
		Chap 13 Early Adulthood: Physical/Cognitive		Quiz 13	Tuesday 3/15
Week 9 3/14-3/18	Chap 14 Early Adulthood Social/Emotional	Watch: Adult Brain	Quiz 14	Friday 3/18	
			Applied Paper	Sunday 3/20	
Week 10 3/21-3/25		<u>Spring Break- No Classes</u>			
Module 5: Adulthood; aging; and death	Week 11 3/28-4/1	Chap 15 Middle Adulthood Physical/Cognitive Development		Quiz 15	Friday 3/28
	Week 12 4/4-4/8	Chap16 Middle Adulthood Social Emotional Development	Watch Sternberg's Triangular theory of Love	Discussion 3	1 st post by Monday 4/4 2 nd post by Sunday 4/10
				Quiz 16	Friday 4/8
	Week 13 4/11-4/15	Chap 17 Late Adulthood Physical / Cognitive Development	Watch –The aging Brain	Quiz 17	Friday 4/15
	Week 14 4/18-4/22	Chap 18 Late Adulthood/Social Emotional Development		Quiz 18	Friday 4/22
Week 15 4/25-4/29	Chap 19 Death & dying, Stages of Grief & Living Wills	Watch: Hospice Final exam opens on 4/25 Final exam closes on 4/29	Discussion 4	1 st post by Monday 4/25 2 nd post by Sunday 5/1	
			Quiz 19	Friday 4/29	

*Please note that the instructor reserves the right to make adjustments to this syllabus as deemed necessary. Students will be notified of changes via UMT email.