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PSYX 230.50: Developmental Psychology

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Developmental Psychology Online
PSYX 230 – Section 50
Spring 2014

Instructor: Robert Enoch, M.S.

Email: Robert.Enoch@umontana.edu

Office Hours: By appointment. This can be done online (e.g., via Skype).

Emailing Me:

- Please use your UM email account when corresponding! This is a university policy.
- When sending me an email please use this format in the subject: PSYX 230-
- My policy is to respond to emails within 24 hours. However, I try to respond to emails as soon as I can get to them so you will probably have a response sooner than the 24-hour response time. Keep in mind that when you email may affect when you get a response. For example, I may not be able to reply in time should you email late Sunday night when an assignment is due on Monday.

Required Text:

Berger, K.S. (2012). *The Developing Person through Childhood and Adolescence* (9th ed.). NY: Worth Publishers.

Overview:

- The development of an individual is a never-ending process. This course is not only about children and adolescence, but also each and every one of our own lives and development. Although personal anecdotes and experiences are interesting, bear in mind that this course will focus on developmental theories, research, and practice derived from scientific study. This course will take a chronological approach exploring the physical, cognitive, and socio-emotional areas at each stage of development.

Course Objectives:

1. Understand basic scientific knowledge, terminology, research results, and theories of developmental psychology from birth through adolescence.
2. Understand normal development and its variations in the areas of cognition, socio-emotional, and physical development from birth through adolescence.
3. Understand relationships between scientific research and practical applications in the areas of child and adolescent development.
4. Understand scientific research methods in developmental psychology.
5. Acquire critical thinking skills in interpreting research in developmental psychology.

University Policies:

- *Disabilities and Special Learning Needs*
 - Students with disabilities have the responsibility to indicate this to the instructor at the beginning of the course if they require accommodation, and to arrange for such accommodations with Disability Services for Students.
- *Academic Honesty*

- All students must practice academic honesty. Academic dishonesty is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student conduct Code, which is available for review online: http://life.umt.edu/vpsa/student_conduct.php. Some students are not aware what plagiarism is and do not know it is unethical. Plagiarism is the presentation of another person's ideas or writings as one's own. In this class, both plagiarism and cheating on tests and papers will result, at minimum, in an "F" to the assignment or test. I reserve the right to assign an "F" for the course if either occurs.
- Specifically, you are not allowed to give or receive assistance on assignments from any other student; all work must be completed independently. Please hand in your own work. This course is to be treated the same as a traditional course taught in the classroom.

Time Expectations:

- As you can imagine, the online format of this class changes many things. Now, instead of going to class three times a week and listening to an hour long lecture, you will be required to read the lecture on your own. Instead of having in-class discussions you will be reading and writing discussion posts. The outside class will be the same as other courses, reading the book and doing assignments. Be ready to read and write a lot!

A Note about Moodle:

- As you may or may not know. The university has officially upgraded to Moodle 2.0. I will be trying my best to make sure everything is up and working properly, but if you find anything amiss, please let me know so I can fix it as soon as possible! Thank you in advance for your cooperation with this.

Course Requirements & Expectations:

- This is an online course, as such it is expected that you will have access to a computer. Computer problems are not an excuse for failure to submit assignments on time. Plan accordingly and make sure you have alternatives in mind should you have computer difficulties! Technical problems will NOT be accepted for late/missed coursework. If you do not possess practical computer skills, do not take this course.
 - ***ADVICE: Save everything frequently and always!*** It is highly encouraged to write assignments in a text editor (e.g., Microsoft Word) and then paste your answers into Moodle when necessary. Moodle will time out after 30 minutes of inactivity.
 - Please contact UM Online if you experience technical difficulties.
 - Refer to the UM Online web page that list downloads and plug-ins that you may need to complete your coursework: <http://umonline.umt.edu/StudentInfo/plugins.htm>
 - Technical Services Contact Information:
 - UM Online: 406-243-6394
 - Courseware-support@umontana.edu
 - <http://umonline.umt.edu> (use the "Contact Us" tab)

