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### PSYX 230.02: Developmental Psychology

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## **Psychology 230 (Section 2)—Developmental Psychology Spring 2015**

### **Course Location and Time**

Monday, Wednesday, Friday 2:10 – 3:00am  
CHEM 123

### **Instructor Information**

Instructor: Nicole McCray, Ph.D.  
Office: Skaggs Bldg. 203  
Phone: 406.243.4527  
Email: [nicole.mccray@umontana.edu](mailto:nicole.mccray@umontana.edu) (the best way to contact me)  
Office hours: Monday, Wednesday, Friday 11:00 to 1:00

### **Course Objectives**

The primary purpose of this course is to provide students with an overview of human development from conception through adolescence. Throughout the course of the semester, we will learn about the changes that take place in an individual's life from birth through adolescence. We will also examine the biological and environmental factors that contribute to developmental outcomes among children and adolescents. To accomplish these goals, we will learn about the relevant theories that guide research in developmental psychology as well as the research methods used by developmental psychologists. We will also apply concepts learned in class to practical problems facing children and families. Students are expected to think critically about the issues and to actively participate in class discussions. The format of the course will rely on both lecture and discussion.

In order to accomplish these objectives, it is expected that students will exhibit professional behavior throughout the course. This includes, for example, student attendance, preparedness, and active participation and involvement in class. Students not exhibiting professional behavior may be asked to leave.

### **Recommended Text**

Berger, K.S. *The Developing Person through Childhood and Adolescence*. NY: Worth Publishers.

### **Grading**

Your final course grade will be based upon a total of 260 possible points that will be distributed as follows:

- 4 Exams (50 points each): 200
- Assignment: 50
- In-class Activities: 10

Course grading will be based on the following point scale:

A=	234-260	(90-100%)
B=	208-233	(80- 89%)
C=	182-207	(70-79%)
D=	156-181	(60-69%)
F=	0-155	(0-59%)

## Exams

Four exams will be given during the semester, each worth 50 points. The exams will test your knowledge of topics covered by the course text and information from lecture.

Exam format:	Multiple choice. <b>(NCS 50/50 blue/green scantron forms are needed for tests)</b>
Exam make-up policy:	When possible, give prior notice of a missed exam. Be prepared to provide reasonable evidence and documentation for missing an exam. Make-up exams may be in a different format than the original exam.
Missed exam:	If you miss an exam and do not make arrangements for a make-up exam, you will receive a zero as your grade for that exam.

## In-Class Activities

A variety of in-class assignments will be given throughout the semester. These assignments will vary depending on the topic discussed in class that day. For example, students may be asked to reflect upon a particular issue in development and turn in a brief written response. Assignments are designed to increase students' ability to apply concepts from class. There are no make-ups for in-class assignments (except in the case of a documentable emergency/medical situation or university sanctioned activity) but there will be a variety of opportunities to earn these points.

## Assignments

There will be an assortment of individual assignments of which you are to pick 1. These assignments are designed to increase your understanding of a theory/topic. Assignments are described in more detail at the end of the syllabus. This assignment will contribute 50 points to your final course grade.

## Course Guidelines and Policies

### 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 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.

### Attendance

Attendance is not mandatory and role will not be taken. However, your course grade is mostly determined by exams (which will include material from lecture as well as the text). **Course notes are not posted – if you miss class, you are responsible for the material covered.**

### Cell Phones

Cell phones are to be turned off during class, please.

### Courtesy

Courtesy is expected. Come to class on time and stay for the entire session. If you have an emergency and must come in late or leave early, please do so quietly. Be respectful of the instructor and classmates, do not be a distraction to others. Please familiarize yourself with the [Student Conduct Code](#).

### Course Withdrawal

April 6 is the last day to drop classes with an add/drop form. After that date, no petitions to drop the course will be signed and no Incompletes will be given except in documentable emergency situations.

### Syllabus

The instructor reserves the right to change the syllabus if necessary.

