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Spring 1-2016

PSYX 230.01: Developmental Psychology

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PSYX 230 – Developmental Psychology – Spring 2016

Course Information

- **Day/time:** Tuesdays & Thursdays 9:40-11:00am
- **Location:** ISB 110
- **[Course Website](#)**

Instructor

- Dr. Rachel Severson
- **Office:** Skaggs 371
- **Office phone:** 243-4384
- **Email:** rachel.severson@umontana.edu (best way to reach me)
- **Office hours:** Tuesdays & Thursdays 12:00-2:00pm, and by appointment

What is this course about?

This course provides an overview of the biological, cognitive, and social/emotional changes that occur from conception to adolescence. As we examine these topics, we will learn about theories of development, research approaches in developmental psychological science, and the application of this knowledge to real-world contexts.

What are we trying to achieve?

At the completion of this course, you should understand and be able to think critically about:

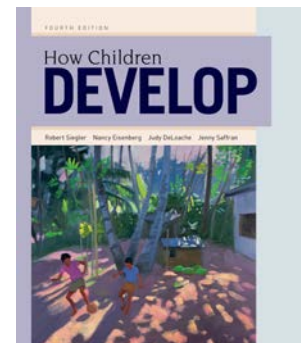
- Major theories and principles of developmental psychology
- Basic research methods used
- Prenatal developmental and the newborn period
- Developmental trends in physical, cognitive, and social/emotional development
- Biological, social, institutional, and cultural factors that may affect development

Materials: What do you need?

Textbook

Siegler, DeLoache, Eisenberg, & Saffran (2014). *How children develop* (4th Ed.). New York: Worth Publishers.

- ISBN-10: 1-4292-4231-0
- ISBN-13: 978-1-4292-4231-8
- Course Reserves: A copy of the textbook is on reserve in Mansfield Library (4 hr. in library use).



Articles

We will read some articles throughout the semester. These will always be made available on Moodle.

Opportunities to Earn Points

Throughout the semester you will be offered several opportunities to earn points toward your desired grade. Keep in mind that I will merely provide you with opportunities to accumulate enough points for a good grade in this course; ultimately, it is your responsibility to take advantage of these opportunities.

Activity	Points	% of Grade	Date
Exams	210*	75%	
Exam 1	60		Thurs., 2/18/16
Exam 2	60		Tues., 3/15/16
Exam 3	60		Thurs., 4/14/16
Exam 4	60		Wed., 5/11/16 (8:00-10:00am)
Writing-to-Learn Activities	42	15%	Throughout semester
Research Article Summary	28	10%	Due: Fri., 4/29/16 11:55pm to Moodle
Total	280	100%	

Exams (210 points; 75% of grade)

The exams will focus on the material presented in lectures. The exams are not cumulative (i.e., each covers material since the previous exam). However, because later material builds on earlier material, later exams will assume knowledge of earlier material. The exam format will be approximately 80% multiple-choice questions and about 20% short-answer questions.

*The four exams count toward your grade as follows:

- (1) Your 3 highest scores will each count as a full exam (maximum = 60 points EACH)
- (2) Your lowest score will count only half as much (maximum = 30 points)

So, the formula for calculating total points for your exams is: Highest Score + 2nd Highest Score + 3rd Highest Score + (Lowest Score/2) = 210 points possible

Writing-to-Learn Activities (42 points; 15% of grade)

Throughout the semester we will have several low-stakes writing activities as a way to explore ideas and develop a better understanding of the material. The idea here is that “writing is thinking.” This is not formal writing. Rather, the goal is to use writing as a tool to clarify concepts, recognize what you have learned, and, perhaps most importantly, recognize what you don’t quite understand. These are “in-class” activities insofar that they will be given and turned in during class. Although these activities will primarily take place in class, some may also involve some outside of class reading and writing.

Research Article Summary (28 points; 10% of grade)

For this assignment, you will summarize (2-3 typed double-spaced pages) an empirical research article on a topic in developmental psychology. You will select an article from among those I have provided on Moodle. This may be the first time for many of you to read a psychology research article. It may be challenging and you will likely have to read the article more than once. I strongly recommend giving yourself ample time to work on this assignment and to make use of resources available to you (e.g., my office hours, [writing center](#)). **Detailed instructions** for this assignment, including the articles, are on Moodle (see Assignment: Research Article Summary).

