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Spring 2-1-2017

### PSYX 230.01: Developmental Psychology

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# PSYX 230: DEVELOPMENTAL PSYCHOLOGY

University of Montana  
Spring 2017 (CRN 32890)

## COURSE INFORMATION

- *Day:* Tuesday and Thursday
- *Time:* 9:30-10:50am
- *Location:* ISB 110
- *Website:* [Moodle](https://moodle.umt.edu) (https://moodle.umt.edu)

## INSTRUCTOR

**PROF. RACHEL SEVERSON, PH.D.**

- *Email:* [rachel.severson@umontana.edu](mailto:rachel.severson@umontana.edu)
- *Office:* Skaggs 371
- *Office hours:* Tuesday & Thursday 1:30-3pm, and by appointment.

## WHAT IS THIS COURSE ABOUT?

This 3-credit course provides an overview of the major theories and empirical findings fundamental to Developmental Psychology, with an emphasis on the biological, cognitive, and social-emotional aspects of development from prenatal through adolescence.

## MATERIALS: WHAT DO YOU NEED?

Berk, L. E. (2013). *Child Development (9<sup>th</sup> Ed.)*. Boston: Pearson.

Textbook options:

- Purchase (book or eBook)
- Rent
- On reserve in Mansfield Library

## 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 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.

## WHAT ARE THE PREREQUISITES?

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

## OPPORTUNITIES TO EARN POINTS

Activity	% of Grade	Date
<b>Exams</b>	<b>70%*</b>	
<i>Exam 1</i>	20%	Thurs., Feb. 16
<i>Exam 2</i>	20%	Thurs., March 16
<i>Exam 3</i>	20%	Tues., April 18
<i>Exam 4</i>	20%	Mon., May 8 (8:00-10:00am)
<b>Paper</b>	<b>10%</b>	Due: Thurs., March 30 by 11:55pm (Moodle)
<b>Peer Review</b>	<b>5%</b>	Due: Thurs., April 13 by 11:55pm (Moodle)
<b>Class Activities</b>	<b>15%</b>	Throughout semester
<b>Total</b>	<b>100%</b>	

## 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 (each worth 20% of final grade)
- (2) Your lowest score will count only half as much (10% of final grade)

### PAPER (10%) & PEER REVIEW (5%)

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 Research Paper & Peer Review).* I strongly recommend giving yourself ample time to work on this assignment and to make use of resources available to you, such as [The Writing Center](http://www.umt.edu/writingcenter/) (<http://www.umt.edu/writingcenter/>).

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 (see Research Paper & Peer Review).*

**Paper Grade:** The mean 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). You also have the option of me re-grading your paper, in which case my grade replaces the peer review grade.

**Peer Review Grade:** Your grade is based on the *validity* of the grades you provide consistent with the grading rubric and the quality of your *critical constructive comments* on each paper.

### CLASS ACTIVITIES (15%)

Throughout the semester we will have several low-stakes class activities (credit/no credit). 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. 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.

## EXTRA CREDIT

Earn up to a **maximum of 3% toward your final grade** through these two options (either one or a combination of both). **Deadline:** Extra credit will be accepted through the last day of regular class.

1. **Research Participation:** Participate in research in the Department of Psychology. Each 30 minutes of research participation is worth 0.5% (e.g., 0.5 hours = 0.5%; 1.0 hour = 1%, 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 1% of extra credit 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. *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 \(umt.edu/dss\)](http://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	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%

Grade	Percent	Grade	Percent
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 Class Activities that take place "in class" cannot be made-up (or turned in late).* Also, 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 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](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**

Week	Date	Topic	Reading	Notes
1	T 1/24	Course Overview & Introduction to Developmental Psychology	Ch. 1	
	R 1/26			
2	T 1/31	Research Methods	Ch. 2	
	R 2/2	Prenatal Development	Ch. 3	
3	T 2/7	Prenatal Development & Birth	Ch. 3	
	R 2/9			
4	T 2/14	Film: <i>Ghost in Your Genes</i>		
	R 2/16	<b>Exam 1 (Ch. 1, 2, 3)</b>		
5	T 2/21	Infancy: Early Learning, Perception & Motor Development	Ch. 4	<b>Film Reaction</b> due 2/21 @ 11:55pm
	R 2/23			
6	T 2/28	Biological (Physical) Development	Ch. 5	
	R 3/2	Film: <i>Let's Talk About Sex</i>		
7	T 3/7	Cognitive Development Theories	Ch. 6	<b>Film Reaction</b> due 3/9 @ 11:55pm
	R 3/9		Ch. 7	
8	T 3/14	Cognitive Development Theories	Ch. 7	
	R 3/16	<b>Exam 2 (Ch. 4, 5, 6, 7)</b>		
<b>Spring Break: March 20-24</b>				
9	T 3/28	Intelligence	Ch. 8	<b>Paper</b> due 3/30 @ 11:55pm
	R 3/30	Film: <i>The Medicated Child</i>		
10	T 4/4	Language Development	Ch. 9	<b>Film Reaction</b> due 4/6 @ 11:55pm
	R 4/6			
11	T 4/11	Emotional Development	Ch. 10	<b>Peer Review</b> due 4/13 @ 11:55pm
	R 4/13			
12	T 4/18	<b>Exam 3 (Ch. 8, 9, 10)</b>		
	R 4/20	Self & Social Understanding	Ch. 11	
13	T 4/25	Film: <i>Play Again</i>	Ch. 12	
	R 4/27	Moral Development		
14	T 5/2	Gender Development	Ch. 13	<b>Film Reaction</b> due 5/2 @ 11:55pm
	R 5/4			
Finals	M 5/8 8-10:00am	<b>Exam 4 (Ch. 11, 12, 13)</b>		