- You are expected to log onto Moodle regularly to check for updates, announcements, assignments, and anything else related to class. You will be responsible for any information posted there. You are also expected to regularly check your email.
- Students must engage in proper online courtesy. Please respect your fellow classmates and instructor. Even though we do not meet face-to-face, the same learning environment is in place. Failure to engage in proper online courtesy will result in earning a zero for each assignment where an incident has occurred. Bottom line: You are expected to treat others taking this course just as you would treat others in an actual classroom.
 - A few points about online etiquette:
 - Do not shout or yell. Using all capital letters is considered the same as yelling in person. **DO NOT TYPE IN ALL CAPS.**
 - Don not use any “net speak,” such as “brb” (be right back), “l8r” (later), “u,” (you), etc. They are not professional and may make it difficult to read your posts or assignments. You are expected to write in an academically appropriate manner at all times. **This includes proper spelling, grammar, capitalization, and punctuation!**
- Privacy Policy
 - Discussing your grades in the open discussion forum is not allowed. Grades are a confidential matter. No one has access to your grades except you and me (the instructor). If you have any questions about your grades, email me and I will be happy to discuss my grading rationale with you.
- No late assignments or exams will be accepted. Exams are due by the date/time stated. No exceptions. You will not receive a reduced grade/points taken off. Late assignments are given zeros. Again, plan your time accordingly!
 - To be able to make up missed assignments it is MANDATORY that you (1) notify me before the time of your absence and (2) provide proper documentation verifying the reason for your absence. You can provide documentation by scanning and emailing the documents.
- Expectations are detailed in this syllabus. It is each student’s responsibility to read and understand the syllabus and its policies. If you are not clear on any portion of the course, please contact me.

Chapter Slides:

- For each chapter, I will provide PowerPoint slides intended to be used in conjunction with the text. You are expected to read these. Occasionally, they will have links/URLs in them. You are required to know the general information in these. (Typically, they will be short articles or videos).
- You are expected to read the entire chapter for each unit/developmental period under discussion. Do not only read the slides! (The slides will not cover everything in the text).

Assignments:

- *A Note About Assignments:*
 - All assignments for each unit are due on the same day. I realize this may seem like a lot, however due to the integrative nature of the material, it is necessary to have read all the chapters related to the developmental period under discussion.

- So plan your time accordingly. It is highly recommended to not wait until the last week to read the chapters, slides, and write up the assignments!
- Finally, for each assignment, I expect you to use proper spelling, grammar, and punctuation in your writing. A failure to do so will result in a loss of points for that assignment. **Make sure you edit your work!**
- *Discussion Board Debate*
 - The purpose of the discussion board debate is to have some interaction with your fellow classmates as well as read on some issues pertinent to development. For each issue, you will read either a chapter from *Taking Sides: Clashing Views on Controversial Issues in Childhood and Society* or two paired texts from other sources (these will be available to you on Moodle under the “Debate Topics” menu).
 - There will be two debate topics available for each developmental period. You will choose one of the topics and read the assigned text(s), after which you will write a main response (500-600 words) about which side you are on for the issue. Additionally, you will be required to post a brief response (one paragraph) to a classmate (who selected the other debate topic) within 48 hours of the deadline for submitting the main response. You will post these on the appropriate forum under the “Discussion Board” menu.
 - Example: The two topics for the first three weeks will be (1) Should there be any age limit for women receiving IVF?, and (2) Should parents be allowed to genetically select the sex of their children? After selecting a topic, you will read the assigned articles (both the pro and con sides), then you will write your main response (500-600 words) integrating material for the text, slides, and other sources. Within 48 hours of the deadline for the main response, you will post a brief response (one paragraph) about a classmate’s post addressing the debate topic you did not choose. So if you chose to write your main response supporting parents’ rights to genetically determine the sex of their children, then your brief response would focus on addressing a classmate who took a stance on whether there should be an age limit for women receiving IVF.
 - Grading:
 - Main Response
 - Incomplete – 3-4 points (inaccurate/weak/incorrect answers)
 - Adequate – 5-6 points (complete but may lack in fuller detail)
 - Excellent – 7 points (full explanations, insight, and detail)
 - Brief Response
 - Incomplete – 1 points (inaccurate/weak/incorrect answers)
 - Adequate – 2 points (complete but may lack in fuller detail)
 - Excellent – 3 points (full explanations, insight, and detail)
 - **IMPORTANT**: I do not want the discussion board to become contentious. I want to encourage open discussions but in a polite, non-offensive manner. It is important that you write your sides of the issue in full first, before commenting on any previous posts. You are expected to be responsible and thoughtful in what

you post. I will moderate and give warning to any posts/posters that may stray from keeping the discussion civil.

