

University of Montana

ScholarWorks at University of Montana

Syllabi

Course Syllabi

Spring 2-1-2017

PSYX 230.02: Developmental Psychology

Morgan Bowlen

The University Of Montana

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Bowlen, Morgan, "PSYX 230.02: Developmental Psychology" (2017). *Syllabi*. 5259.

<https://scholarworks.umt.edu/syllabi/5259>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

PSYX 230: DEVELOPMENTAL PSYCHOLOGY

University of Montana
Spring 2017 (CRN 32891)

COURSE INFORMATION

- *Day:* Monday, Wednesday, Friday
- *Time:* 8:00-8:50am
- *Location:* ISB 110
- *Website:* [Moodle](https://moodle.umt.edu) (https://moodle.umt.edu)

INSTRUCTOR

Morgan Molly Bowlen

- *Email:* morgan.bowlen@umontana.edu
 - *Office:* Skaggs 368
 - *Office hours:* Monday and Wednesday 2:00-4:00, and by appointment
-

WHAT IS THIS COURSE ABOUT?

This 3-credit 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.

- Major theories and principles of developmental science.
- 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?

Berk, Laura (2013). *Child Development (9th Ed.)*
Pearson. ISBN 978-0205149766

- Printed copy available at bookstore

WHAT ARE THE PREREQUISITES?

PSYX 100S (Introduction to Psychology); or instructor permission.

WHAT ARE WE TRYING TO ACHIEVE?

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

OPPORTUNITIES TO EARN POINTS

Activity	Points	% of Grade	Date
Exams	140*	70%	
<i>Exam 1</i>	40		Fri., Feb. 17
<i>Exam 2</i>	40		Mon., Mar. 13
<i>Exam 3</i>	40		Wed., Apr. 12
<i>Exam 4</i>	40		Thurs., May. 11 (10:10am-12:10pm)
Research Paper	20	10%	Due: Mon., Apr. 3 by 11:55pm (Moodle)
Peer Review	10	5%	Due: Wed., Apr. 26 by 11:55pm (Moodle)
Class Activities	30	15%	Throughout semester
Total	200	100%	

OPPORTUNITIES TO EARN POINTS

EXAMS (70%)

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 (max = 40 points EACH)
- (2) Your lowest score will count only half as much (max = 20 points)

RESEARCH PAPER (10%)

For this assignment, you will summarize empirical research on a topic in developmental psychology. *Detailed instructions for this assignment, including the articles, are on Moodle (see Assignment: Research Paper).* 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, the TA's office hours, [writing center](http://www.umt.edu/writingcenter/) (<http://www.umt.edu/writingcenter/>)).

PEER REVIEW (5%)

The best method for learning to write effectively is to evaluate and provide critical, constructive feedback on the written work of peers. For this reason, you will review/assess the research paper of 6 of your peers (randomly assigned), assign a grade to each, as well as to write one critical, constructive comment about each (i.e., highlighting a specific weak, confusing, unclear aspect in the essay, and recommending at least

one way in which this shortcoming could be corrected). *Detailed instructions for the peer review are on Moodle (Assignment: Peer Review).*

Research Paper Grade: The median of the grades assigned by the 6 peers. There is considerable research showing that grades derived in this manner are of the same as or higher quality than grades assigned by a TA or an instructor (see Cho, Schunn & Wilson, 2006).

Peer Review Grade: Based on the validity of the grades and the quality of your critical constructive comments on each paper, as assessed by the TA and instructor.

PARTICIPATION AND COMMITMENT TO DIVERSITY (15%)

Throughout the semester we will have several low-stakes class activities (credit/no credit). Although these activities will primarily take place in class, some may also involve outside of class reading and writing. As a way to explore ideas and develop a better understanding of the material, these activities may include small group or class discussions, short responses, and low-stakes writing activities. I strive to integrate multicultural and diversity issues in these activities in ways that are relevant to course content and process. I hope students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity—and respecting others' outlooks throughout this course. That being said, I am committed to creating an environment in which individuals' diversity and opinions are respected, and any statements that are of a harassing or discriminatory nature will not be tolerated.

EXTRA CREDIT

Earn up to a **maximum of 6 extra credit points** through these two options (either one or a combination of both). **Deadline:** Extra credit will be accepted through the last day of class (i.e., before finals).

