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### PSYX 230.02C: Developmental Psychology - Lifespan

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**MISSOULA COLLEGE, UM**  
**PSYX 230S: Developmental Psychology, Section 02C**  
**COURSE SYLLABUS**  
**Spring 2015, T/R, 11 :10-12 :30, AD11**  
**Professor Jes**

**I. CONTACT INFORMATION**

- **Office:** HB02 (i.e. The Fishbowl)
- **Phone:**
- **Office Hours:**  
**T/R 1:00-2:00**  
**Please make appointment**  
**before meetings**
- **Email:**
  - **In the subject line of every email**, please state your class and purpose; **Ex: Psyx 230, Sec 02C, Exam 1 question**.  
If you do NOT follow the above format, there may be a delay in my response and I may reply asking you to include this information before responding to your direct query. My personal commitment is to respond to my students' emails within 24 hours (no later than 36) when I receive them **Mon – Fri**. If the subject matter requires a lengthy discussion, please ask to make an appointment during office hours. Please be sure to check the syllabus or check with a colleague for information about class expectations. There will be delays when emails are received on weekends.

**II. PREREQUISITE:** Introductory Psychology, Psyx 100S, or Equivalent transfer introductory psychology course. Psyx 100S 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 (Both at the same time) with this course and Introductory Psychology will not satisfy the prerequisite requirement.

**III. COURSE DESCRIPTION:** 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, class exercises, observations, and assigned projects is crucial to your success in this class.

**IV. COURSE OBJECTIVES:** At the end of the semester, you should be able to:

- 1). Describe development, including biosocial, cognitive, and psychosocial, as an ongoing set of processes, involving both continuity and change, by giving examples from the literature.
- 2). Analyze different developmental events 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.
- 3). Explain how research contributes to the understanding of development. Evaluate and use research findings to investigate a topic of interest to you.
- 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.

**V. REQUIRED MATERIALS**

1. **Text and Supplements:** Development Through the Lifespan by Laura E. Berk [2<sup>nd</sup> Custom Edition] and is only available at the MISSOULA COLLEGE Bookstore
2. **My Development Lab through MyLabsPlus (MLP):**
  - MyLabsPlus is a great supplement to your text. It provides audio and visual versions of the text, chapter objectives, study plans, practice tests, videos, simulations, and many other study materials!
  - It will be helpful **to use MLP** for practice quizzes and other course supplements.
  - It is assumed that you have adequate resources to complete your course requirements. This includes purchasing the required course materials, the customized textbook with the access code for MLP as well as access to a working computer for the entire 16 weeks.

## VI. ASSESSMENT OF STUDENT LEARNING GOALS & OBJECTIVES

- Your grade in this class is based on the following:

1. Exam #1 (Chapters 1-3)	100
2. Exam #2 (Chapters 4-6)	100
3. Exam #3 (Chapters 7-10)	100
4. Exam #4 (Chapters 11-14)	100
5. Exam #5 (Chapters 15-19)	100
6. 2 Assignments [Papers]	200
7. Participation	100
<b>TOTAL POSSIBLE</b>	<b>800</b>

- This class can only be taken in traditional mode. That is, you are not able to switch to credit/no credit. Also, final grades are based on the +/- system. Traditional rounding rules apply (i.e. .5 and above are rounded up and less than .5 are not). The breakdown is as follows:

93-100%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	63-66%	D
80-82%	B-	60-62%	D-
77-79%	C+	< 60%	F

### 1. EXAMS: POLICIES AND PROCEDURES

- There are 5 scheduled exams.
- All exams will be administered in class.
  - The dates of the exams are in the course calendar below. **Please take careful notes of these dates!** These dates may change, depending on our progress during the semester. There will be announcements given during class if there is a change in the calendar. You are responsible for all information given during a lecture, this includes any changes in the course calendar.
  - It is highly unlikely I will allow a retake for a missed exam. Please contact me within 7 days before the exam if you know you will not be able to attend class on a day scheduled for an exam, however, advanced notice does not guarantee that an alternative exam will be an option.
- The exams include **multiple-choice, true-false and short answer questions**, which will be applied and conceptual rather than factual recall (or memorization). You may not use your **notes** or **text** during an exam. You must take the exam **independently**. Cheating on an exam is a violation of the Student Conduct Code, and violators will be sanctioned. (See the "Student Conduct Code" section below for more information and an explanation of sanctions for violations.)
- I do **NOT** provide study guides for any of the exams; however, there are study guides in MLP, as well as practice exams.
- Exams are **NOT cumulative**. This includes the final!
- NO late exams are accepted. No exams will be dropped.** Also, I will not make alternative arrangements to give any exams early **due to travel plans, school projects, or other courses' requirements so please do not ask. NO EXCEPTIONS!**
- The best action for exams is to be proactive and **PLAN**. What this means is that **you** are responsible to understand due dates and meet deadlines.

