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Spring 1-2003

### PSYC 240.01: Child and Adolescent Development

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*The University of Montana*

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# Psychology 240 - Child and Adolescent Development

## Syllabus

<b>Instructor</b>	Ann Szalda-Petree, Ph.D.	<b>E-mail</b>	szaldapetree@hotmail.com
<b>Phone</b>	406-549-8094	<b>Office Hours</b>	2:00 PM to 2:45 PM, Monday, Wednesday, and Friday. Also by appointment. The best way to communicate with me is via email.

### Text:

Fabes, Richard and Martin, Carol Lynn (2003). Exploring Child Development. Boston: Allyn and Bacon Publishers.

### Description:

The development of the individual is an exciting process, beginning with rapid metamorphosis of cells at conception and continuing through intricate changes throughout the entire life span. The field of developmental psychology is also fascinating because each and every one of us, as well as everyone we know or care about, is constantly developing. This course will therefore provide opportunities to explore current scientific knowledge and theories regarding human development, and your own individual insights based on personal experiences and observations of others. While these perceptions will be important in helping you relate to the course material, it is important to remember that personal anecdotes and opinions often reflect our own biases. Therefore, critical thinking and mastery of the course content as presented in the text, class lectures and videos are crucial to your success in this class. This is it – some of the most interesting material in all of psychology. I will try to clarify some of the more confusing aspects during lecture, and you will be primarily responsible for the material in the book. Come to class and read your text for a whole new understanding of the developing person.

### Requirements:

Your grade will be based on scores earned from 4 midterm tests and a comprehensive final. Tests will be primarily in multiple-choice and true-false formats. Tests will usually take 30 – 60 minutes to complete. Your lowest test grade will not be counted – which includes missed tests.

Both lecture and book material will be covered on each exam in approximately equal proportions. There will be test questions drawn from movies and any guest speakers or child visitors.

Requests for reevaluation/re-scoring of test items will be accepted only until the date of the next exam. I won't consider requests made at the end of the semester on exams given earlier in the semester. Come to class when the tests are handed out, and check your score against the score that is posted. It is your responsibility to make sure these match.

I would like to discourage you from taking a makeup test for any reason. The exam dates are in the syllabus. If you cannot attend class on these dates, consider dropping. If an unavoidable circumstance causes you to require a makeup test – let me know. Be forewarned that the test will consist of essay questions, and will be considerably more difficult than the original test. This is due to the fact that I use a computerized test bank to assist with test construction. I use most of the easy questions from the test bank for the original test.

The date and time for the final are listed in this syllabus. I will not give the final early for any reason – so please do not make plane reservations, travel plans, etc. before this date. If you have done this already, please consider dropping the course and taking it another time, or plan on using the final as your dropped test.

**Evaluation:**

The tests and the comprehensive final will be worth 100 points each. Since you will be able to drop one test score, a total of 400 points are possible. Your final grade for the course will be calculated as follows:

- A = 360 - 400
- B = 320 - 359
- C = 280 - 319
- D = 240 - 279
- F = < 240

Please bring a scantron form and a number 2 pencil with you on test day.

Just so you know: If you are caught cheating on any test or final you will be given an automatic F for the test - which you will not be able to drop.

Out of consideration for classmates and the instructor, please arrive for class on time and remain for the entire class hour; leaving early disrupts everyone – if there is an unavoidable emergency, please see me before class. Please do not walk right in front of me to leave class while I am lecturing, especially without saying anything. I am not a TV and I have feelings too. Also, please do not allow your cell phone or pager to be disruptive during class.

## Course Schedule

<b>Week</b>	<b>Topic</b>	<b>Required Reading</b>
1/27 - 31	Introduction to Developmental Psychology	Chapter 1
2/3- 2/7	History/Theory	Chapter 2
2/10 – 2/14	Prenatal Development	Chapter 3
2/17	Washington/Lincoln Holiday	
2/19 – 2/24	Birth and the Newborn	Chapter 4
2/26	<b>Test 1</b>	Chps. 1, 2, 3, 4
2/28 – 3/7	Physical and Cognitive Development in Babies and Toddlers	Chapter 5
3/10 – 3/12	Social and Emotional Developments in Babies and Toddlers	Chapter 6
3/14	<b>Test 2</b>	Chps., 5, 6
3/17 – 3/21	Physical, Cognitive, and Language Development in Early Childhood	Chapter 7
3/24 – 3/28	Spring Break	
	Social and Emotional Development in Early Childhood	Chapter 8
3/31 – 4/4	Physical, Cognitive, and Language Development in Late Childhood	Chapter 9
4/7 – 4/11	Social and Emotional Development in Late Childhood	Chapter 10
4/14	<b>Test 3</b>	Chps. 7, 8, 9, 10
4/16 – 4/23	Physical and Cognitive Development, Social and Emotional Development in Early Adolescence	Chapter 11 Chapter 12
4/25 – 4/30	Physical and Cognitive Development in Late Adolescence	Chapter 13
4/30 – 5/5	Social and Emotional Development in Late Adolescence	Chapter 14
5/7	<b>Test 4</b>	Chps. 11, 12, 13, 14
Friday, 5/16, 10:10	<b>Final Exam</b>	All Chapters