- *Article Reviews*

- The purpose of these article reviews is to read current research about specific and interesting topics not found in the textbook. It is also to give you some familiarity with published, peer-reviewed Developmental Psychology articles.
- You are not expected to understand all the statistics under the Results section, just skim these sections of the articles.
- There will be a template labeled “Article Review Questions” available on Moodle under “Article Reviews.” **You will need to answer this same set of questions for each of the five article review assignments.**
- There are no formatting requirements for these assignments, but it is expected that you will use complete sentences in a paragraph form to answer the question with proper grammar and punctuation. (Do not use bullet points to respond to the questions!)
- You may choose your own article to review as long as it (1) corresponds to the developmental period that we are studying, (2) has been published within the last 5 years in a peer-reviewed journal, and (3) is experimental in nature (i.e., has control and experimental groups). I will post at least one article for each developmental period that you can review, should you choose to not select one for yourself.
- The article you have selected, along with your review, will be sent to me as attachments via email prior to the aforementioned deadlines.
- Graded as Incomplete, Adequate, Excellent
 - Incomplete – 4-6 points (inaccurate/weak/incorrect answers)
 - Adequate – 7-9 points (complete but may lack in fuller detail)
 - Excellent – 10 points (full explanations, insight, and detail)

- *Assignment Buffet*

- You must choose five of the following assignments over the course of the semester. The five you choose, and the order you select them, will be up to you.
 - Compare/contrast child rearing practices in two different cultures. Based on what you have learned, which elements of childrearing are the most appropriate in each culture and which are troublesome?
 - Naturalistic observation. Find a place where there are babies/children/adolescents (this can be a park, museum, sporting event, etc.) and observe a phenomenon of interest discussed in class. Write a detailed description of what you observe.
 - A young couple with a three-month-old infant is finding it difficult to make ends meet on just one income. They come to you (as a child development expert) and ask for your advice on whether or not daycare will damage their child in any way. What advice would you give them?
 - How should parents minimize the effects of divorce on children? What factors do they need to consider? What effects should they be aware of?

- Choose a topic of interest from the class and interview a child, teen, parent, teacher, childcare provider, etc. to gain further insight into the topic.
- Compare/contrast childhood today with another period in history. What are the pros/coms involved in growing up in Western cultures today?
- Watch a film focusing predominantly on a child character. Discuss the child's development over the course of the film in relation to what you have learned in class.
- Papers should be approximately two pages double-spaced. Be sure to integrate concepts discussed in class and cite outside sources when appropriate. Do not just give your opinion on a particular issue.
- You will email me your assignment prior to the aforementioned deadlines.
- Graded as Incomplete, Adequate, Excellent
 - Incomplete – 4-6 points (inaccurate/weak/incorrect answers)
 - Adequate – 7-9 points (complete but may lack in fuller detail)
 - Excellent – 10 points (full explanations, insight, and detail)
- *Submitting Assignments:*
 - Discussion Board Debates will be posted directly to Moodle, while Article Reviews and Assignment Buffet responses will be sent to me as attachments via email.
 - Attachments: Please include your last name and the type of assignment (i.e., Article Review or Assignment Buffet) in the title of the attachment when submitting your work.
 - I will confirm the receipt of your assignments within 48 hours after the deadline.
 - I will not print and return your papers.
 - I will not accept excuses of “I sent it but it must not have gotten there,” Again, computer issues are not valid.
 - Assignments will be accepted until 11:59pm on their due date.