### 2. ASSIGNMENTS

- You have **2 major written assignments**. Your Course Calendar states when each assignment will be available and their due dates. The 2 assignments are the **Folk Wisdom/Modern Research Assignment**, and **Adolescent Assignment**.
- All assignments can be emailed to me ([Jessica.kumm@umt.edu](mailto:Jessica.kumm@umt.edu)) or directly handed to me before class begins on the due date.
- The grading rubric for each assignment will be included with the Assignment's instructions.
- Late Policy for these assignments:
  - You have 24 hours to turn in a late assignment and you will lose 25% off of the points possible. Assignments will no longer be accepted after the 24 hours from the due date have passed.

• **COURSE WRITING REQUIREMENTS:**

All papers, discussions, and assignments are to be written as formal academic compositions. In other words, grammar and spelling are important. If grammar or spelling is poor it can make it impossible for you to get your point across to the reader. Be careful about spelling. While not important in and of itself, poor spelling makes a paper seem flawed. **Use your spellchecker and proofread.** **Double space, type 12 point font, Times New Roman font, 1 inch margins, saved as a RTF, citations/references use APA format** (see the librarian). Each project grade guidelines are included under the assignment sections. You are responsible for understanding these guidelines.

• **Late and Make-up work: I will NOT accept late work after 24 hours**

\*\*\*HOWEVER\*\*\* UNIVERSITY POLICY allows for me to make **3 exceptions** to this policy, which include:

1. when the student is participating in a university-sanctioned athletic event
2. when the student has a prolonged or severe illness
3. when the student has experienced a death in his or her family.
  - **If you miss an assignment, exam or participation points due to one of these exceptions, valid documentation MUST be provided in order to make it up.**
    - **“Valid documentation”** please contact me via email a.s.a.p. to discuss appropriate documentation.
  - You have **48 hours after the missed assignment's due date to notify me** so that we can arrange for you to make-up the work.
  - **Please be aware, I strictly enforce this policy and WILL REQUIRE documentation in situations 1-3, YOU DO HAVE 24 HOURS TO TURN IN THE 2 ASSIGNMENTS LATE WITHOUT DOCUMENTATION (See above).**
  -

3. **PARTICIPATION POINTS (Pp)**

- Participation points consist of **random attendance checks**, as well as **individual and group work**.
- The dates of the random attendance checks and in-class work are purposely **NOT** listed on your Course Calendar.
- Points will range from 5-10 per class, depending on what is being graded.
- **Students who sleep, leave early/come late, work on other assignments or text, facebook, surf the internet, etc... during class will NOT earn their participation points.**

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:**

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

- **Missoula College students:** Contact Paul Kozlowitz at (406) 243-7931 or via email, [Paul](#).
- **Mountain campus students:** Contact DSS at (406) 243-2243 or via email, [DSS](#).

I will work with you and DSS to provide reasonable modifications. “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. In addition, the student must provide DSS documentation *before* the assignment is due so reasonable accommodations can be made. For more information, please consult [DSS](#).

**DROP POLICY**

According to UM's [Academic Policies and Procedures](#), beginning the **46<sup>th</sup> instructional day** of the semester (i.e. **April 7th, 2015**) through the last regular class day (i.e. **May 8th, 2015**) 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.

**INCOMPLETE POLICY**

A grade of Incomplete (I) may be given when, in the opinion of the instructor, there is a reasonable probability that students can complete the course without retaking it. 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](#)).

## **STUDENT CONDUCT CODE (PLEASE READ CAREFULLY)**

The Student Conduct Code, which can be found here, [Student Conduct Code](#), will be strictly enforced in this class. Specifically, cheating in any form will not be tolerated. You are not allowed to collaborate on any assignment (i.e. exam, paper, etc...) with anyone, including, but not exclusively, students who have previously taken this course, graduate students in psychology or related disciplines, friends, etc... Thus, all assignments **must** be completed **INDEPENDENTLY**, unless otherwise stated in the instructions (e.g. group projects), when students seek services from the Writing Center or tutoring, or unless accommodations have been approved by your instructor. **Cheating or plagiarism** will result in **FAILURE** (that is, a zero or an "F") on the assignment, **at minimum**, and it will be reported to Department Chair and/or the Dean. The instructor reserves the right to assign an "F" for the course if cheating or plagiarism occur. Additionally, you are subject to University sanctions, suspension or expulsion.