1. **Research Participation:** Participate in research in the Department of Psychology. Each 30 minutes of research participation is worth 1 point (e.g., 0.5 hours=1 point; 1.0 hour=2 points, etc.).
 - To register, please see to the [Department of Psychology's SONA information](http://hs.umt.edu/psychology/undergraduates/sona.php) (<http://hs.umt.edu/psychology/undergraduates/sona.php>)

- To sign up for studies, please go directly to the [SONA log-in](https://umontana.sona-systems.com) (https://umontana.sona-systems.com). To receive credit in this course, **select PSYX 230 as the course** when you sign up for a study.
2. **Article Summary:** Summarize an article reviewing research on a topic in developmental psychology. Each article summary is worth 2 points and will be graded as Satisfactory/Unsatisfactory. Write a 1-2 typed page summary of a pre-selected article. *Detailed instructions and articles for the Extra Credit Article Summary can be found on Moodle (under Extra Credit).*

COURSE FORMAT: HOW IS THE COURSE ORGANIZED?

LECTURE

The lectures will complement the course readings – generally about 80% of the lecture material will follow the textbook. So, it is in your best interest to attend lecture and complete the readings. The most effective learning generally occurs in an interactive environment, so please speak up at any point if something is unclear or if you have a comment relevant to the topic at hand. The lecture schedule on the last page 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.

MOODLE

Announcements, lecture outlines, assignments, and grades will be posted on the course [Moodle](https://moodle.umt.edu) (https://moodle.umt.edu) site. Lecture outlines will be posted before class.

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. Discussions and activities that are conducted

during lecture are a way to enhance your understanding of the material, and as such, topics and concepts related to these activities are eligible to be included in exams. *If you miss a lecture* you are responsible for obtaining missed notes and important announcements from another student.

ACADEMIC ACCOMMODATION

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

FINAL EXAM HARDSHIP

Students may seek relief from writing more than two final examinations during the same day. Students scheduled for more than two final examinations on one day may contact the instructor to request/arrange for an alternate testing time during the final examination week. If satisfactory arrangements cannot be made, the student should seek the assistance of his or her dean.

SPECIAL DISPENSATION

The scheduled assignments/exams and the grading system in this course apply to all students equally. *Sometimes a student will ask for special dispensation (e.g., changing a due date or test date) or an additional opportunity to earn more points (e.g. re-take a test or do other extra credit assignments). My answer will*

always be “No” because I do not make concessions or provide opportunities for some students that are not also provided to all other students in the course.

GRADING SCALE

Final grades are based on the following scale:

Grade

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

WHAT IF I MISS AN EXAM OR SUBMIT AN ASSIGNMENT LATE?

MAKE-UP EXAMS

The exam dates in this syllabus are non-negotiable. If you have a conflict with one or more of the exam dates due to personal commitments, you should consider taking the class a different semester. A make-up exam may be offered **ONLY** for UNIVERSITY-APPROVED REASONS:

- Medical emergency (verified by a medical professional)
- Family emergency (verified by the Dean of Students Office)
- Participation in University-sponsored activities (verified in advance)

Other reasons for a missed exam – family holiday, friend/relative wedding, etc. – are NOT approved excuses.

An exam missed for reasons other than the university-approved reasons will result in an exam grade of zero. All decisions regarding make-up exams are at the discretion of the professor. Exams will be returned and the

answers reviewed in class a few days after each exam (except Exam #4). Once the answers have been reviewed in class, all students who have not yet taken that exam receive a zero on it.

Therefore you should contact me as soon as possible – preferably **BEFORE** the exam – if you will miss an exam due to the above university-approved reasons.

LATE ASSIGNMENTS

Late assignments will be accepted but will lose 20% from the grade per 24 hours, including weekends. For example, a late assignment submitted to Moodle within 24 hours following the deadline will lose 20% (even if it is just 1 minute late), then an additional 20% 24 hours later, and so forth. I encourage you to submit your work on time so you don’t needlessly lose points. Note that Writing-to-Learn activities that take place “in class” cannot be made-up (or turned in late). Also note that because extra credit article summaries are optional, they will not be accepted late (also because they are due the final day of class!).