Due: Summaries must be submitted to Moodle (under Assignment: Research Article Summary) by **11:55pm on Friday, April 29th**. Emailed or hard copy summaries will not be accepted.

Optional Extra Credit (up to 6 points)

You can earn up to a maximum of 6 extra credit points through these two options (either one or a combination of both). Note: Additional research participation or article summaries beyond the 6 points will not result in any additional extra credit points.

1. **Extra Credit Research Participation:** Participate in research in the Department of Psychology. Each 30 minutes of research participation is worth 1 point. You will receive points in 30-minute increments (e.g., 0.5 hours = 1 point; 1.0 hour = 2 point, 1.5 hours = 3 points; 2.0 hours = 4 points; 2.5 hours = 5 points; and 3 hours = 6 points).
 - For information on how to register for the system and sign up for a study, please see to the [Department of Psychology's SONA information](http://hs.umd.edu/psychology/undergraduates/sona.php) (<http://hs.umd.edu/psychology/undergraduates/sona.php>)
 - To register or signup for studies, please go directly to the [SONA log-in](#). Due to eligibility criteria, studies may not be available near the end of the term.
 - To receive credit in this course, **select PSYX 230 as the course** when you sign up for a study.

Due: Complete by **11:55pm on Tuesday, May 3rd** (last day SONA studies are available).

2. **Extra Credit Review Article Summary:** Read an article reviewing research on a topic in developmental psychology and write an article summary. Each article summary is worth 2 points and will be graded as Satisfactory/Unsatisfactory.
 - Select an article from those available on Moodle (under Extra Credit). These articles are “reviews” of a body of existing research, rather than research articles (e.g., you’ll notice they do not have a Method section).
 - Write a summary of the review article. It should be 1-2 typed pages. ***Detailed instructions for the Extra Credit Review Article Summary can be found on Moodle (under Extra Credit).***

Due: Submit to Moodle (under Extra Credit) by **11:55pm on Friday, May 6th**. Emailed, hard copy, or late summaries will not be accepted.

Grading Scale

Final grades are based on the following grading scale:

Grade	Percent	Grade	Percent
A	93-100%	C	73-76.9%
A-	90-92.9%	C-	70-72.9%
B+	87-89.9%	D+	67-69.9%
B	83-86.9%	D	63-66.9%
B-	80-82.9%	D-	60-62.9%
C+	77-79.9%	F	59.9% & less

Course Policies

Respectful Practices

In order for the classroom environment to be conducive to learning, I ask the following of you:

- Laptops are permitted; we will also have a “Laptop Free Zone.”
- Please turn your mobile phone to silent before entering class.
- Please avoid coming to class late and leaving early. If you do need to arrive late or leave early, please sit close to the door and enter/exit quietly.
- Please do not sleep in class or work on other activities (e.g., text, facebook, games, email, etc.).

Attendance

While attendance in lectures is not required, you are strongly encouraged to attend class. You are responsible for the material covered in lecture and any relevant announcements. If you do miss class, it is **your responsibility** to talk with a classmate to find out what you missed. It is not the Instructor’s responsibility to go over material or tell you about announcements. Lecture outlines will be provided on Moodle, however complete lecture notes/slides will not be available.

What if I miss an exam?

Make-up exams will be granted only if (1) you notify me (by phone, email, or in person) **BEFORE** the missed exam (or, in the case of an emergency, as soon as reasonably possible after the exam) **AND** (2) under legitimate, unavoidable circumstances. For example, a make-up exam may be offered for a verified medical/family emergency or participation in University-sponsored activities (verified in advance).

If you are facing a unique circumstance – an illness, emergency, or whatever – that you believe will impair your ability to perform well on the exam, see me as soon as it arises so that we can discuss whether a make-up or incomplete will be granted. **DO NOT WAIT** until after you have taken an exam to tell me your score was low because of some unique circumstance. **Once you take an exam, that score counts no matter what.** See me ahead of time. If you become sick on exam day, contact me in **ADVANCE** of the exam. Once exams have been returned and the answers have been reviewed in class, all students who have not yet taken that exam receive a zero on it. All decisions regarding make-up exams are at the discretion of the instructor.

What if I turn in my paper late?