If you do not know what plagiarism is, you can ask your professor, visit the [Writing Center](#) at the Mountain campus (Liberal Arts 144, 243-2266), the [Mansfield Library](#) (243-6866), or contact Missoula College's [Academic Support Center](#) (243-7826).

## **CLASS ETIQUETTE**

- Please turn your **cell phones off** or on **silent** before class begins.
- Please, **DO NOT TEXT** during class. It is very distracting to your classmates as well as myself, **especially** when you trying to be inconspicuous (i.e. texting under the desk, under notes, using your text as a barrier, etc...). If I catch you on your phone during class, I will ask you to put it away. After 2 or 3 prompts, **I will ask you to leave the class immediately!**
- **Please be on time.** If you must leave early, out of courtesy for your classmates and me, please sit close to the door so you can excuse yourself quietly. Also, please let me know before class that you need to leave early.
- If you type your notes on a computer during class, please **DO NOT use Facebook, play games, check email, surf the internet, etc...during class.** While I may not be able to see you, your peers sitting behind you can see, which can be very distracting. Again, if I find you are doing other things on your computer during class time than taking notes, I will ask you to stop. After 2 or 3 prompts, **I will ask you to leave the class immediately!**
- Please **do not talk to your neighbors** during class. Just like texting "inconspicuously" is distracting, so is whispering.
- I ask that you please **raise your hand** if you have a question or comment during lecture.
- If you are disruptive, I will talk to you individually after class. After 2 or 3 prompts, **I will ask you to leave the class immediately!**

**\*\*\*IMPORTANT NOTE:** This is a standardized course across the UM, Missoula College campus. This means that there are established standards that we hold department-wide. These standards determine how the course is conducted, thus, they are not negotiable. In short, we strictly enforce the policies stated in this syllabus.

**VI. COURSE CALENDAR:**

\*\*Please note, this is a **tentative** course schedule. You are responsible for any changes, which I will clearly announce during course lectures.

**TENTATIVE COURSE CALENDAR**
**PSYX 230S: Developmental Psychology : Lifespan, Spring 2015, Section 02C**

<b>1</b>	<b>January</b> 27- Introductions, Chapter 1, Theory, and Research in Human Development 29- Chapter 1
<b>2</b>	<b>February</b> 3- Chapter 2, Biological & Environmental Foundations of Development 5- Finish Chapter 2
<b>3</b>	10- Chapter 3, Prenatal Development, Birth, and the Newborn Baby 12- Finish Chapter 3
<b>4</b>	17- <b>Exam #1 (Chapters 1-3)</b> 19- Chapter 4, Physical Development in Infancy and Toddlerhood
<b>5</b>	24- Chapter 5, Cognitive Development in Infancy and Toddlerhood 26- Chapter 6, Emotional & Social Development in Infancy & Toddlerhood <b>Assignment #1, Folk Wisdom, Due: February 26<sup>th</sup> @ 11:55pm</b>
<b>6</b>	<b>March</b> 3- <b>Exam #2 (Chapters 4-6)</b> 5- Chapter 7, Physical & Cognitive Development in Early Childhood
<b>7</b>	10- Chapter 8, Emotional & Social Development in Early Childhood 12- Chapter 9, Physical & cognitive Development in Middle Childhood
<b>8</b>	17- Chapter 10, Emotional & Social Development in Middle Childhood 19- <b>Exam #3 (Chapters 7-10)</b>
<b>9</b>	24- Chapter 11, Physical & Cognitive Development in Adolescence 26- Chapter 12, Emotional and Social Development in Adolescence
<b>10</b>	<b>March 30-April 3 (Spring Break)</b>
<b>11</b>	<b>April</b> 7- Chapter 13, Physical & Cognitive Development in Early Adulthood 9- Chapter 14, Emotional & Social Development in Early Adulthood. <b>Assignment #2, Adol. Then and Now, Due: April 11<sup>th</sup> @ 11:55pm</b>
<b>12</b>	14- <b>Exam #4 (Chapters 11-14)</b> 16- Chapter 15, Physical & Cognitive Development in Middle Adulthood.
<b>13</b>	21- Chapter 16, Emotional & Social Development in Middle Adulthood 23- Chapter 17, Physical & Cognitive Development in Late Adulthood
<b>14</b>	28- Chapter 17, Physical & Cognitive Development in Late Adulthood 30- Chapter 18, Emotional & Social Development in Late Adulthood
<b>15</b>	<b>May</b> 5- Chapter 19, Death, Dying, & Bereavement 7- Chapter 19, Death, Dying, & Bereavement
<b>16</b>	(Finals week)- <b>Exam #5 (Chapters 15-19)</b> <b>Time and location TBA</b>

\*\*\* 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, I encourage you to contact me immediately.