Class Schedule: Spring 2015		
Date	Topic	Material
Jan. 26	Course Overview	
Jan. 28-30	Introduction	Chapter 1
Feb. 2-4	Theories of Development	Chapter 2
Feb. 6-9	Heredity and Environment	Chapter 3
Feb. 11-18	Prenatal development & Birth	Chapter 4
<b>Monday, Feb. 16</b>	<b>No Class – President's Day</b>	
<b>Friday, Feb. 20</b>	<b>Exam 1</b>	<b>Chapters 1-4</b>
<i>Feb. 23-March 11</i>	<i>The First 2 Years</i>	<i>Chapters 5-7</i>
Feb. 23-25	Biosocial Development	Chapter 5
Feb. 27-Mar. 2	Cognitive Development	Chapter 6
Mar. 4-Mar. 11	Psychosocial Development	Chapter 7
<i>Mar. 13-30</i>	<i>Early Childhood</i>	<i>Chapters 8-10</i>
Mar. 13-16	Biosocial Development	Chapter 8
<b>Wednesday, Mar. 18</b>	<b>Exam 2</b>	<b>Chapters 5-8</b>
Mar. 20-23	Cognitive Development	Chapter 9
Mar. 25-27	Psychosocial Development	Chapter 10
<b>March 30-April 3</b>	<b>Spring Break</b>	
<i>April 6-April 22</i>	<i>Middle Childhood</i>	<i>Chapters 11-13</i>
April 6-8	Biosocial Development	Chapter 11
April 10-15	Cognitive Development	Chapter 12
<b>Friday, April 17</b>	<b>Exam 3</b>	<b>Chapters 9-12</b>
April 20-22	Psychosocial Development	Chapter 13
<b>Friday, April 24</b>	<b>Assignment Due</b>	
<i>April 24-May 8</i>	<i>Adolescence</i>	<i>Chapters 14-16</i>
April 24-27	Biosocial Development	Chapter 14
April 29-May 1	Cognitive Development	Chapter 15
May 4-8	Psychosocial Development	Chapter 16
<b>Monday, May 11 (3:20-5:30)</b>	<b>Final Exam</b>	<b>Chapters 13-16</b>

## Potential Assignments

From this list of potential topics, please choose 1 to complete as the assignment portion of this class. Independent of choice, the assignment is due on FRIDAY, APRIL 24 -- AT THE START OF CLASS. Late assignments will be docked 10 points each day late, including weekends. No emailed submissions will be accepted.

Please note, some of these assignments may take some planning. You must specify the number of the assignment you choose when you turn your paper in. You may also need to cite a source beyond your text book for these assignments. This source must be a peer reviewed journal. **Websites, newspapers, magazines, and other text books are not acceptable sources.**

Assignments must be well-written and complete, as grading will depend on grammar, APA style (if appropriate) and general readability. Assignments should be between 2-4 pages in length, typed, double-spaced, no weird fonts or spacing, and stapled. PAPERS EXCEEDING 4 PAGES (not including references/title page) WILL BE DOCKED 5 POINTS. As always, plagiarism will not be accepted, resulting in action from the psychology department and earning no points for the assignment.

Be sure to integrate concepts discussed in class and cite outside sources when appropriate. Do not just give your opinion on a particular issue. Failure to fully answer the question will result in a maximum grade of 25 points. PROOF READ your work – if your paper is a grammatical disaster, you will lose 10 points.

1. Compare/contrast child rearing practices in 2 different cultures. Based on what you learned in class, which elements of childrearing are the most appropriate in each culture and which are troublesome?
2. Naturalistic observation. Find a place where there are babies/children/adolescents (this can be a park, the library, the Children's Museum, a daycare, a school, a sporting event, etc.) and observe a phenomenon of interest discussed in class. Write a detailed description of what you observe.
3. Article critique. Find an article in a popular magazine for parents and assess whether the advice provided to parents is appropriate in light of what you have learned in class.
4. A young couple with a 3 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?
5. How should parents minimize the effects of divorce on children? Given what you know from RESEARCH on divorce, what factors do the parents need to consider? What effects should they be aware of?
6. Choose a topic of interest from class and interview a child, teen, parent, teacher, childcare provider, etc. to gain further insight into the topic.
7. Compare/contrast childhood today with another period in history. What are the pros/cons involved in growing up in Western cultures today?

8. A pregnant woman and her husband are discussing their hopes/fears for their child. The wife is worried about doing all of the right things for their baby because she believes that infancy is the most important time in a child's life. Her husband disagrees. He thinks that adolescence is a much more important time in the lifespan, involving many more crucial opportunities for parents to guide their children towards appropriate behavior. What would you say to these parents? Is one point in the lifespan more "crucial" than the rest? What are the challenges they are likely to face at each point in development? What can they do as parents to be sure that their child turns out ok?
9. Discuss the effects of the use of technology on child development (TV, the internet, touch screen devices, etc.). Use research to support your discussion of pros/cons associated with the tech. of your choice
10. Choose a controversial issue in Developmental (spanking, co-sleeping, bullying, etc. and review the latest research in this area).
11. Choose your own assignment. Must be approved by the instructor. Assignments not previously approved will not be accepted.