Exam Policies and Procedures:

- Exams will be multiple-choice, true/false, and short answer. They will NOT be cumulative. That is, each exam will only test on the material from the current developmental period under discussion.
- Anything from readings, assignments, and slides may appear of exams.
- All exams must be taken. There will be no makeup exams!
- Exams will be administered via Moodle. Please note the following:
 - No late exams will be accepted, regardless of computer problems.
 - No alternative assignments will be made for giving any exam early due to travel plans, school projects, or other course requirements. This includes the final.
 - Exams will be available for one week. Once started, you will have 2 hours to complete an exam. Make sure you do not start the test until you are ready to finish it in one sitting!
 - Although exams are open book and open note, keep in mind that this two hours is intended for you to read and submit answers to Moodle. It is recommended that

you study before the test, as you will not be able to look up each question's answer in enough time.

- Again, the honesty policy is in effect, meaning that you are expected to take the exam on your own and not confer with other on it.
- Save your exam frequently! It is recommended to make a note of your answers (in a separate file/document) in the event that the exam does not get submitted to Moodle and you need to reenter your answers.

Extra Credit:

- There will be no extra credit in this class.

One Final Note:

- Although this class is online so you do not see me in person, I am available and expect you to use me as a resource when needed. If you find yourself struggling in this class, it is better to ask for help early in the semester rather than waiting until it is too late to make a difference. I am here to help!

Grading & Points Distribution:

5 Exams (50 points each)	250 points (62.5%)
5 Article Reviews (10 points each)	50 points (12.5%)
5 Discussion Board Debates (10 points each: 7 points for main response/3 points for brief response)	50 points (12.5%)
5 Buffet Assignments (10 points each)	50 points (12.5%)
Total	400 points (100%)

- The final grade is based upon the weighted percentages of exams and the assignments.
 - A = 90%-100%
 - B = 80%-89%
 - C = 70%-79%
 - D = 60%-69%
 - F = < 60%
- No +’s or -’s but 0.5% or above are rounded up.
 - Ex) 89.5 => A
 - Ex) 89.4 => B
- No pass/fail option is available for this class.
- I will try my best to get assignments graded within one week of the due date.

Course Schedule

	Date		Assignments
1-3	January 27 – February 14	Chapter 1 – Introduction Chapter 2 – Theories Chapter 3 – Heredity and Environment Chapter 4 – Prenatal Development and Birth	Due: Feb. 14, 11:59 pm <ul style="list-style-type: none"> • Article Review 1 • Buffet Assignment 1 • Discussion Board Main Response 1
3	February 15	Exam 1 Posted, 12:00am Due: February 21, 11:59pm (Week 4)	
4-6	February 17 – March 7	Chapter 5 – The First Two Years: Biosocial Development Chapter 6 – The First Two Years: Cognitive Development Chapter 7 – The First Two Years: Psychosocial Development	Due: March 7, 11:59 pm <ul style="list-style-type: none"> • Article Review 2 • Buffet Assignment 2 • Discussion Board Main Response 2
6	March 8	Exam 2 Posted, 12:00am Due: March 14, 11:59pm (Week 7)	
7-9	March 10 - March 28	Chapter 8 – Early Childhood: Biosocial Development Chapter 9 – Early Childhood: Cognitive Development Chapter 10 – Early Childhood: Psychosocial Development	Due: March 28, 11:59 pm <ul style="list-style-type: none"> • Article Review 3 • Buffet Assignment 3 • Discussion Board Main Response 3
9	March 29	Exam 3 Posted, 12:00am Due: April 11, 11:59pm (Week 10) [Extended deadline due to Spring Break]	
10-12	April 7 – April 25	Chapter 11 – Middle Childhood: Biosocial Development Chapter 12 – Middle Childhood: Cognitive Development Chapter 13 – Middle Childhood: Psychosocial Development	Due: April 25, 11:59 pm <ul style="list-style-type: none"> • Article Review 4 • Buffet Assignment 4 • Discussion Board Main Response 4
12	April 26	Exam 4 Posted, 12:00am Due: May 2, 11:59pm (Week 13)	
13-15	April 28 – May 16	Chapter 14 – Adolescence: Biosocial Development Chapter 15 – Adolescence: Cognitive Development Chapter 16 – Adolescence: Psychosocial Development	Due: May 14, 11:59 pm <ul style="list-style-type: none"> • Article Review 5 • Buffet Assignment 5 • Discussion Board Main Response 5
15	May 12	Exam 5 Posted, 12:00am Due: December 16, 11:59pm (Week 16)	

		[Altered timeframe due to Finals Week]	
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