

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi

Open Educational Resources (OER)

9-2014

PSYX 230.02: Developmental Psychology

Lois Muir

University of Montana - Missoula, lois.muir@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Muir, Lois, "PSYX 230.02: Developmental Psychology" (2014). *University of Montana Course Syllabi*. 1560.
<https://scholarworks.umt.edu/syllabi/1560>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

Psyx 230-02: Developmental Psychology

Fall 2014

Course Location and Time

Interdisciplinary Science 110
Tuesday and Thursday 9:40 – 11:00

Instructor Information

Instructor: Professor Muir
Email: lois.muir@umontana.edu
Office: Corbin 334
Phone: 406.243.4948
Office hours: Tuesday, Thursday 11:30 – 1:00, and by appointment

Textbook

Bukatko, D. & Daehler, M.W. (2012). *Child Development: A Thematic Approach, 6th Ed.*, Belmont, CA: Wadsworth.

Course Objectives

Understanding the development of children and adolescents is important for parents, teachers, counselors and others who work in other professions. This course is designed to acquaint you with research findings and theories of development from conception through adolescence. In addition, the course will relate research and theory to practical applications. As a result of this course, you should be able to:

1. Remember basic research findings and theories of development
2. Recognize normal development in various aspects of development
3. Explain scientific methods used in the study of children and adolescents
4. Apply research findings to real-life situations
5. Use critical thinking to interpret developmental research and theories
6. Analyze current issues related to children and adolescents based on research

Course Requirements

Although the class is conducted in a lecture format, class participation is welcome and important to active learning. Students are expected to arrive on time and remain for the entire class period since it is disruptive to the class to arrive late or leave early. There are four exams based upon class material and textbook assignments. Bring a scantron form #95142 and a #2 pencil to each exam. Students may review their exams or assignments within one week of the posting of the score. The syllabus, class materials, course notices, and grades will be posted on the Moodle Course Management System with communication through your university e-mail.

Course Guidelines and Policies

Drop/Add

October 27 is the last day to drop classes without consent. After that date, requests to drop the course will require legitimate justification.

Academic Honesty

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](#).

Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Grading

Course grades will be determined by point totals, *not* percentages. Total possible points in the course are as follows: Exam 1 (50 points); Exam 2 (50 points); Exam 3 (50 points); and the Final Exam (50 points). The lowest of the four exam grades will be dropped so final grades will include a maximum of three exam scores (150 points). An additional 10 points may be earned through an extra credit assignment.

Points for final grades: 135-160—A; 120-134—B; 105-119—C; 90-104—D; below 90—F

Course Outline

Tuesday	Thursday
August 26: Course Introduction	August 28: History of Childhood
September 2: Developmental Theories Chapter 1	September 4: Developmental Research Chapter 2
September 9: Heredity Chapter 3	September 11: Heredity
September 16: Prenatal Development Chapter 4	September 18: Prenatal Development Chapter 4
September 23: Birth Chapter 4	September 25: Newborn
September 30: EXAM 1 Chapters 1-4	October 2: Brain Development Chapter 5
October 7: Physical Growth Chapter 5	October 9: Early Learning and Perception Chapter 6
October 14: Language Chapter 7	October 16: Cognition Chapters 8 & 9
October 21: Intellectual Development Chapter 10	October 23: EXAM 2 Chapters 5-10
October 28: Early Emotion Chapter 11	October 30: Infant Attachment Chapter 11
November 4: Election Day NO CLASS	November 6: Development of Self Chapter 12

Tuesday	Thursday
November 11: Veteran's Day NO CLASS	November 13: Moral Development Chapter 12
November 18: Sex Difference Chapter 13 EXTRA CREDIT DUE	November 20: Gender Role Development Chapter 13
November 25: Family and Peers Chapter 14 & 15	November 27: Thanksgiving NO CLASS
December 2: Media Chapter 16	December 4: EXAM 3 Chapters 11-16
December 10 (10:10 – 11:00): FINAL EXAM	

Extra Credit Option

Reaction Paper (0-10 points) –Due November 18

(Papers will not be accepted late and will NOT be accepted by email.)

For the reaction paper, you will review either an article from A Century of Developmental Psychology or a book on child guidance book listed on Moodle.

The first 2/3rds of the paper will summarize the information in the article or book and the last part will express your own reaction and assessment of the book. The paper will be 4-5 pages long, double-spaced, in APA style. Since writing skills will be part of the grading, you are encouraged to contact the University Writing Center for assistance.