

1-2014

PSYX 230.01: Developmental Psychology

Lois Muir

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

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PSYX 230-01: Developmental Psychology (34734)

TR 9:40-11

Interdisciplinary Science 110

Spring 2014

Professor Muir

lois.muir@umontana.edu

Office Hours: TT 11:30-1 and by appointment

Office: Corbin 334; 243-4948

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/University Policies:

Drop/Add: February 14 is the last day to drop classes without an add/drop form. 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. The Code is available for review online at: http://life.umt.edu/vpsa/student_conduct.php

Students with disabilities will receive reasonable modifications in this course. Your responsibilities are to request them from me with sufficient advance notice, and to be prepared to provide verification of disability and its impact from Disability Services for Students. Please speak with me after class or during my office hours to discuss the details. For more information, visit the Disability Services for Students website at <http://www.umt.edu/disability>

Course 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 |
|---|--|
| January 28: Course Introduction | January 30: History of Childhood |
| February 4: Developmental Theories Chapter 1 | February 6: Developmental Research Chapter 2 |
| February 11: Heredity Chapter 3 | February 13: Heredity |
| February 18: Prenatal Development Chapter 4 | February 20: Prenatal Development Chapter 4 |
| February 25: Birth Chapter 4 | February 27: Newborn |
| March 4: EXAM 1 Chapters 1-4 | March 6: Brain Development Chapter 5 |
| March 11: Physical Growth Chapter 5 | March 13: Early Learning and Perception Chapter 6 |
| March 18: Language Chapter 7 | March 20: Cognition Chapters 8&9 |
| March 25: Intellectual Development Chapter 10 | March 27: EXAM 2 Chapter 5-10 |
| April 1: SPRING BREAK | April 3: SPRING BREAK |
| April 8: Early Emotion Chapter 11 | April 10: Infant Attachment Chapter 11 |
| April 15: Development of Self Chapter 12 | April 17: Moral Development Chapter 12 |
| April 22: Sex Differences Chapter 13 EXTRA CREDIT DUE | April 24: Gender Role Development Chapter 13 |
| April 29: Family Chapter 14 | May 1: Peers Chapter 15 |
| May 6: Media Chapter 16 | May 8: EXAM 3 Chapters 11-16 |
| May 15 (8:00): FINAL EXAM | |

Extra Credit Option—Reaction Paper (0-10 points)--DUE APRIL 22:
(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.