A FINAL NOTE ON ETHICAL CONDUCT

Don’t Cheat. Don’t Plagiarize. It’s Not Worth It.

ACADEMIC MISCONDUCT is taken seriously and is unacceptable. Please review the UM [Student Conduct Code](http://www.umt.edu/vpsa/policies/student_conduct.php) (http://www.umt.edu/vpsa/policies/student_conduct.php). “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.” **This code and procedures apply to this course.** All work for this class must reflect your own work. As specified in the Student Conduct Code, academic misconduct includes, but is not limited to:

- *Plagiarism*: representing someone else’s work (words, ideas, data, materials) as your own.
- *Misconduct during an examination or academic exercise*: Copying from another student’s paper/exam, giving information to another student, consulting unauthorized materials.
- *Submitting false information*: Knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation in connection with an academic exercise.

THE CONSEQUENCES are more severe than you may think...

Academic misconduct will result in a zero for that exam or assignment and the incident will be reported to the Dean of Students and 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.*

LECTURE SCHEDULE**

Date	Topic	Reading	Assignments
M 1/23	Introduction & Course Overview		
W 1/25	History, Theory, and Applied Directions	Ch. 1	
F 1/27	History, Theory, and Applied Directions	Ch. 1	
M 1/30	Research Strategies	Ch. 2	
W 2/1	Prenatal Development	Ch. 3	
F 2/3	Prenatal Development	Ch. 3	
M 2/6	Prenatal Development	Ch. 3	Watch online: <i>Ghost in Your Genes</i>
W 2/8	Gene-Environment Interaction	Ch. 3	
F 2/10	Gene-Environment Interaction Discussion: <i>Ghost in Your Genes</i>	Ch. 3	<i>Ghost in Your Genes</i> Film Reaction Paper Due 2/10 at 11:55pm (Moodle)
M 2/13	Early Learning	Ch. 4	
W 2/15	Early Learning + Exam Review	Ch. 4	
F 2/17	Exam 1 (Ch. 1, 2, 3, 4)	Ch. 4	
M 2/20	PRESIDENTS' DAY – No class		
W 2/22	Physical Growth	Ch. 5	
F 2/24	Physical Growth	Ch. 5	
M 2/27	Physical Growth	Ch. 5	
W 3/1	Learning & Cognition	Ch. 6	
F 3/3	Learning & Cognition	Ch. 6	
M 3/6	Learning & Cognition	Ch. 7	
W 3/8	Learning & Cognition	Ch. 7	
F 3/10	Wrap Up + Exam Review		
M 3/13	Exam 2 (Ch. 5, 6, 7)		
W 3/15	Intelligence	Ch. 8	
F 3/17	Intelligence	Ch. 8	
3/20-3/24	SPRING BREAK – No class		
M 3/27	Language Development	Ch. 9	
W 3/29	Language Development	Ch. 9	
F 3/31	Emotional Development	Ch. 10	
M 4/3	Emotional Development	Ch. 10	Research Paper due 4/3 @ 11:55pm
W 4/5	Self and Social Understanding	Ch. 11	
F 4/7	Self and Social Understanding	Ch. 11	
M 4/10	Wrap Up + Exam Review		
W 4/12	Exam 3 (Ch. 8, 9, 10, 11)		
F 4/14	Moral Development	Ch. 12	
M 4/17	Moral Development	Ch. 12	Watch online: <i>Let's Talk About Sex</i>
W 4/19	Development of Sex Differences and Gender Roles	Ch. 13	
F 4/21	Development of Sex Differences and Gender Roles	Ch. 13	<i>Let's Talk About Sex</i> Film Reaction Paper Due 4/21 at 11:55pm (Moodle)
M 4/24	The Family	Ch. 14	
W 4/26	The Family	Ch.14	Peer Reviews due 4/26 @ 11:55pm
F 4/28	Parenting Styles	Ch. 14	
M 5/1	Peers, Media, and Schooling	Ch. 15	
W 5/3	Peers, Media, and Schooling	Ch. 15	

F 5/5	Wrap-Up + Exam Review		
R 5/11*	Exam 4 (Ch. 12, 13, 14, 15)		*10:10-12:10pm

**** Lecture schedule is subject to change at instructor's discretion, any changes will be announced in class as well as posted in the Announcements section on Moodle**