Late papers will be accepted but will lose 10% from the grade per 24 hours, including weekends. For example, a late paper submitted to Moodle within 24 hours following the deadline will lose 10% (even if it is just 1 minute late), then an additional 10% 24 hours later, and so forth. The 10% makes a big difference – submitting a late paper within 24 hours means an “A” grade will automatically become a “B” grade. I encourage you to submit your work on time so you don’t needlessly lose points. Note that because extra credit article summaries are optional, they will not be accepted late (not to mention they are due at the last possible moment ☺).

A Final Note on Grades

The grading system in this course applies to all students equally. Some flexibility is built into the system, namely that your lowest exam score counts only half as much as your other exam scores. *Sometimes a student will ask me if they can re-take a test or do other extra credit assignments to raise their course grade. My answer will always be “No” because I do not make special opportunities to earn extra points for some students and not others.* If you are having trouble mastering the course content, be sure to take advantage of my office hours each week. I am here to help you learn. Please do not wait until the end of the semester to see me; by then it may be too late.

Other Information

Academic Conduct

All work for this class must reflect your own work. “The Student Conduct Code at the University of Montana embodies and promotes honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in our academic community.” Academic dishonesty includes, but is not limited to, giving or receiving answers on an exam (including looking at other students’ exams), arranging for someone to take a test in place of another, and representing someone else’s work as your own (i.e., plagiarism). Academic dishonesty will result in a zero for that exam or assignment and the incident will be reported to the Dean of the College of Humanities and Sciences to be dealt with in accordance with UM Student Conduct Code. It is your responsibility to know the [Student Conduct Code](http://www.umt.edu/vpsa/policies/student_conduct.php) (http://www.umt.edu/vpsa/policies/student_conduct.php).

Academic Accommodation

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](http://umt.edu/dss) (umt.edu/dss). 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.

Lecture Schedule

Week	Date	Topic	Reading	Notes
1	T 1/26	Introduction & Course Overview		
	R 1/28	Themes & Research Methods	Ch. 1 (pp. 10-37)	
2	T 2/2	Prenatal Development	Ch. 2 (pp. 39-66)	
	R 2/4	Birth & the Newborn	Ch. 2 (pp. 66-82)	
3	T 2/9	Gene-Environment Interaction	Ch. 3 (pp. 86-105)	
	R 2/11	Film: <i>Ghost in Your Genes</i>		
4	T 2/16	Brain Development	Ch. 3 (pp. 106-118)	
	R 2/18	Exam 1 (Ch. 1-3)		
5	T 2/23	Theories of Cognitive Development	Ch. 4	
	R 2/25	Perception & Motor Development	Ch. 5 (pp. 171-198)	
6	T 3/1	Learning & Cognition	Ch. 5 (pp. 198-211)	
	R 3/3	Film: <i>The Medicated Child</i>		
7	T 3/8	Language Development	Ch. 6	
	R 3/10	Language Development	Ch. 6	
8	T 3/15	Exam 2 (Ch. 4-6)		
	R 3/17	Conceptual Development	Ch. 7 (pp. 260-278)	
9	T 3/22	Conceptual Development & start Film: <i>Play Again</i>	Ch. 7 (pp. 278-293)	
	R 3/24	Film: <i>Play Again</i>		
10	T 3/29	Theories of Social Development	Ch. 9 (pp. 340-356)	
	R 3/31	Theories of Social Development	Ch. 9 (pp. 356-379)	
11	T 4/12	Emotional Development	Ch. 10	
	R 4/14	Exam 3 (Ch. 7, 9, 10)		
12	T 4/19	Attachment & Development of Self	Ch. 11 (pp. 426-449)	
	R 4/21	Parenting & the Family	Ch. 12	
13	T 4/26	Film: <i>Let's Talk About Sex</i>		
	R 4/28	Gender Development	Ch. 15	
14	T 5/3	Moral Development	Ch. 14	
	R 5/5	Moral Development	Ch. 14	
Finals	W 5/11 (8-10am)	Exam 4 (Ch. 11, 12, 14, 15)		

NOTE: This schedule is subject to change. Changes will be announced in class and posted on Moodle. If there is a discrepancy between the printed schedule and the schedule on Moodle, we will follow the schedule on Moodle.